



Students' Positive Experience on Task Repetition in Collaborative Online Writing of Video-Based Task

Sarjaniah Zur¹, Abdul Halim², Sitti Alawiyah³, Nur Hasanah Safei⁴, Dewi Atikah⁵✉, Sitti Nurfaidah⁶

^{1,2,3,4,5,6} Institut Agama Islam Negeri Kendari, Kendari, Indonesia

✉ Corresponding author: dewi.atikah70@gmail.com

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ABSTRACT

This qualitative study aimed to explore students' experience on task repetition in collaborative online writing of video-based task. The data were collected through semi-structured interviews of fifteen English students at an Islamic higher institution in Southeast Sulawesi. Using thematic analysis, the finding revealed that most of the participants tend to have positive experience when carrying out task repetition in collaborative online writing of video-based task. Moreover, numerous challenges faced by students in doing task repetition were also presented in the finding of this study.

KEYWORDS: *Online collaborative writing; students experience; task repetition*

ABSTRAK

Penelitian kualitatif ini bertujuan untuk mengeksplorasi pengalaman siswa pada pengulangan tugas menulis kolaboratif secara online berbasis tugas video. Data dikumpulkan melalui wawancara semi-structured dari lima belas orang mahasiswa Bahasa Inggris di salah satu perguruan tinggi Islam di Sulawesi Tenggara. Dengan menggunakan analisis tematik, hasil penelitian mengungkapkan bahwa sebagian besar partisipan cenderung memiliki pengalaman positif ketika melakukan pengulangan tugas menulis kolaboratif secara online berbasis tugas video. Selain itu, beberapa tantangan yang dihadapi oleh mahasiswa juga disajikan dalam temuan penelitian ini.

KATA KUNCI: *Menulis kolaboratif online; pengalaman siswa; pengulangan tugas*

1. Introduction

Task-based language teaching and learning has brought many pedagogical innovations and investigations to the field of language teaching and learning (Amiryousefi, 2016). One of the recent pedagogical innovations is task repetition, which is interpreted as repetitions of the same or slightly different task, either the whole task or parts of a task given by the teacher (Bygate & Samuda, 2005). It has received increased attention in the past decades. It was used to support second language learning. It is considered to make learners more focused, attentive, and organized in doing the task. Additionally, it is thought that when a task is performed for the first time, learners are able to garner information related to the conceptualization, formulation

and articulation and this information can be applied when the same activity is performed for the second time (Indrarathne, 2013).

Several studies about the effect of task repetition have been conducted. Indrarathne's (2013) study focused on the effect of task repetition on written language production. The result reveals that the participants' performance of their written language production increased in accuracy, fluency and complexity. In addition, Ahmadian (2011) investigated whether the benefits of the same task done repeatedly could transfer to a new task performance. In Ahmadian's study, the participants in the experimental group were asked to watch a video and retell it on 11 occasions at intervals of two weeks and then on occasion 12, participants took part in an interview task. The results revealed that task repetition positively affected the participants' performance on the interview task and a balance effect existed between accuracy and fluency.

In Indonesia, Khosiyono (2021) examined the effect of task repetition on the speaking performances. The result shows that task repetition influences the students' speaking performance which is more complex and accurate, but it has no effect on the fluency of the students' speaking performance. In Japan, Nitta and Baba's (2014) study focused on the effect of task-type repetition on L2 writing ability. First-year Japanese university students took part in this program for 30 weeks. According to the finding of this study, task-type repetition had a noticeable effect on writing in terms of grammatical aspects. An individual-level analysis suggests that task-type repetition does not have an identical effect on students writing development in terms of linguistic features.

Although many researchers have conducted study related to the effect of task repetition on students writing and speaking performance (Ahmadian, 2011; Baleghizadeh & Derakhshesh, 2012; Hassanzadeh-Taleshi, Yaqubi, & Bozorgian, 2021; Indrarathne, 2013; Jung, 2013; Khosiyono, 2021; Kim & Tracy-Ventura, 2013; Lynch & Maclean, 2001; Nitta & Baba, 2014; Saedi & Kazerooni, 2013; Van de Gutche, Baraaksma, Rijlaarsdam, & Bimmel, 2016) and in online platform (Janssen, Erkens, Kirschner, & Kanselaar, 2012), they did not really focus on students' experience in doing task repetition, especially regarding task repetition in collaborative online writing of video-based task. Most of the previous research focused on the effect of task repetition on students writing and speaking performance in general. Therefore, in order to fill this gap, this present study focuses on students' experience on task repetition in collaborative online writing of video-based task. The results of this study are expected to provide an overview of the students' experience on task repetition in collaborative online writing of video-based task they are engaged.

