CHAPTER II

LITERATURE REVIEW

This chapter contains theoretical studies and previous studies regarding task repetition and collaborative online writing. In the theoretical framework, there were four sub-chapters that contains task repetition on L2 learners, task repetition on written language production, task repetition on oral language production, and discussion related collaborative online writing.

2.1 Theoretical Framework

2.1.1 Task Repetition on L2 Learners

Task repetition is an activity that involves asking students to repeat a task one or more times (Ellis, 2015). According to Bygate (2001), when a task is performed for the first time, students are able to save information related to the conceptualization, formulation, and articulation of the task in their long-term memory and this information is accessible to them when the task is repeated. Additionally, students were given the opportunity on the second occasion to alter their performance.

Bygate (1999) states that information-processing load is reduced in repeated tasks because task organization is available. Ellis (2003) states that one of the procedural factors that have been found to influence task performance is an exercise that gives students the opportunity to repeat a task. Van de Guchte et al. (2016) investigated the role of task repetition in the learning of two German grammar structures. Adolescent German language learners were divided into two groups, one group engaged in task repetition and the other group did not. Learners' acquisition

of the target items was measured in terms of metalinguistic knowledge, fluency, and accuracy. The result show that task repetition fostered the learning of grammatical structures.

Bygate (1996) in two separate occasions compared a single participant's narration of Tom and Jerry cartoon. Participant tells the video immediately upon seeing it, and on the second occasion the participant did the same thing separated by three days. The results demonstrated that the performance of the task on the second occasion was better than the first occasion in terms of accuracy and fluency. Bygate (2001) explain that identical task repetition has beneficial effects on participants' performance because it leads the participants to first focus on message content and then to turn their attention to the monitoring and selecting of appropriate language use.

2.1.2 Task Repetition on Written Language production

Research has shown that task repetition can positively effect 2L development and performance by promoting 2L processing capacity and increase memory capacity (Ahmadian, 2011 & Hawkes, 2011). The first performance of a task as a plan for language learners to be used in their next performance. It can support students to have more resources and it support them to have more appropriate performance.

Several studies on the effect of task repetition on written language production have been conducted. Jung (2013) did a study related task repetition, through repetition of essay which study focused on written language production, this study shows that task repetition was not able to increase accuracy of written language production but

able to increase fluency of it. Larsen-Freeman (2006) in her study revealed that when a narrative task was repeated, first in the written mode and then in the oral mode, accuracy and fluency increased on students' narrative task.

2.1.3 Task Repetition on oral Language Production

Numerous empirical research has also investigated the effect of task repetition on accuracy and fluency of oral language production. Lynch and Maclean (2001) examined the impact of immediate task repetition on accuracy and fluency in the context of English for Specific Purposes. They found that task repetition positively effects accuracy and fluency of L2 oral production. Bygate (2001) in oral narrative task repetition study has identified a significant improvement in fluency but not in accuracy.

Baleghizadeh & Derakhshesh (2012) examined the effect of task repetition with reactive focus on form regarding learners' output. In their research, after first oral performance of the participants, they were given corrective feedback on their performance. As a result, they showed more accurate oral presentation in their second performance. Kim & Tracy-Ventura (2013) compared the effects of task repetition and procedural repetition on language learners' L2 oral production when performing communicative information-exchange tasks. The finding indicated that repetition of a task using the same procedure but with different content is as beneficial as repetition of a task with the same procedure and the exact same content.

2.1.4 Collaborative Online Writing

Collaborative online writing is a kind of writing activity which students are asked to work together in pair or group in order to produce a good writing that conducted online (Maulidah & Aziz, 2020). Collaborative writing offers advantages not only to practice literature review, academic reading and writing, but also to stimulate reflection, knowledge sharing, and critical thinking (Hadjerrouit, 2011). (Maulidah & Aziz, 2020) stated that there were students who agreed with the online collaborative learning method that had helped them in writing descriptive text. It can be concluded that when the student educated by collaborative online learning, student achievement increase.

2.1.4.1 Collaborative Online Writing in L2 Classroom

In the last decades, collaborative writing as an effective instructional activity that has been widely implemented by the teacher when teaching in L2 classroom (Li, 2018). Collaborative writing is interpreted as an activity in which students interact or discuss together to make joint decisions during the writing process and jointly responsible for producing a single text as co-ownership (Storch, 2013). In collaborative writing, one of the most complex challenges co-writing texts with others, as we can see that writing activities are usually self-planned and require personal initiative.

