REFERENCES

- Ahmadian, M. J. (2011). The effect of 'massed' task repetitions on complexity, accuracy, and fluency: Does it transfer to a new task?. *The Language Learning Journal*, 39(3), 269-280.
- Alvarez, I., Espasa, A., & Guasch, T. (2012). The value of feedback in improving collaborative writing assignments in an online learning environment. *Studies in Higher Education*, *37*(4), 387-400.
- Amiryousefi, Mohammad. (2016). The differential effects of two types of task repetition on the complexity, accuracy, and fluency in computer-mediated L2 written production: A focus on computer anxiety. *Computer Assisted Language Learning*, 29(5), 1052-1068.
- Baba, K., & Nitta, R. (2014). Phrase transitions in development of writing fluency from a complex dynamic system perspective. *Language Learning*, 64(1), 1-34.
- Baleghizadeh, S., & Derakhshesh, A. (2012). The effect of task repetition and noticing on EFL learners' oral output. *International Journal of Instruction*, 5(1), 141-152.
- Bernard, H. R. (2002). Research methods in anthropology: Qualitative and quantitative approaches (3rd) ed). Walnut Creek, CA: Alta Mitra Press.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. Qualitative research in Psychology, 3(2), 77-101.
- Bygate, M. (1996). Effects of task repetition: Appraising the development of second language learners. In Jane Willis & Dave Willis (eds.), *Challenge and change in language teaching*, 136–147. Oxford: Heinemann.
- Bygate, M. (1999). Task as context for the framing, reframing and unframing of language. *System*, 27(1), 33-48.
- Bygate, M. (2001). Effects of task repetition on the structure and control of language. In *Researching Pedagogic Tasks: Second Language Learning, Teaching and Testing*, ed. M. Bygate, P. Skehan and M. Swain, 23–48. Harlow: Longman.
- Bygate, M., & Samuda, V. (2005). *Integrative planning through the use of task-repetition*. *In R. Ellis* (Ed.), Planning and task performance in a second language (pp. 37-74). Amsterdam: John Benjamins Publishing Company.

- Chiong, R., & Javanovic, J. (2012). Collaborative learning in online study group: An Evolutionary Game Theory Perspective. *Journal of Information Technology Education Research*, 11(1), 81-101.
- Chu, S. K.-W., & Kennedy, D. M. (2011). Using online collaborative tools for groups to co-construct knowledge. *Online Information Review*, *35*(4), 581-597.
- Chen, W., & Yu, S. (2019). Implementing collaborative writing in teacher-centered classroom contexts: Students believe and perceptions. *Language Awareness*, 28(4), 247-267.
- Clandinin, D. J., & Connelly, F. M. (2000). *Narrative inquiry: Experience and story in qualitative research*. San Francisco, CA: Jossey-Bass.
- Coffin, P. (2020). Implementing collaborative writing in EFL classrooms: Teachers and students' perspectives. *LEARN Journal: Language Education and Acquisition Research Network*, 13(1), 178-194.
- Creswell, J. W (2010) Research design: pendekatan, kualitatif, kuantitatif, dan mixed. Yogjakarta: PT Pustaka Pelajar.
- Creswell, J. W., & Creswell, J. D. (2017). Research Design: Qualitative, Quantitative and Mixed Methods Approaches. California: Sage Publication.
- Ellis, R. (2015). *Understanding second language acquisition* (2nd ed.). Oxford: Oxford University Press.
- Farrah, M. (2011). Attitudes towards collaborative writing among English major in Hebron university. *Arab World English Journal*, 2(4), 136-170.
- Giroud, A. (1999). Studying argumentative text processing through collaborative writing. In J. Adriessen & P. Coirier (Eds.), *Foundations of argumentative text processing* (pp. 149-178). Amsterdam: Amsterdam University Press.
- Hadjerrouit, S. (2011). A collaborative writing Approach to Wikis: Design, implementation, and evaluation. *Issues in Informing Science and Information Technology*, 8(2), 431-449.
- Harrell, M. C., & Bradley, M. A. (2009). *Data collection methods: Semi-structured interviews and focus groups*. Santa Monica, CA: RAND Corporation.
- Hassanzadeh-Taleshi, M., Yaqubi, B., & Bozorgian, H. (2021). The effects of combining task repetition with immediate post-task transcribing on L2 learners' oral narratives. *The Language Learning Journal*, 1-12. DOI: 10.1080/09571736.2021.1901967