2. Methods

This study used qualitative method and narrative approach to explore the experiences of students in doing task repetition in collaborative online writing of video-based task (Clandinin & Connelly, 2000). Since qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem (Bernard, 2002; Creswell & Creswell, 2017), this study was conducted in English Education Department at an Islamic higher institution in Southeast Sulawesi. Fifteen English students in the third semester who have carried out task repetition in collaborative online writing of video-based task participated in this study. Participant were recruited purposively. The data were gathered through semi-structured interviews (Harell & Bradley, 2009; Kvale, 2008) which was conducted by telephone. The interview was recorded to make it easier for the researcher to transcribe the results of the interviews (Widodo, 2014). The participants answered the interview questions using Indonesian to make it easier for them to express their experiences.

The data were analyzed using thematic analysis (Braun & Clarke, 2006) to examine the participants' narratives related to their experience on task repetition in collaborative online

writing of video-based task. The data were collected from semi-structured interview. When the data has been collected, the researcher analyzed the data by coding and categorizing the data in Excel sheets. The transcript of interview data was read and coded to find themes related to the students' experience. Creswell's (2010) procedure in analyzing data was used following the steps, i.e. 1) collecting data, 2) preparing data for analysis, 3) reading through the data, 4) coding the data, 5) reducing the data, 6) categorizing the text for emerging themes, 7) displaying data.

3. Findings and Discussion

This section explains about the positive experiences of students while doing task repetition in collaborative online writing of video-based task. In this students' positive experience, there were several sub-themes, namely students' experience on task repetition in collaborative online writing of video-based task, the advantage of task repetition on students' online collaborative writing, students experience in dealing with the challenges, the advantages of online collaborative writing, and the useful of video-based task.

3.1 Students' Experience on Task Repetition in Collaborative Online Writing of Video-Based Task

This students' Experience referred to the participants' experience in doing task repetition in collaborative online writing of video-based task. Two sub-themes emerged from the data analysis and will be discussed in the findings of this study. These sub-themes lead to their experience in doing task repetition in collaborative online writing. The sub-themes are (1) getting direct feedback, (2) learning collaboratively, and (3) remembering the material that has been studied.

Getting Direct Feedback

This section illustrates students' experiences of getting direct feedback when they conducted task repetition in collaborative online writing of video-based task. Through the feedback, they could learn and find out their mistakes from the first task. The lecturer gave feedback on their first draft so that when they could revise and work on the next task. Of the fifteen participants, several participants expressed feedback experience as revealed in the following excerpts.

“Through this task repetition, I can learn and find out my mistakes when writing the text because Mam provides feedback on the task that I have done. For example, I wrote “I” not using a capital letter, after that Mam gave feedback that “I” should be written in capital letters. Therefore, I was able to find out the errors in my text and my next writing become better.” (P1)

“This was a good experience, I liked it because it increases my knowledge. At that time, I didn't know that ‘I’ should be written in capital letters. However, through mam gave me feedback mam, I could know and improve my next writing.” (P8)

The three statements of the participants above revealed that they were happy because through task repetition, they got knew knowledge and they could improve their writing, which at first, they wrote “I” did not use a capital letter, but when they did the next task, they had written it correctly because they had been given feedback by their lecturer.

The same statement also appeared in several other participants. Through task repetition in collaborative online writing of video-based task, they could find out the errors in their text, did not repeat it again and their text become better than before. However, there was a slight

difference with P1 and P8, when they did the task at the first time, they got errors in the placement of full stop and coma, wrote incorrectly Verb 1 and Verb 2, there were more spaces their writing, and incorrectly in writing capitalization. As they told in the interview:

“I was also happy because it gave me time to study again because my lecturer also gave me feedback, so through the feedback, I can learn and know my mistake in writing a text. For example, I got errors in the placement of full stop, I shouldn’t have put a full stop, but it should have been a coma. Finally, when I wrote the text again, I did not repeat the same mistake.” (P5)

“I was happy because our writing got better. Previously, there might have been many errors. Such as misplacement full stop and coma, and wrong in capitalization writing. Through task repetition, my next writing better, there were not too many errors.” (P13)

The arguments of the participants above show that they were pleased learn through task repetition in collaborative online writing because they could learn from mistakes on the first task. Then, when they did the task again, their writing was better. P14 also had good experience because through the feedback given by her lecturer; she was able to improve her writing.

