The Effect of Online Collaborative Writing through Edmodo on Students' Writing Skill at MA Masyhudiyah Giri

Merinda Fiana Tasri

Universitas Muhammadiyah Gresik, Jawa Timur, Indonesia

Jl. Sumatra No. 101 GKB Gresik

E-mail: merindafna@gmail.com

Abstract

Implementing a writing strategy especially collaborative writing is one of the efforts to make writing learning work optimally. In its application, collaborative writing strategy is claimed to have a positive effect on each aspects of student writing skill, but based on the implementation of this strategy, several problems are found, where students are still less active in discussions and students do not want to be involved in the collaborative writing process. So with these problems, it certainly becomes an obstacle that can cause the implementation of this strategy do not run optimally, so that the selection of a media is the right way to overcome these problems by using Online Learning based Edmodo. The design of this study was quasi experimental design, with 10th grade students from MA Masyhudiyah as the subject. Two classes were chosen, they were X-MIPA 1 as an experimental class and X MIPA 2 as a control class with 28 students in each class. The research findings in this study revealed that there were significant differences between the experimental and control groups. This is evidenced by the results of sig. (2-tailed) is 0,000. The sig. (2-tailed) is lower than the significance level of 0.05 (0.000 <0.05). So, the null hypothesis (Ho) can be rejected. So it can be interpreted that Online Collaborative Writing through Edmodo has a positive effect on students' writing skills. Therefore, the researcher strongly recommend to the teachers to apply Online Collaborative Writing through Edmodo in the teaching and learning process and also for further researchers can conduct similar research in other ways, skill or levels.

Key words: Online Collaborative Writing, Edmodo, Writing Skill

1. Introduction

The English writing system is still running in one direction, this is because there are still complexities of teaching writing that are more focused on teacher-oriented rather than student-oriented. According to Fauziah (2009) There are limitations in the development of teaching methods and strategies that can be said to not fully reflect the needs of students which are actually the main reasons. Besides that, according to Mack, & Philips, (2012) which states that this will bring influence where students will learn passively and ignore to contribute to the writing process. There are several previous studies that show related to problems in writing that are often faced by students. According to Bella (2017) classifying that writing problems consist of two problems, namely Learners writing problems and Cognitive Problems. In the Learners writing problems, most students have problems with grammar, sentence structure, organization of ideas and choice of words. While in cognitive problems, students often faced problems with Mechanics (punctuation, uppercase letters, spelling) and organizations. In addition, in the previous year Nguyen Than Huy (2015) investigated that writing problems faced by senior high school students also had the same results, students often experience problems related to aspects of vocabulary, where very limited vocabulary greatly affected the results of student writing. In addition, the limitations of grammar also greatly affect the ability to use language, especially in writing. Without realizing it, it also makes it difficult for students to arrange good sentences. The last is to organize ideas, students cannot develop the organization of ideas so that many errors occur during the writing process.

Based on these problems. It can be concluded that writing is not an easy thing. Mourssi (2013) said that writing is one aspect of activities that are not easy for students because writing requires mastery of content, grammar structure, and vocabulary. In addition, Bella (2017) said that it is very necessary for a strategy or interesting media to overcome problems. Therefore, to overcome the problem of writing, the researcher propose the use of Online Collaborative Writing through Edmodo on student writing skills. In recent years, there have been several researchers interested in investigating Collaborative Writing, such as Fernandez Dobao (2012) who investigated Collaborative Writing Strategies and strategies for writing individuals or in pairs and the results of the Collaborative group which includes aspects of grammar, vocabulary, use of words and sentence structure results are better or more accurate than the results of writing

individually. And further Shehadeh (2011) also added, in his research related to the perception of 2 groups of students in collaborative writing, the results showed that most students in the experimental group had a very pleasant experience when they learned to use collaborative strategies

