REFERENCES

REFERENCES

- Al-Nafiseh. (2013). Collaborative writing and peer-editing in EFL writing classes.

 Journal of Emerging Trends in Education Research and Policy Study,
 4(2), 236-245.
- Alwasilah, A. C. (2006). From local to global: Reinvening local literature through English writing classes. **TEFLIN Journal**, 17(1), 11-27.
- Badger, R. and White, G. (2000). A process genre approach to teaching writing. **ELT Journal**, 54(2), 153-160.
- Bremner. (2010). Collaborative writing: Bridging the gap between the textbook and the workplace. **English for Specific Purposes**, 29, 121-132.
- Brown, H. D. (2001). Teaching by Pronciples: An interactive approach to language pedagogy (2nd ed.). New York: Pearson Education.
- Burns, A. (1999). Collaborative action research for English language teachers. Cambridge: Cambridge University.
- Burns, A. (2010). Doing action research in English language teaching: A guide for practitioners. New York: Routledge.
- Cerrato, T. I. (1999). Instrumenting collaborative writing and its cognitive tools. In **Human Centered Process Conference** (pp.141-147). N.P.: n.p.
- Chen, Yu Liang. (2013). Use of peer feedback to enhance elementary students' writing through blogging. **British Journal of Educational Technology**, 42(1), E1-E4.
- Cohen, L., Manion, L. and Morrison, K. (2007). Research methods in education. New York: Routledge.
- Cook, V. (2001). Second language learning and language teaching. London: Arnold.
- Creswell, J. W. (2003). Research design: Qualitative, quantitative and mixed method approaches. London: Sage.
- Dale, H. (1997). Co-Authoring in the classroom: Creating an environment for effective collaboration. Illnois: Viewpoints.

- Diab, N.M. (2010). Effects of peer versus self-editing on students' revision of anguage errors in evised drafts. **Systems**, 38(8), 85-95.
- Dobao, A. F. (2012). Collaborative writing tasks in the L2 classroom: Comparing group, pair and individual work. **Journal of Second Language Writing**, 21, 40-58.
- Erkan, D. Y. and Saban, A. I. (2011). Writing performance relative to writing apprehension, self-efficacy in writing, and attitudes towards writing:

 A correlational study in Turkish tertiary -level EFL. **Asian EFL Journal**, 13(1), 164-192.
- Farrah, M. (2012). The impact of peer feedback on improving the writing skills among Hebron university students. **An-NajahUni.J. Res. (Humanities)**, 26(1), 180-210.
- Graham, S. and Perin, D. (2007). Writing next: Effective strategies to improve writing of adolescents in middle and high schools. Retrieved October 13, 2013, from http://www.all4ed.org/publications/WritingNext/WritingNext.pdf
- Hamp-Lyons, L. and Heasly, B. (2006). **Study writing** (2nd ed.). Cambridge: Cambridge University.
- Hansen, J. and Liu, J. (2005). Guiding principles for effective peer ersponse. **ELT Journal**, 59(1), 31-38.
- Hasan, M. K. and Akhand, M. M. (2010). Approaches to writing in EFL/ESL context:

 Balancing product and process in writing class at tertiary level.

 Journal of NELTA, 15(12), 77-88.
- Harmer, J. (2004). How to teach writing. London: Pearson Education Limited.
- Harmer, J. (2007). **The Practice of English language teaching**. Cambridge: Longman.
- Hawe, E., Dixon, H. and Watson, E. (2008). Oral feedback in the context of written language. Australian Journal of Language and Literacy, 31(1), 43-58.
- Hopkins, D. (2008). A teacher's guide to classroom research. Berkshire: McGraw-Hill Education.

- Hyland, K. (2003). Second language writing. New York: Cambridge University.
- Jafari, N. and Ansari, D., N. (2012). The effect of collaboration on Iranian EFL learners' writing performance. **International Education Studies**, 5(2), 125-131.
- Johnson, A. P. (2008). **Teaching reading and writing.** Maryland: Rowman and Littlefield Education.
- Johnson, D. W. and Johnson, R. T. (1998). Learning together and alone:

 Cooperative, competitive and individualistic learning (5th ed.). Boston:

 Allyn and Bacon.
- Kangli, Ji. (2011). The influence of Chinese rhetorical patterns of EFL writing: learner attitudes toward this influence. **Chinese Journal of Applied Linguistics**, 34(1), 77-92.
- Kim, Hee-Cheol and Eklundh, K. S. (2001). Reviewing practices in collaborative writing. **Computer Supported Cooperative Work**, 10, 247-259.
- Kobayashi, H. and Rinnert, C. (2002). High school student perception of first language literacy instruction: implication for second language writing.

 Journal of second language writing, 11(2), 91-116.
- Lantolf, J. P. (2000). Sociocultural theory and second language learning.

 New York: Oxford University.
- Larsen-Freeman, D. (2003). **Teaching language: From grammar to grammaring**.

 Retrieved October 13, 2013, from

 http://www.azargrammar.com/assets/authorsCorner/notesQuotes/NQ-BN Larsen-Freeman.pdf
- Lightbown, P. M. and Sapada, N. (2006). **How languages are learned.** Oxford: Oxford University.
- Lundstorm, Baker. (2009). To give is better than to receive: The benefits of peer review to the reviewer's own writing. **Journal of second Language Writing**, 18, 30-43.
- Marttunen, M. and Laurinen, L. (2012). Participant profiles during collaborative writing. **Journal of Writing Research**, 4(1), 53-79.

- Matsuda, P. K., Cox, M., Jordan, J. and Hooper, C. O. (2006).