“My experience was good because after write the text we gathered our text to mam, then given feedback by her. Through that, I could learn and know my writing error. For example, in my title I wrote “and”, the initial letter was capitalized, but after being corrected by mam, she told me that the initial letter ‘and’ should not be capitalized. After that, I revised again my writing.” (P14)

Through the feedback given by her lecturer, she was able to find out the errors in her writing. At first, she wrote the initial letter ‘and’ using capital letter, after given feedback by her lecturer, she found out that it was wrong. Through that, her writing become better.

Learning Collaboratively

Based on the result of students’ interview, P7, P9, and 10 have good experience, they felt interested learn through task repetition in collaborative online writing because they could collaborate with her group mates to proofread the writing that they have made. As she said below:

“Learning through task repetition in collaborative online writing was very interesting because I was able to collaborate with my friends to proofread our text before it was brought to our lecturer. For example, there was something wrong with the capitalization, there was a word that should have been capitalized but I did not write it in capital letter, my group friend who saw it told me that the first letter of the name of the country should be written in capital letter.” (P7)

“It was fun because I could collaborate with my group mates, like if there was an error in my text, my group mates would tell me, and vice versa. For example, there was an error in using Verb 1 and Verb 2 in my text, my friends would explain me why it could be wrong, and vice versa.” (P10)

The statement of the participants above shows that in doing task repetition, they collaborate each other to finish their task. They learn together, sharing knowledge and correct each other the error in their text. Such as, when there was an error in using Verb 1 and Verb 2 in one of

the participant texts, her friends would explain it why it could be wrong. Through that, their sharing knowledge each other.

Remembering the Material that has been Studied

Task repetition is a repetitive task given by the teacher or lecturer to the students in order to be able to understand the material being studied. In this research, based on the result of students' interview, the repetition of task given by the teacher to students reinforce their memory of the material that has been studied. As they told in the interview:

"I think it is fun because learning through task repetition in collaborative online writing makes me remember the material that was previously studied. At that time, when we wrote the text, we had to pay attention to the material we had studied, such as we have to pay attention to the capitalization, the writing of the phrase, and relative clause. So, it is like we are learning and remembering the material we have learned." (P3)

"I was happy because I was able to master the material given by the lecturer. In this task repetition we have to write text by paying attention to the grammar that we have studied, I usually forget about phrase material, such as what are example of adverb phrase like, and so on. Through this task repetition, I can more remember about the material that we have learned." (P9)

Several students above thought that task repetition in collaborative online writing was pleasant because in writing the text, they were required to pay attention to the grammar, and it was done repeatedly. Through it, they returned to remember the material they had learned. In response to positive students' experience, participants state that in doing task repetition in collaborative online writing of video-based task, they could improve their text through feedback that has been given by their lecturer on the previous task. The existence of task repetition gives them opportunity to correct the errors in their text, that is what makes them pleasing. This is in line with Bygate's (1996, 1999, 2001) argument that when a task was repeated, students have an opportunity to change their performance on the second occasion. In addition, the repetition of task given by the teacher to students reinforce their memory of the material that has been studied because it was done repeatedly. Ellis (2015) maintains that task repetition has a beneficial effect on L2 performance which is can increase memory capacity. However, besides students feel pleased because through task repetition they could improve their text and it was reinforcing their memory, they also feel pleased because they could help and collaborate each other to proofread or correct the errors that they got in their text that they have made. Collaborative writing allowed them to work together to complete a writing task. As research (Chu & Kennedy, 2011; Coffin, 2020; Hadjerrouit, 2011) revealed, both students and teachers considered that collaborative writing practice positively influence teamwork, communication and problem-solving skills.

3.2 The Advantage of Task Repetition on Students' Online Collaborative Writing

This section described the advantage of task repetition on students online collaborative writing. Several sub-themes related the advantage of task repetition on student's online collaborative emerged from the data analysis and will be discussed in this section. Based on the results of participants interview, the effect of task repetition on students' online collaborative writing was (1) Task repetition increases students' writing accuracy, (2) Task repetition increases students' writing fluency, and (3) Task repetition make it easier for students to menage group members. The following was a description of the sub-themes that have been found.