Online environment provides many benefits for collaborative writing including student participation in co-authoring despite differences in time and space (Parker & Chao, 2007), flexible use of tools in sharing information and commenting during writing process (Parker & Chao, 2007), and allows teachers to control students'

progress and comment or provide feedback on their writing process quickly and in more detail than in non-technology supported project work (Chu & Kennedy, 2011). Janssen et al., (2012) show that online collaborative writing requires the coordination of social activities, which means discussion of collaborative strategies, monitoring of collaboration processes, evaluation and reflection on the collaborative process. Janssen et al., (2012) found that the groups that emphasize collaborative arrangements, such as group monitoring and evaluation of group performance, perform better as a group than those who do not invest in this process. Vorobel and Kim's (2017), explores perceptions of English second language (ESL) adolescent Immigrant collaborative writing in face-to-face and online context in the US. The result revealed that most students feel collaborative writing is useful because it allows them to develop their communication skills and help them produce higher quality of final written text in terms of vocabulary and grammatical aspect.

2.2 Previous Study

The research of task repetition has been conducted by several researchers. Jung (2013) in his research "The effect of task repetition and corrective feedback in L2 writing", research concentrated on written language production through essay repetition. This study revealed that task repetition increased written language production in terms of fluency rather than accuracy. Indrarathne (2013) did a study "The Effect of Task Repetition on Written Language Production in Task Based Language Teaching". The result shows that the participants displayed increased performance in accuracy, fluency and complexity of their written language

production. Nitta & Baba (2014) study about the effect of task-type repetition on L2 writing ability. The result showed that task-type repetition did have a marked 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. Additionally, Baba & Nitta (2014) 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.

Moving on to the effect of task repetition on oral language production. Saeedi & Kazerooni (2014) did a study entitled "The Influence of Task Repetition and Task Structure on EFL Learners' Oral Narrative Retellings", explore the influence of repeating two different types of narrative tasks on complexity, accuracy and fluency in the oral production of learners of English as a foreign language, the result revealed that narrative type significantly contributes to the impact of task repetition in learners' oral performance. Moreover, it was shown that allowing EFL students the chance to repeat a tightly structured narrative task bring advantages in complexity, fluency, and accuracy. Hassanzadeh-Taleshi et al., (2021) in their research "The Effect of Combining Task Repetition with Immediate Post-Task Transcribing on L2 Learners' Oral Narratives", the results showed that in both immediate and delayed repetitions, there were no significant differences between the performances of learners in the Task Repetition with Immediate Post-task Transcribing (TRIPT) group and those in the Task Repetition (TR) group with respect to complexity, accuracy, and fluency (CAF) measures. Ahmadian (2011) in

his research entitled "The Effect of 'Massed' Task Repetitions on Complexity, Accuracy, And Fluency: Does It Transfer to A New Task", tried to explore whether the benefits of repetitions of the same task could transfer to the performance of a new task. In this study, the participants in the experimental group were asked to watch a film and retell it on 11 occasions at intervals of two weeks and then to take part in an interview task on occasion 12. The results revealed that massed task repetition positively affected the participants' performance on the interview task and a trade-off effect existed between accuracy and fluency. Baleghizadeh & Derakhshesh (2012) in his research entitled the effect of task repetition and noticing on EFL learners' oral output examined the effect of task repetition with reactive focus on form regarding learners' output. In their research, participants were given corrective feedback after their first oral performance. As a result, oral presentation in their second performance was more accurate than their first oral performance. Khosiyono (2021) did a study entitled "The Effect of Task Repetition on The Speaking Performances". The result showed that the repetition of the task affects the students' speaking performance, which is more complex and accurate, while it has no effect on the fluency of the students' speaking performance.

Regarding collaborative writing research, lee et al., (2019) in their study entitled "Online Collaborative Writing Revision Intervention Outcomes for Struggling and Skilled Writers: An Initial Finding". This study examines the narrative writing performance of struggling and skilled writers when revising pair stories online compared to students working independently. The result showed that online collaborative revision activities contribute more to the performance of

struggling writers than they did to the skilled writers' performance with regards to higher-level thinking skills. Coffin (2020) in his research "Implementing collaborative writing in EFL classrooms: Teachers and students' perspectives". The study investigates the process of implementing collaborative writing in EFL classroom and ascertains the perspectives of stakeholders toward collaborative writing practice. The results of questionnaires and interviews show that both students and teachers considered that collaborative writing practice positively influence teamwork, communication, and problem-solving skills. However, the issue of fairness of teamwork contribution and assessment continues to be unsolved.

Besides, Alvarez et al., (2012) "The value of feedback in improving collaborative writing assignments in an online learning environment". The study analyses the nature of teacher feedback during a collaborative writing assignment and to identify the possible effect feedback on the revision of a text written by students in an online learning environment. The result showed that when teacher feedback includes suggestions and questions, instead of direct corrections, the students respond more constructively, they discuss the text they are working with and as a result they effect significant changes in the arguments of the text they are revising.

With regards to the explanation of the previous study above, this study has similarities with the previous studies which discuss the effect of task repetition on students writing performances, that task repetition increases accuracy and fluency. However, there were the differences between this study and previous study. Most of the previous study discussed the effect of task repetition on students writing and

speaking performance in general. While this study focuses on the students'
experiences in doing task repetition in collaborative online writing of video-based
task.