 Second language writing in the composition classroom: A critical sourcebook. Boston: Bedford/ ST. Martin's.
- McDonough, S. (2002). Applied linguistics in language education. London:

 Arnold P.
- Meihami, H. and Meihami, B. (2013). Correct I or I don't correct myself: corrective feedback on EFL students writing. **International Letters of Social and Humanistic Sciences**, 7, 86-95.
- Miao, Y., Badger, R. and Zhen, Yu. (2006). A comparative study of peer and teacher feedback in a Chinese EFL writing class. **Journal of Second Language**Writing, 15, 179-200.
- Nation, I, S, P. (2009). Teaching ESL/EFL reading and writing: ESL & Applied linguistics professional series. New York: Routledge.
- Nguyen, H. V. and Litman, D. J. (2013). Improving peer feedback prediction: the sentence level is right. Retrieved November 13, 2013, from http://people.cs.pitt.edu/~huynv/research/acl-bea14.pdf
- Nunan, D. (1999). **Second language teaching and learning.** Massachusetts: Heinle and Heinle.
- Ortega, L. (2009). **Understanding second language acquisition.** London: Hodder Education.
- Pulverness, A., Spratt, M. and Williams, M. (2005). The TKT (Teaching Knowledge Test) course. Cambridge: Cambridge.
- Ramanathan, V. and Atkinson, D. (1999). Individualism, academic writing and ESL writers. **Journal os Second Language Writing**, 8(1), 45-75.
- Reimann, A. (2009). A critical analysis of cultural content in EFL materials. 宇都宮大学 国際学部研究論集, 28, 85-101.
- Rollinson, P. (2005). Using peer feedback in the ESL writing class. **ELT Journal**, 2(4), 23-30.
- Salkind, N. J. (2010). Encyclopedia of research design. New York: Sage.
- Shehadeh, A. (2011). Effects and student perceptions of collaborative writing in L2.

 Journal of Second Language Writing, 20, 286-305.

- Spratt, M., Pulverness, A. and Williams, M. (2000). The teaching knowledge test course. Cambridge: University of Cambridge.
- Srichanyachon, N. (2012). An investigation of university EFL students' attitudes toward peer and teacher feedback. **Educational Research and Reviews**, 7(26), 558-562.
- Steele, V. (2004). **Product and process writing.** Retrieved January 17, 2013, from http://www.englishonline.org.cn/en/teachers/workshops/teaching-riting/teaching-tips/product-process.
- Storch, N. (2005). Collaborative Writing: Product, process and students' reflection.

 Journal of Second Language Writing, 14, 153-173.
- Storch, N. (2007). Investigating the merits of pair work on a text editing task in ESL classes, Language Teaching Research, 11(2), 143-161.
- Storch, N. and Wigglesworth, G. (2009). Pair versus individual writing: Effects on fluency, complexity and accuracy. **Language Testing**, 28(3), 445-466.
- Storch, N. and Wigglesworth, G. (2012). What role for collaboration in writing and writing feedback. **Journal of Second Language Writing**, 21, 364-374.
- Stringer, E. T. (2007). Action research (3rded.). London: Sage Publication.
- Sudaryat, Y. (2010). Text-based modelling strategy (TMBS) in teaching writing skills.

 The Indonesian context. EDUCARE: International Journal for Education

 Studies, 3(1), 85-102.
- Swain, M. (1999). Integrated language and content teaching through collaborative tasks. Language Teaching: New Insights for the Language Teacher, 58(1), 44-63.
- Syaifur, R. (2003). Indonesian students misconception in using present perfect tense to write composition. CELT, 3(2), 95-104.
- Taki, S. and Fardafshari, E. (2012). Weblog-based collaborative learning: Iranian EFL learners' writing skill and motivation. International Journal of Linguistics, 4(2), 412–429.
- Urquhart, V. and McIver, M. (2005). **Teaching writing in content area.** Alexandria: ASDC.

BIOGRAPHY

BIOGRAPHY

Name-Surename

Amrih Bekti Utami

Address

Bantar Kulon 02/01, Banguncipto, Sentolo,

Kulon Progo, Yogyakarta, Indonesia.

550645

Educational Background

2012

Bd.E. (English) Yogyakarta State University, Indonesia

Publication

Utami, A. B. (2013). Consciousness-Raising Tasks (CRTs) in the Implementation of Form Focus Instruction (FFI) of the Teaching English Grammar in EFL Context. In **Proceeding: Educational Linguistics Conference** (pp.397-407). Yogyakarta, Indonesia: Yogyakarta State University.

- Ufami, A. B. (2013). The Importance of Noticing in Improving EFL Students' Writing Skills. In **Proceeding: Language Maintenance and Shift III** (pp.510-516). Semarang, Central Java, Indonesia: Diponegoro University.
- Utami, A.B. and Andayani, W. (2013). Materials for facilitating EFL learners in mainstream and content areas: On behalf of the 2013 curriculum. In **Proceeding OKTI Perancis 2013** (pp.389-390). Paris: Embassy of Indonesia in France.

- Vygotsky, L. (1986). Thought and language. Cambridge: The MIT.
- Weigle, S. C. (2002). Assessing writing. Cambridge: Cambridge University.
- Whitehead, J. and McNiff, J. (2006). Action research living theory. London: Sage.
- Wichadee, S. and Nopakun, P. (2012). The effects fo peer feedback on students' writing ability. **European Journal of Social Science**, 33(3), 393-400.
- Widodo, H. P. (2006). Designing a genre-based lesson plan for an academic writing course. English Teaching: Practice & Critique, 5(3), 173-199.
- Zhu, W. (2001). Interaction and feedback in mixed peer response groups. **Journal** ofSecond Language Writing, 10(4), 251-276.