Task Repetition Increases Students' writing Accuracy

Based on the results of data analysis, task repetition effect students' online collaborative writing which the text is more accurate than before. Participants stated that in doing task repetition, they were given feedback by their lecturer, so that when they did online collaborative writing, their writing was more accurate than before. As they told in the interview:

"The text in my online collaborative writing become better. The grammar was more accurate because I learn from my mistakes when doing the first assignment. For example, at that time I wrote 'I go to my grandfather's house', then my lecturer gave me feedback that I should write it 'I went to my grandfather's house' because it is past tense. At the end, when my group did online collaborative writing, there was no errors in our text." (P1)

"Our writing became better than before. For example, at first in my text I wrote the wrong sentence. I should have used the past tense, but I wrote it using the present tense, then mam gave me feedback regarding that. At the end, it has an impact on my group writing task. My writing became better." (P8)

Both P1 and P8 reveal that the effect of task repetition on their online collaborative writing was more accurate, where at first, they got errors in writing tenses, after being given feedback by the lecturer, their online collaborative writing was more accurate. Several participants also had the same experience where their text in online collaborative writing became more accurate. At first, they got error in writing capitalization, after being given feedback by their lecturer, their writing became more better. As they said below:

"When we have been given feedback by our lecturer, we know that there were errors in our text, so when we did again the task, we will not repeat it again. For example, there was a capitalization error, the name of the day should have been initially capitalized, but I wrote it not in capital letter, then mam gave me feedback, the impact on my online collaborative writing was getting better, there were no more errors in my text." (P2)

"Our text more organized. Not as bad as at the beginning of our task. At first there were many errors. Related word choice and capitalization. I wrote 'I wake up in 05:00 o'clock', then mam gave feedback that the word 'in' should be replaced with 'at' because it indicates the time. Besides, the initial letter the name of place, I did not write it in capital letters. After given feedback by mam, I could know that the correct one should be in capital letters, so the impact on my group writing task was not many errors again." (P10)

The same effect also appears to other participants where their text in online collaborative writing was more accurate. At first, their text had errors related inappropriate word choice, after being given feedback by their lecturer when doing task repetition, their text become more accurate. As they told in the interview:

"Our group writing become better, like in choosing the right word. At that time, there was a world that I wrote "This morning I wash the plate", then mam gave feedback that more precisely it was written "this morning I wash the dishes". It has an effect on our group writing which is more accurate." (P4)

“Because we have done this before and have been given feedback by the lecturer, so I already know where the errors in my text. Then, when I did group writing task, it was better than before. For example, previously there were many errors regarding the placement of full stop and comma and word choice. Such as I wrote ‘I am very tired’, then mam gave me feedback that the correct one was ‘I am so tired’, so when I wrote in group it was correct because I already revised it.” (P5)

Based on the results of students interviews above, task repetition has an effect on students’ online collaborative writing where their text become more accurate. Their writing initially had errors in tenses, capitalization, and word choice. However, after being given feedback by their lecturer when doing task repetition, their text become more accurate.

Task Repetition Increases Students Writing Fluency

This section described one of the effects of task repetition on students’ online collaborative writing. Based on the results of students’ interview, task repetition has an effect on students’ online collaborative writing which is the students more fluent in writing the text than before. As they told in the interview:

“I become more fluent in writing the text than before. Previously, I was still slow in writing the text because I just start writing. I was confused about what topic that I want to write, whether daily activity or hobby, at the end I chose daily activity. So, when I did collaborative online writing, I was quite fluent in writing the text because I have written it before.” (P5)

“The existence of task repetition makes me more fluent in writing text than before because previously it has been done.” (P12)

The results of the participants’ interviews above show that task repetition has an effect on students’ online collaborative writing which is they are more fluent in writing the text. They already know what they are going to write because previously it has been done.

Task Repetition Make It Easier for Students to Manage Group Members

Easy to manage group members is one of the effects of task repetition on student’s online collaborative writing. Task repetition made them understand what they would do in doing online collaborative writing. Based on the result of student’s interview, student not too difficult to arrange his group mates because previously it has been done.