Besides the effectiveness of the Collaborative Writing Strategy. in fact, there are still some problems that researcher found in the previous research related to the implementation of Collaborative Writing. Deveci (2018) which examined collaborative writing and compared it in pairs and individual work. The results show that the texts written in collaborative writing strategy as a whole are more accurate than those written individually. In addition, in terms of grammar and lexical accuracy shows an increase, but from this study still found problem including the existence of some students look passive in the discussion and they depend on their friends, so this slightly affected the success of their collaborative writing assignments. And the problem in this study is also the same as the problem in the research conducted by Kalpari (2015) in his research related to the use of Collaborative Writing in descriptive texts for second grade in senior high school, also showed positive results where there was a significant influence of collaborative strategies on student learning achievement, which resulted from Cycle 1 which only got an average score of 61.9 in Cycle 2 got a score of 71.2. However, in the implementation of Cycle 1 and 2 researcher still found problems related to the some students are passive in discussions when implementing collaborative writing. Therefore, Kalpari also suggests that the application of this strategy can be combined with the use of media that can encourage them to be active and courageous in applying their understanding and knowledge through collaboration with other students. This statement is also supported by Ismail & Ramadhan (2019) which states in his research that researchers who want to conduct a research about collaborative writing can make a innovations in collaborative writing. Therefore, to overcome the existing problems, the researcher combined the Collaborative Writing strategy with the use of Edmodo, and Edmodo was believed to be able to overcome problems in collaborative writing strategy. So this research will discuss and examined more about the effect of Online Collaborative Writing through Edmodo on students' writing skills at MA Masyhudiyah Giri. Collaborative Writing

Collaborative is a writing method that encourages mutual cooperation, critical thinking and active participation to produce the final product. In addition Lyons and Heasley (1987) also stated that collaborative writing will provide a cooperative relationship between the writer and the reader, and will also make writing assignments more realistic and interactive.

There are many studies about the implementation of Collaborative Writing. According to Khatib & Meihami (2015) on his research the subjects of the study were 35 students. In his research using experimental design where 35 students were divided into 2 experimental group groups and control groups. And the results obtained show that the results obtained from the two groups are different. Results from groups Experiments are better than the results of the control group which means that the increase in student writing tends to be greater by using Collaborative Writing, because by using the Collaborative method students can build their knowledge together with other students. And the results of the study also support statements through research conducted by Ohta, (2000); Storch, (2002) who revealed that pairing students with different abilities can make students share their knowledge. And the aspects that exist in writing, including components, organization, grammar, vocabulary and mechanics tend to increase in the experimental group (collaborative group) than the control group

Biria & Jafari (2013) Also examined the impact of using Collaborative Writing on the fluency of student writing. The subjects of the study were 90 participants from EFL students. Of the 90 students will be divided back into 2 experimental groups and control groups. Which, in turn, they will be assigned to make essays with different topics. And the results of this study show positive results where collaborative writing methods can improve the fluency of student writing, in addition collaborative writing can also help couples to be able to use more words in the text produced.

Next is a research from Kammer (2015) which examined the implementation of collaborative Writing Methods to improve students' descriptive writing. In his research Kammer used Classroom Action Research with a population of 9 classes, and each class consisted of 40 students. And the results in this study indicate that students' writing skills increase from each test conducted from the first test to the last test..

Edmodo is one of the free learning platforms designed by Jeff O 'Hara and Nick Borg in 2008. Edmodo is designed for teachers, students, parents and schools (Chada Kongcham, 2013) This edmodo website is more similar to Facebook, but the application this is certainly much safer because this application allows teachers to create and manage accounts only for their students (Jarc, 2010).

In the initial study revealed that using Edmodo in teaching writing is believed to be more effective than using traditional media (Shams-abadi et al, 2015). And according to the statement from (Bates, 2005) said that the Simplicity of Edmodo to be an easy application in writing learning can also be accepted by students. In addition Edmodo is believed to be able to have a positive effect on teaching writing. Several studies have proven how Edmodo can work in writing classes (Adas & Bakir, 2013; Gardner, 2013; Pop, 2013; Karyawati, 2014; Abadi, Ahmadi & Mehrdad, 2015). Like research from Abadi, Ahmadi & Merdad (2015) who in his research examined the effects of using Edmodo in EFL Learners Writing Performance, the participants were 40 students, while the research design used experimental design. And the results of his research show that learners participating in the edmodo group have a positive effect on their writing performance, rather than students who are in the non-edmodo group. Besides that Edmodo makes students

interested in writing and makes it possible to provide a collaborative environment for learning where students help each other.

In the procedure for applying this study the researcher used the procedure of collaborative writing from Barkley, et al (2005: 256) there are seven guidelines for teacher/lecturer in collaborative writing process. The guidelines are as follows:

1.Students from pairs or triads at your direction or by choosing partners and then generate ideas by brainstorming together or conducted preliminary research;

2.Together, students organize their ideas and create an outline

3.Students divide up the outline, selecting or assigning sections for each student to write initial drafts individually;

4.Teams read first drafts, discuss and resolve any significant disparities in content, and style;

5.Teams combine individual sections into a single document;

6.Teams revise and edit their work, checking for content and clarity as well as grammar, spelling, and punctuation; and

7.After the final edit, teams submit their papers to the teacher for assessment and evaluation.