- Indrarathne, B. (2013). Effects of task repetition on written language production in Task Based Language Teaching. In *Lancaster University Postgraduate Conference in Linguistics & Language Teaching*, 4(2), 42-46.
- Janssen, J., Erkens, G., Kirschner, P. A., & Kanselaar, G. (2012). Task-related and social regulation during online collaborative learning. *Metacognition and Learning*, 7(1), 25–43.
- Jung, S. (2013). The effect of task repetition and corrective feedback in L2 writing: a pilot study. *MSU Working Papers in SLS*, 4(2), 24-38.
- Khosiyono, B. H. C. (2021). The Effect of Task Repetition on Complexity, Accuracy, and Fluency of Indonesian Maritime Vocational School Students' Speaking Performance. *Journal of English Language Education*, 4(1), 1-21.
- Kvale, S. (2008). Doing interviews. London: Sage.
- Kim, Y., & Tracy-Ventura, N. (2013). The role of task repetition in L2 performance development: What needs to be repeated during task-based interaction?. *System*, 41(3), 829-840.
- Larsen-Freeman, D. (2006). The emergence of complexity, fluency, and accuracy in the oral and written production of five Chinese learners of English. *Applied Linguistics*, 27(4), 590–619.
- Lee, S. H., Bernstein, M., & Georgieva, Z. (2019). Online collaborative writing revision intervention outcomes for struggling and skilled writers: An initial finding. *Preventing School Failure: Alternative Education for Children and Youth*, 63(4), 297-307. DOI: 10.1080/1045988X.2018.1504741
- Li, Mimi. (2018). Computer-mediated collaborative writing in L2 context: analysis of empirical research. *Computer Assisted Language Learning*, 4(1), 1-23. DOI:10.1080/09588221.2018.1465981
- Lynch, T. and J. Maclean. (2001). A case of exercising: Effects of immediate task repetition on learners' performance. In M. Bygate, P. Skehan, and M. Swain (eds.). *Researching Pedagogic Tasks, Second Language Learning, Teaching and Testing*. Harlow: Longman.
- Maulidah, U. N., & Aziz, I. N. (2020). The Effectiveness of Online Collaborative Learning on Student Writing Skill. *Journal of Education*, *5*(2), 141-149.
- Nitta, R., & Baba, K. (2014). *Task Repetition and L2 Writing Development*. Amsterdam: John Benjamins Publishing Company.

- Nycopp, M., Marttunen, M., & Erkens, G. (2018). Coordinating collaborative writing in an online environment. *Journal of Computing in Higher Education*, 31(3), 536-556.
- Parker, K. R., & Chao, J. T. (2007). Wiki as a teaching tool. *Interdisciplinary Journal of Knowledge and Learning Objects*, 3(1), 57-72.
- Saeedi. M., & Kazerooni, S. R. (2013). The Influence of Task Repetition and Task Structure on EFL Learners' Oral Narrative Retellings. *Innovation in language learning and teaching*, 8(2), 1-16.
- Storch, N. (2012). Collaborative writing as a site for L2 learning in face-to-face and online modes. *Teaching Across Writing Context and Task*, 5(2), 113-129.
- Storch, N. (2013). *Collaborative writing in L2 classrooms*. Bristol, UK: Multilingual Matters.
- Van de Guchte, M., Baraaksma, M., Rijlaarsdam, G., & Bimmel, P. (2016). Focus on form through task repetition in TBLT. *Language Teaching Research*, 20(3), 300-320.
- Vorobel, O., & Kim, D. (2017). Adolescent ELLs' collaborative writing practices in face-to-face and online contexts: From perceptions to action. System, 65(4), 78–89. Doi:10.1016/j.system.2017.01.008
- Widodo, H. P. (2014). Methodological considerations in interview data transcription. *International Journal of Innovation in English L anguage Teaching and Research*, 3(1), 101-109.
- Zhu, C. (2012). Student satisfaction, performance, and knowledge construction in online collaborative learning. *Educational Technology & Society*, 15(1), 127-136.