

CHAPTER I

INTRODUCTION

This study intended to explore the students' experience on task repetition in collaborative online writing of video-based task at an Islamic higher institution in Kendari, Southeast Sulawesi. This chapter depicts the background of the study, the scope of the study, the research question, the purpose of the study, the significance of the study, and the definition of the key term.

1.1 Background of Study

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 (2013) study related 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) tried to find whether the benefits of the same task done repeatedly could transfer to a new task performance. In this 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 take 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 & Baba (2014) study about the effect of task-type repetition on 2L writing ability. 46 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 (Indrarathne 2013, Ahmadian 2011, Khosiyono 2021, Nitta & Baba 2014, etc.), however 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 were looking for the effect of task repetition on students writing

and speaking performance in general. Therefore, this study will focus on students' experience on task repetition in collaborative online writing of video-based task.

The results of this study were expected to provide an overview of the students' experience on task repetition in collaborative online writing of video-based task that they have done. This study also provided information that can be input for English teachers in teaching and become a reference for further researchers who want to conduct a similar study.

1.2 Scope of the Study

This study focused on students' experience on task repetition in collaborative online writing of video-based task. This study involved twenty students in the third semester of the English Education Department at an Islamic higher institution in Southeast Sulawesi who have carried out task repetition in collaborative online writing of video-based task.

1.3 Research question

Based on the research focus described above, the question of this research is "What are students' experiences on task repetition in collaborative online writing of video-based task?"

1.4 Purpose of the Study

Based on the research background, this study aimed to explore the students' experiences on task repetition in collaborative online writing of video-based task.

1.5 Significance of the Study

The significances of this study include three important contributions. First, this study can be used as a benchmark for teachers or lecturers who conduct task repetition in collaborative online writing of video-based task so that they can improve their strategy to be better. Besides, this study can be the information for the students about how students experience doing task repetition in collaborative online writing of video-based task. The last, this study can be a reference for further researchers who want to conduct a similar study.

1.6 Definition of Key Terms

To avoid misunderstanding about the title of this study, the writer gives the definition of terms used in this study as follows:

1. Students' experience in this study refers to the experience of third-semester students of English Education Department while working on task repetition in collaborative online writing of video-based task in the Grammar class. In the first task, students were asked to write narrative text independently and on the second task, students were asked to write narrative text collaboratively. After that, students made a video based on the narrative text that they have made collaboratively. The media that they used in writing collaborative online process was the WhatsApp application. The experiences that are expected to be present in this research are the experience obtained by the students when carried out task repetition in collaborative online writing of video-based task.
2. Task repetition in this study refers to the repetition of the task which the students were given the same task with a different form. This task was done in

a group to make a narrative text. On the first task, students were asked to write narrative text independently, then the lecturer gave them feedback and the students rewrite their text based on the feedback given by their lecturer. On the second task, students were asked to write narrative text collaboratively. In doing this task, students' writing was given feedback by their lecturer.

3. Collaborative online writing of video-based task was students wrote narrative text collaboratively in an online Grammar course using WhatsApp application. They were asked to make a narrative text then they had to choose one of the three topics provided, namely experience, hobby, and daily activity. When their writing was finished, they submitted it to their lecturer. After that, their lecturer gave them feedback on the writing that they had made. Then, they revise their writing. After they go through the stages of writing narrative text in an online collaborative manner and were given feedback by their lecturer, they would make a video. The video that they made was based on the narrative text that they had written collaboratively.