Based on the procedure of Collaborative Writing above, because in this collaborative writing research combined with the use of Edmodo as a media, so the procedure will be shown as below:

1.The researcher divide the students into pairs

2.Students watch a video about the topic in their Edmodo account.

3.Students make their outline on the Edmodo.

4.After that, the students divide the outline and make a draft infividually in their Edmodo group account.

5.After finishing, students give comments to each other related to the draft written by their friends through Comment box on Edmodo.

6.The students are asked to combine their work into one document and recheck their overall results of their writing related to content, clarity, grammar, spelling and punctuation.

Students discuss and comments each other in the comment box and students are asked to revise or edit their writing on Edmodo.

7.After editing, students in each group are asked to upload their writing on the Edmodo online word feature

2. Methods

This study follows a quantitative method research with experimental design and quasi-experimental models. The population was 10th grade students from MA Masyhudiyah Giri, with 56 students. The sample of this study took from class X MIPA 1 as an experimental group and X MIPA 2 as a control group with 28 students from each class. Both experimental and control group will be given a pre-test by asking students to write a descriptive texts about Tourism Place or Historical Place based on criteria determined by the researcher. After conducting the pre-test, students from the experimental class will be given treatment using Online Collaborative Writing through Edmodo while the control group will be given the use of Collaborative Writing only. After treatment, a post-test was conducted to determine whether the treatment given to students had a positive effect on student writing or not. In addition the items in the pre-test and post-test have been made based on the standard competence in the K13 syllabus of 10th grade at Masyhudiyah Giri. This item also has been checked for validity and according to Winterstein (2008) that the instrument can be said to be valid if the item is in accordance with the purpose of research and proven if the item must be measured what is measured. In this study using Content Validity where the content validity itself aims to measure and know the significance of the variables. The validity of the test was based on core competencies and basic competencies of MA Masyhudiyah Gresik. Moreover the researcher also gave a test based on the syllabus and the curriculum used was the K13.

3. Findings

The researcher focusses on the results of the analysis of the scores from pre-test and post-test for both the experimental and control group. And the results of the pre-test and post-test were analyzed by three people, the first was the researcher , the second and the third were English teachers of X and XI grade who taught at MA Masyhudiyah Giri.

For the results from pre-test score the researcher will analyze normality and homogeneity which aims to determine whether the two groups were equal and had normal distribution or not. To analyze the normality the researcher using Kolmogrov Smirnov for equality of variances and for homogeneity using Levene's test in the SPSS 16.0 program. And the results can be shown in the following table :

Group Statistics

	GROUP	N	Mean	Std. Deviation	Std. Error Mean
SCORE	Experimental Group	28	61.36	3.176	.600
	Control Group	28	61.96	3.133	.592

8

Based on the table above the mean score of pre-test for the experimental group was 61.36 while for the control group was 61.96. And for the results of the analysis of normality using Kolmogrov smirnov sample test for equality of variances can be shown in the following table :

Tests of Normality

	GROUP	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	S
SCORE	Experimental Group	.130	28	.200*	.960	28	
	Control Group	.147	28	.123	.970	28	

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

And based on the table above the normality test results using showed that the sig. is 0,200 which means that the data was normal because the sig. was higher than the level of significance 0,200>0,05, so the two populations of variance were normal. And for the results of the analysis for homogeneity using Levene's test showed that F = 0.171 and the sig. 0.681 which means that there was no different variance between the experimental and control groups because of the sig. was higher than the level of significance 0.681> 0.05. It means that two populations of variance were homogeneous or equal.

Furthermore, in the post-test analysis the researcher used an independent sample t-test in the SPSS 16.0 program, and this analysis was conducted to find out whether there were significant differences related to the use of Collaborative writing through Edmodo and the use of collaborative writing for both experimental and control group. The results of the analysis of the post-test scores for both groups showed that the mean score for the experimental group was 82.32 while for the control group was 75.07. Whereas the results of the analysis for hypothesis testing showed that the value of sig (2-tailed) was 0,000 in critical value of 5% level.