“It was not too difficult to arrange my group mates to divide the responsibility related what they have to do in doing the task. Through task repetition they realized that this is what I have to do, we have to write a text, the topic is about experience, and so on because previously it has been done.” (P11)

As revealed by P11, the effect of task repetition on collaborative online writing made him easier to manage his group members. He and his friends already know what they would do in doing the task, they have to write a text, the topic is about experience, and so on. They already know because previously it has been done. Based on the result of data analysis, task repetition effect students online collaborative writing which the text was more accurate than previous text. At first, their writing had errors in tenses, capitalizations, and word choice. However, after being given feedback by their lecturer when they did task repetition, their text became more accurate. This is in line with Indrarathne (2013) that the effect of task repetition on written language production in task-based language teaching was displayed increased participants’ performance in accuracy of their written language production. Another relevant

research Nitta and Baba's (2014) study about the effect of task-type repetition on L2 writing ability. The result showed that task-type repetition has an effect on writing in terms of grammatical aspect which is more accurate. Moreover, as previous research supported (Lee, Bernstein, & Georgieva, 2019; Li, 2018; Maulidah & Aziz, 2020; Zhu, 2012), task repetition has an effect on students' online collaborative writing which they were more fluent in writing the text. They already know what they were going to write because previously it has been done. Baba and Nitta's (2014) study investigated the effect of task repetition in L2 writing fluency, the finding showed that repeating the same task with different writing prompts has a positive effect on L2 writing fluency. Besides, Indrarathne (2013) found that the effect of task repetition on written language production was increased students' performance in terms of fluency.

However, besides make students text more accurate and students fluent in writing the text, the existence of task repetition in collaborative online writing also makes it easier for students to manage their group members. They already know what they would do in doing the task because previously it has been done. It makes them easier to manage their group members. As supported by Bygate (2001) that when a task performed for the first time, students were able to store information related to the conceptualization, formulation, and articulation of the task and this information was accessible to them when the task was repeated. When students do the same task, they already get information from the previous task, so that when they do the task for the second times, they already understand and have a concept regarding the task that they will do.

3.3 Students Experience in Dealing with the Challenges

In carrying out task repetition in collaborative online writing, students got several challenges, namely technical challenge, dissent challenge, and self-interested. In facing these challenges, students have solutions to complete the task well. In this section we will discuss sub-themes related to the solutions of each challenge faced by the students. The sub-themes are (1) Students solution for technical problem, (2) Students solution for disagreement, and (3) Students solution for inconsiderate.

Students Solution for Technical Problem

This technical challenge solution refers to the student's solution in dealing with a bad network while doing task repetition in collaborative online writing. Even though the students had a bad network, the students still tried to find ways so that they could complete their task. As done by P1, she gave advice to her friends to try to find a good network so that their task can be completed. As she said below:

"I told my friends, this is for final assignment, so try to find a good network. This assignment has a deadline, try to find a good network so that this task can be completed." (P1)

The participant above said that her solution was give advice to her friends that their task has a deadline, if it was not done, the task would not be completed. She told her friends to try to find a good network so that their task can be completed. However, P2 has a different solution with P1, the solution which carried out by P2 was make sure what day all group members have a good network.

"At the time, we make sure that our networks were good. What day our group members have a good network. After that, we would start our discussion. Each of us tried to find out the way so that have a good network." (P2)

Bad network makes it difficult for them to discuss their task. Based on the participant's statement above, solution which carried out by P2 was make sure what day all group members have a good network. In carrying out task repetition in collaborative online writing, there were several participants who had a technical challenge where they had friends who their internet packages were off. The solution to overcome it was tried to chat or call her friends to determine the appropriate time so that could discuss their task.

"Sometimes, if my friends don't have an internet packet, we try to chat or call them and ask if they can meet at night or not. We try to determine the appropriate time to discuss our task." (P6)

"We made an agreement via WhatsApp regarding what time we would start to discuss our task. Although she was not active, but when she was active, she would definitely read about what we discussed earlier. We determine the right time to be able to discuss together." (P8)

Besides, when the participants didn't have a good network, they tried to find a location which had a good network. As they told in the interview:

"We were looking for a better network such as going to family home that has a good network." (P13)

"At that time, I went to my friend's house because there was a good network there." (P15)

The students' statements above show that students have different solutions regarding technical challenge that they face. There was a participant who advised her friends to try to find a good network, make sure what day all group members have a good network so that they could discuss together, try to chat and call their friends to determine the appropriate time to discuss their task, and tried to find a location which had a good network. Those are some solutions that are done by the participants when they got technical problem.

Students Solution for Disagreement

This section discusses the solution that the participants did when they got a dissent challenge. Some statements of the participants regarding the dissent challenge solution will be discussed below. In face the dissent, students tried to discuss each other, vote related to the topic that will be chosen, and lower their respective egos. As they told in the interview:

"We discussed which topic we would choose, we tried to lower our respective egos, and at the end, we chose Experience as the topic we would write..." (P4)

"Finally, we vote again related to the topic that we will take. we determine which the best topic..." (P6)

In a group, there is a dissent from each member of the group. The participants statement above show that in facing dissent in their group, discussion was a solution to determine which opinion was the best. Besides, they also voted on what topics will be chosen, and trying to give in is one of the ways to resolve the dissent.

Students Solution for Inconsiderate

Each person has their own ego. However, in a group it should be removed so that group task can be finished well. In carrying out task repetition in collaborative online writing, some

students got a challenge regarding self-interested. However, they have solutions to overcome it. They tried to remind and told their friends to finish their task because it was their responsibility. As they told in the interview:

“I told my friend, this is a final assignment, try to gather attentions so that it can be collected on time. Then, we apologize to each other, sorry if anyone feels offended, through that we forgive each other.” (P1)

“I remind my friends that this is a group assignment, each responsibility should be completed on time, Alhamdulillah we could finish our assignment.” (P5)

Group task are the task that must be done collaboratively as well as task repetition in collaborative online writing. Although in carrying out task repetition in collaborative online writing they had friends who were self-interested, but they could overcome it by reminding and telling them to do the task because it was their responsibility. Through that, their task can be finished.

Moreover, several challenges in carrying out task repetition in collaborative online writing was appeared in this study, one of them is technical problem. The technical problem faced by the students leads to the network conditions at their location. Bad network makes it difficult for them to discuss with their group mates and in doing the task became a little bit stuck. In accordance with Nycopp, Marttunen, and Erkens' (2018) study that technical problem during collaborative online writing in an online environment effect students' work, it has a negative effect on essay quality. Another challenge felt by the students was disagreement. Disagreement is a natural that appear in a group because each group members has a different perception. Disagreement makes them confused to choose what the best topic that they would write. It was becoming their challenge. Alvarez, Espasa, and Guasch (2012) argue that in collaborative writing, one of the most challenges are writing text with others, considering that writing activities are usually self-planned and require personal initiative. Moreover, in carrying out task repetition in collaborative online writing, students got a challenge regarding inconsiderate. There were friends in their group who like to procrastinate in doing the task because they have something that they want to finish first (Vorobel & Kim, 2017). It makes them took a long time for their task to be consulted to their lecturer. However, they had an effort or solutions in dealing with these challenges.

The technical challenge solution refers to the student's solution in dealing with a bad network when they did task repetition in collaborative online writing, the solutions were giving advice to their friends to try to find a good network so that their task can be completed, make sure the day which all group members have a good network so that they could discuss together, try to chat or call her friends to determine the appropriate time to discuss their task, and try to find a location which has a good network. In facing the dissent challenge, students tried to discuss each other, vote related to the topic that will be chosen, and lower their respective egos. Discussing, reminding each other, and trying to give in are important things in doing collaborative task. Another one is the solution of self-interested challenge. in carrying out task repetition in collaborative online writing, some students got a challenge regarding self-interested. However, they have solution to overcome it. They tried to remind and told their friends to finish their task because it was their responsibility. As Giroud (1999) argues, collaborative writing is a learning task which students in a group write a text together. They participate together in text production and jointly responsible for completing the writing task.

3.4 The Advantage of Online Collaborative Writing

This section discusses several advantages that students gain in online collaborative writing. The advantages were discussed based on the results of data analysis. Several sub-themes related

to the advantages gained by the students in online collaborative writing will be discussed in this section. The sub-themes were divided into five components, namely: (1) exchange ideas, (2) increase knowledge, (3) improve relationship, (4) help each other, and (5) have more practical discussion.

Exchange Ideas

In online collaborative writing, there were several advantages that students got, one of them was exchange ideas. They exchanged ideas to discuss the task that they would do. Exchange ideas helped them to make the best decision in doing their online collaborative writing. Such as what the best topic that would be used for their text, who would edit the video, etc. It was determined according to their mutual agreement. As they told in the interview:

"I was able to exchange idea with my friends regarding the task that we will do. Like what topic is good for us to write about, who will edit our video letter, and do on." (P5)

"My friends and I were able to discuss together related the task that we were going to do. For example, at that time, my friends and I exchanged ideas regarding what topics that we would write about, whether we should take experience as our topic or daily activity." (P1)

Based on the participants' statement above, the advantages in carrying out online collaborative writing was they could exchange ideas each other. They were able to give their respective opinion and discuss together to determine how they could finish their group task well. Such as what the best topic that would be used for their text, who would edit the video, etc. It was determined according to their mutual agreement.