Group Statistics

GROUP		N	Mean	Std. Deviation	Std. Error Mean
SCORE	Experimental Group	28	82.32	3.116	.589
	Control Group	28	75.07	3.090	.584

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
SCORE	Equal variances assumed	.926	.340	8.742	54	.000	7.250	.829	5.587	8.913
	Equal variances not assumed			8.742	53.996	.000	7.250	.829	5.587	8.913

This study investigated The Effect of Online Collaborative Writing through Edmodo on Students' Writing Skill. The researcher would like to know whether the use of Collaborative Writing through Edmodo has significantly effect on students writing skill or not.

Based on previous research collaborative writing was successfull implemented in the classroom, such as research from Dobao (2012) who investigated collaborative writing and in his research showed positive results where collaborative writing can improve student writing. And in the following year Juang (2014) also examined the effectiveness of collaborative writing showing very positive results in which all aspects of writing increased with an average score of 12-18 that can be categorized Good-Very good criteria. However, besides of the effectiveness of collaborative writing, it turns out that there are still deficiencies and problems from previous studies and these problems affect the success of implementing collaborative writing strategy and the problems is related to the students who are passive and less active to discuss with their friends. As research from Deveci (2018) who investigated about collaborative writing, and found problems related to the implementation of collaborative writing some students don't do their work in professional way because they are less active in the discussion. And this problem is also the same as the problem in research conducted by Bremner, (2010); Meyer (2014) who in his research found that some students were less active in discussing collaborative writing and students were also less interested and motivated to participate in collaborative writing. Therefore, based on these problems, the researcher try to combine it with Edmodo, which as explained in the previous that Edmodo believed to be able to solve these problems from previous studies. As the results of this study indicate that the use of collaborative writing strategy through Edmodo can improve student writing, besides that through the combination of Collaborative Writing through Edmodo, it can also make students interested so that they are active in discussions through Edmodo.

Based on the results of this study found that the use of collaborative writing through edmodo is very effective in improving students' writing ability This statement can be proven from the experimental group's post test results which have a score of 82.32 and the control group has a score of 75.07, so it can be said that there are differences in the scores of the two groups where the scores of the experimental group are higher than the control group. In addition, the results of the independent sample t-test analysis in the SPSS 16.0 program show that the score of sig (2-tailed) was 0,000, which

means that the significance value is less than 5%. So the null hyphotesis can be rejected and it can be concluded that there was a significant effect of using collaborative writing strategy through Edmodo on students' writing skills.

In addition to further accurate the results of this study, the researcher also analyzed the average pre-test and post-test scores of the experimental class for each aspect of writing, and the results can be shown in the table below:

No.	Aspect of Writing		Pre-Test	Level	Post-Test	Level
1.	Content	30 %	17,21	Fair-Poor	22,86	Good-Avera
2.	Organization	20 %	13,49	Fair-Poor	18,30	Excellent-V Good
3.	Vocabulary	20 %	13,23	Fair-Poor	17,80	Excellent-V Good
4.	Language Use	25 %	13,19	Fair-Poor	18,45	Good-Avera
5.	Mechanics	5%	3,71	Good-Average	4,75	Excellent-V Good

Based on the results on the table above shows that an increase in student scores in every aspect of writing. Where at the time of the pre-test the Fair-Poor level rises to the Good Average / Excellent-Very Good level. Based on the results of this analysis, it can really be a proof that there is a positive effect on student writing by using Online Collaborative Writing through Edmodo.

And also in this study there are advatages that are found by the researcher, where is the use of Online Collaborative Writing through Edmodo can make students are more interested and motivated in writing learning so that they can be active and enjoy in the learning process and active in discussions and also provide comments on the assignments of their friends. And based on the results of the data that has been analyzed shows that the average score of the experimental class increases. From these results it also can be stated that with the interest and motivation of students towards learning it can affect student achievement in writing skills. As in research by Shams (2009, p.132) which stated that motivation can affect student achievement. Where the research findings show that students with high levels of motivation can influence student learning outcomes by getting higher grades than usual, besides that in the same year Boo Wang (2009, p.99) also added that motivation is one important factor which can affect student achievement or learning outcomes. Hudabaiah (2009) also revealed in his research that students who have a high interest in learning will get a good score because they will pay attention, enjoy, feel enjoy and be active in learning. The findings in this study are also supported by the results of previous studies, according to Kongchan (2013) which in his research revealed that students are very interested and enjoy using Edmodo because this application is very easy to connect and work with their friends and teachers.

However there are disadvantages of using online collaborative writing through edmodo including how to manage time because collaborative writing also involves the writing process in it, besides the differences from each individual student or the level of students' skills in writing. Although collaborative writing has been around for a long time, online collaborative writing is still quite new, so in practice it is very important for the researcher to dedicate sufficient time for students to get familiar with the features used in Edmodo for collaborative writing so that the implementation can proceed with maximum.

4. Conclusion

Based on the implementation of The Effect of Online Collaborative Writing through Edmodo, it can be stated that there was positive effect using Online Collaborative Writing through Edmodo on students writing skill at tenth grade of MA Masyhudiyah Giri. In the previous studies, collaborative writing is always believed to be able to overcome problems in the aspects of student writing, but based on previous research, the researcher still found the shortcomings of collaborative writing, which still found some students who are passive and less active to discuss when collaborative writing and this will affect the success of collaborative writing. So the researcher combines them with Edmodo, in previous research proved that the use of Edmodo can make students to be active in discussions through this application. And also the use of Edmodo as a learning media can be considered as an effective learning media and is suitable for collaborative writing, because the features in this media are very supportive of collaborative learning.

From the research findings, it can be concluded that there is a significant difference between the students who are taught by using Online Collaborative writing through Edmodo and the students who are taught only by using the Collaborative Writing strategy. So it can be said that the applying of Collaborative Writing through Edmodo was success. It can be seen by students 'scores before treatment and after giving treatment which showed that the teaching writing by using Collaborative Writing through Edmodo has a positive effect on students' writing skills.

Based on the result of this study there are some suggestion for students, teacher and future researcher.

Firstly, for teacher ; In order to improve students writing skill, the teacher must pay attention to the selection of interesting ways in teaching writing. So that an active and fun learning process will be created. Secondly for students ; The students must practice as often as possible to improve their abilities, to improve their writing skills there are actually

many ways one of them is by using collaborative writing strategies through Edmodo. The use of strategies and media can simultaneously improve writing skills, increase student motivation and interest in writing.Thirdly for future researcher can conduct similar research in other ways, skill or levels.

REFERENCES

Abadi, B. B. S., Ahmadi, S & Mehrdad, A. G. 2015. The Effect of Edmodo on EFL Learners' Writing Performance. International Journal of Educational Investigations (ISSN: 2410-3446)

Abdelrahman., DeWitt & Alias 2017 Flipped Learning for ESL Writing in a Sudanese School. TOJET: The Turkish Online Journal of Educational Technology – July 2017, volume 16 issue 3

Academia 2015 Student Centered Learning (https://www.academia.edu/27166410/strategi_pembelajaran_pendekatan_scl_student_centered_learning)

Anne Anastasi 1982, Psychological Testing, (Fifth Edition), New York : Mac Millan Publishing Company, P. 135

Anamaryanti, Syarif & Rozimela 2014 Sudents' Ability and Problems in Writing Review Text at Grade XII. Journal English Language Teaching (ELT) Vol. 2, No 1, March 2014

Biria, R., Jafari, S. 2013 The Impact of Collaborative Writing on the Writing Fluency of Iranian EFL Learners. Journal of Language Teaching and Research, Vol. 4, No. 1, pp. 164-175, January 2013

Chen Hsu & Fang Lo 2018. Using wiki-mediated collaboration to foster L2 writing performance. Language Learning & Technology

Dobao. 2012 Collaborative writing tasks in the L2 classroom: Comparing group, pair, and individual work. Journal of Second Language Writing 21 (2012) 40–58

Dobao & Blum 2013 Collaborative writing in pairs and small groups: Learners' attitudes and perceptions. System 41 (2013) 365e378

Deveci, T. 2018 Student Perceptions on Collaborative Writing in a Project-based Course. Universal Journal of Educational Research 6(4): 721-732, 2018

Diantari, Hadisaputra & Myartawan 2018 The Effect of The Integration of Edmodo on The Writing Competency of The Tenth Grage Students' of SMK Negeri 1 Tampaksiring.