Increase Knowledge

In online collaborative writing, the text written by the participants was given feedback by mam. Through it, they know which one was error and it makes their knowledge increase. They had stated the reason to explain why online collaborative writing increase their knowledge. Below is their statement in the interview:

"We got new knowledge because it was corrected by Mam, we know which one was error. For example, I wrote "After that I clean my room", then mam gave feedback that after "After that" you should put a comma. Trough it, I got new knowledge." (P2)

"It increases my knowledge. At that time, we made a text, then mam gave me feedback, through it I could know which one was error. One example is writing I, at that time we wrote I in lowercase because we didn't know that "I" had to be written in capital letters." (P12)

The participants statements above show that online collaborative writing increase their knowledge because in online collaborative writing, they got feedback by mam. As they stated in the interview, they got knew knowledge because their text was corrected by mam. Such as P9, at first, she wrote "I" not use capital letter, then mam gave her feedback that "I" had to be written in capital letter. Through it, her knowledge increases.

Improve Relationship

This section will discuss regarding one of the advantages of online collaborative writing that is improve relationship. Previously, they did not know each other, the existence of online

collaborative writing requires them to discuss and cooperate each other. Through it, they naturally became familiar each other. As they told in the interview:

“I can immediately learn to adapt to my friends because this is a group task, so I inevitably have to discuss and work together, this is a task, from there I immediately feel closer to my friends than before, who have never met and discussed with each other.” (P11)

“Can be closer to my group mates. Even though online, because we often have group discussions, it feels like we are more familiar with group friends.” (P12)

One of the advantages that participants got in online collaborative writing was improved relationship. They became closer to their group mates because even though online, but they often to discuss and cooperate each other to finish their task. Online collaborative writing made them inevitably have to discuss and collaborate with their group mates which at the end make them become closer each other.

Help Each Other

The other advantage of online collaborative writing was they could help each other to finish their text well. They help each other to combine the text of each group members and correcting together the text that they made to make their text better. As they said below:

“We were able to help each other. At that time, the texts that we made had to be combined and taken that were related to each other, at that time we helped each other, for example I used to combine the texts of each group members, then when I was tired my friends continued to combine them.” (P6)

“Help each other. For example, to combine our writings, there was one person had to do it. Such as there was one person of our group members who had finish writing, so he was willing to combine our writings. We took turns writing.” (P15)

P6 and P15 said that the advantage of online collaborative writing was they could help each other to complete their assignments. They combine their writing so that they could submit it on time. While P9 and P14 said that the advantage of online collaborative writing was they could help each other to correct the errors in their text that they have written. As they told in the interview:

“We could help each other to correct the errors in our text, there are some mistakes that we are not aware of, fortunately we can realize from the correction of group friends. For example, there was a word that is not quite right, which should be V2, but I wrote V1, a friend who saw it corrected it and explained why the word had to be replaced with V2, and vice versa.” (P9)

“We could help each other to correct the text that has been made. For example, regarding the placement of full stop and comma. At that time, there was my friend misplaced the full stop and comma. I told her that do not put full stop first because the sentence has not finished yet, and vice versa. If I wrote something wrong, they would also correct it.” (P14)

Based on the result of data analysis, one of the advantages of online collaborative writing was they could help each other to finish their text well. At that time, they help each other to combine the text of each group members and correct the errors in their text. It makes it easier for them to finish their text well.

Have More Practical Discussion

The advantage of online collaborative writing which stated by the students was have more practical discussion. Collaborative writing that done online made it easier for them to discuss with their group mates. Even though they were at home, they were able to discuss via WhatsApp. As they told in the interview:

“Because it's online, we can directly discuss via WhatsApp without having to take a lot of time, costs, and others. We can immediately arrange a discussion schedule wherever we are without having to ride a motorcycle or take a Pete-pete to campus. Even though we are at home, we can discuss via WhatsApp.” (P10)

“It makes it easier for us to do our task. Because it's online, so we can do our task from home without having to leave our home to meet with group mates.” (P13)

Participants above stated that the advantage that they got when writing in collaborative online was more practical. It was more practical because they were able directly discuss via WhatsApp without having to take a lot of time, costs, and others. Even though they were at home, they could discuss via WhatsApp. That is why it becomes more practical

The Useful of Video-based Task

In carrying out task repetition in collaborative online writing of video-based task, students were asked to make the text. Then, student would make a video based on the text that has been written. Therefore, this section describes the useful of making video based on the text that has been made. Through the result of students' interview, making video based on the text that has been written makes it easier for them to make a video which their texts have been structured. Besides, through this video-based task, they were able to practice their speaking skills. As they told in the interview:

“I found it easy to make videos because the text was written before. It was like a repetitive activity. I always read the text so it was like memorized. We already know what we were going to say and do when we made the video.” (P1)

“I found it easier to make a video because we already made the text before making the video, so when I made the video, I already knew what I want to say.” (P8)

“I found it easier because there was already a text that we made before making the video. I know what I will do because previously the text has been written. For example, my topic is about daily activity, the first thing I did was wash the dishes because in my text I wrote like that.” (P13)

“I think it was easier because there was already a text that we made, so when we want to video was structured, we knew what we were going to do. Through that we could also practice our speaking skills.” (P6)

“I think it is good because we already have the text, so when we make video, it is becoming easier. We know what we are going to do and speak. When we talked in the video, there is no wrong because previously we have given feedback by mam.” (P10)

The participants found it easier to make video because they already have the text that has been written. Through it, they know what they were going to do in making video. Such as the first thing is do Subuh prayer, then tidy up their room, and so on. Besides, it was improving

their speaking skill, in saying something in the video, their grammar was structured because previously they have given feedback by mam.

In online collaborative writing, there were several advantages that students got, one of them was they could exchange ideas to discuss the task that they would do. Exchange ideas help them to make the best decision in doing their online collaborative writing. Such as determined what the best topic that would be use for their text, who would edit the video, etc. It was determined according to their mutual agreement. As described by Farrah (2011), in order to complete the assignment of collaborative writing, students are required to communicate with each other and share ideas. In addition, the advantage of online collaborative writing which state by the participants was have more practical discussion. Collaborative writing which done online made it easier for them to discuss with their group mates. Even though they could not meet directly, they could discuss together via WhatsApp. Chiong and Javanovic (2012) argue the advantage of online collaborative learning, all the participants can perform learning activities at the same time, any time, and anywhere.

Another advantage of online collaborative writing was increase students' knowledge. Besides, the advantage of online collaborative writing is improved relationship. The existence of online collaborative writing made them closer each other. Previously, they did not know each other because at that time, from they start learn in the college, they already carried out online learning and never meet each other. The existence of online collaborative writing inevitable them to cooperate and discuss together. Through it, they naturally became familiar each other. As Chen and Yu's (2019) study revealed, collaborative writing allowed students to communicate and learn with students that they had never collaborate before. The last one related to the advantage of online collaborative writing was they could help each other to complete their text. In online collaborative writing, they help each other to combine the text of each group members and correct the errors in their text. It is related to Storch (2012, 2013) who state that in the process of collaborative writing activity, all members are required to work together to decide on grammatical structure and proofread the final draft. That is the advantage of online collaborative writing.

This study also found regarding the effectiveness of video-based task. in carrying out task repetition in collaborative online writing of video-based task, students were asked to write the text. After that, students would make a video based on the text that has been written. The effectiveness of this video-based task was making it easier for them to make a video. They find it easier because they already have the text that has been written. Through it, they know what they were going to do in making video and when talking in the video, their grammar was structured because previously they have given feedback by mam. Larsen-Freeman (2006) which participants in her study demonstrated that accuracy and fluency increased when narrative task repeated, first in the written mode, then in oral mode.

The finding of this study has similarity with the previous study which task repetition in collaborative online writing effect students' writing and speaking performance in terms of accuracy and fluency. However, there were differences in the finding of this study with the previous study and at the same time it become a new insight in this study. The finding of this study present students' experience in doing task repetition in collaborative online writing of video-based task. The experience in this research finding refer to the impression that students gain in doing the task, their challenges in doing task repetition in online collaborative writing, their experience in dealing with the challenges, the advantages of task repetition on their online collaborative writing, the advantages that students gain in online collaboratives writing, and the useful of video-based task.

4. Conclusion

According to the research finding on students experience in doing task repetition in collaborative online writing of video-based task, the researcher can conclude several things as the core of this research through the result of data analysis of students' interview. Most of the students tend to have positive experience regarding task repetition in collaborative online writing of video-based task. This could be proven through the description of the core themes that appear in the research findings.

The positive experiences obtained by the students in this task repetition were they could improve their text through feedback that has been given feedback by their lecturer on the previous task, their text became more accurate than previous text, they were more fluent in writing the text, reinforce their memory of the material that has been studied, increase knowledge, exchange ideas and could help and collaborate each other to proofread or correct the errors that they got in their text. In addition, with video-based task, students could practice their speaking skill.

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