Elola. 2010 Collaborative Writing: Fostering Foreign Language And Writing Conventions Development. Language Learning & Technology. October 2010, Volume 14, Number 3 pp. 51–71

Fangyuan Du 2018 Comparing Students' Perceptions and Their Writing Performance on Collaborative writing: A Case Study. English Language Teaching; Vol. 11, No. 12; 2018

Fauzi, A. 2017 The Effect of Edmodo on Students' Writing Skill in Recount Text. International Journal of Pedagogy and Teacher Education (IJPTE) (Vol.1 Issue 2 | October 2017)

Gay & Sofyan 2017 The Effectiveness Of Using Edmodo In Enhancing Students' Outcomes In Advance Writing Course Of The Fifth Semester At FIP – UMMU. JEE Journal of English Education

Ganga (2012) Reliability and Validity test http://shodhganga.inflibnet.ac.in/bitstream/10603/40163/14/14_chapter%206.pdf

Hadjjrerouit, S. 2014. Impacts Of Mediawiki On Collaborative Writing Among Teacher Students. 11th International Conference on Cognition and Exploratory Learning in Digital Age (CELDA 2014)

Hudson, J. 2018 Using Wikis for Collaborative Writing in the ELT Classroom. International Journal of Pedagogy and Teacher Education (IJPTE)

Hani 2018 Collaborative Writing : Strengths And Weaknesses To Teach EFL Students And Its Relation To Students' Self-Esteem In Writing. 2nd English Language and Literature International Conference (ELLiC) Proceedings – (ELLiC Proceedings Vol. 2, 2018

Ismail & Ramadhan (2019) Improving the students' writing proficiency through Collaborative Writing. Majesty Journal 1-1 (2019) 63-76

Jelodar & Farvardin (2018) Effects of Collaborative task on EFL Learners' Writing Productions. International Journal of Instruction, January 2019 Vol 12, No 1

Juni 2016 The Effectiveness Of Teaching Writing In Descriptive Text By Using Edmodo

Khodary (2017), Edmodo Use to Develop Saudi EFL Students' Self-Directed Learning. English Language Teaching; Vol. 10, No. 2; 2017

Khatib, M., Meihami, H. 2015 Languaging and Writing Skill: The Effect of Collaborative Writing on EFL Students' Writing Performance. Advances in Language and Literary Studies

Lin & Maarof 2013 Collaborative Writing in Summary Writing: Student Perceptions and Problems. Procedia - Social and Behavioral Sciences 90 (2013) 599 – 606

Likhah (2017) Linguistic Problems in English Essay by EFL Students. IJOLTL, Vol. 2, No. 1, January 2017

Lowry et al. (2004) Building a Taxonomyand Nomenclature of Collaborative Writing to Improve Interdisciplinary Research and Practice. Journal of Business Communication, Volume 41, Number 1, January 2004 66-99

Moore., Deane & Galyen (2010) e-Learning, online learning, and distance learning environments: Are they the same ?. Internet and Higher Education (2010)Marjaan. L., & Ghodsi (2012) Benefits of Collaborative Learning. Procedia - Social and Behavioral Sciences 31 (2012) 486 – 490

Muller & Louw (2004) Learning Environtment, motivation and interest : Perspectives on self-determination theory. South African Journal Psychology 2004, 34 (2), pp. 1-22

Murtiningsih (2016) Collaborative Writing in EFL Context. Journal of Foreign Language, Teaching & Learning Vol. 1 No.1 January 2016

Pratiwi. Y., Rukmini & Faridi (2017) The Linguistic Problems of Students Competence in Writing Business Letter

Riani, Syafira (2016) Improving Students' Writing Ability in Recount text through Indirect Feedback at the first grade

Sukirman (2016) Using Collaborative Writing in Teaching Writing. Langkawi, Vol. 2 No. 1, Mei 2016. ISSN: 2460-2280

Supiani 2017 Teaching writing skill through collaborative writing technique: from theory to practice. JEELS, Volume 4, Number 1, May 2017

Sari., Warno & Sofyan 2017 The Effect Of Using "Edmodo And Quipper School"
In Blended Learning Method Towards Students' Writing Skill At The Second Year Students Of Sman 1 Bengkulu Tengah

Susila (2017) The effectiveness of the collaborative writing technique on writing short story text learning in class 7th grade of smp negeri 1 muntilan magelang central java

Sianna & Syawal (2017) The Implementation of POEW in Teaching Writing

Soraya, K. 2016 The Effectiveness Of Collaborative Writing Strategy (Cws) In Writing Lesson Regarded To The Students' Creativity. Lingua Cultura, 10(2), November 2016, 63-67

Yusuf., Erdiana & Pratama 2018 Engaging With Edmodo to Teach English Writing of Narrative Texts To EFL Students. Problems of Education in the 21stcentury Vol. 76, No. 3, 2018