

## REFERENCES

- Abdelkader, O. A. (2020). Impact of perception on “willingness and behavior” of individuals toward switching to sustainable energy practices in buildings. *Energy Reports*, 6, 2119–2125. <https://doi.org/10.1016/j.egy.2020.07.031>
- Agung, A. S. N., and Surtikanti, M. W. (2020). Students’ perception of online learning during COVID-19 pandemic: A case study on the english students of STKIP Pamane Talino. *SOSHUM: Jurnal Sosial Dan Humaniora*, 10(2), 225–235. <https://doi.org/10.31940/soshum.v10i2.1316>
- Akrim, A., and Sulasmi, E. (2020). Student perception of cyberbullying in social media. *Talent Development & Excellence*, 12(1), 322–333. <http://www.iratde.com>
- Anggraini, R., Rozimela, Y., and Anwar, D. (2020). The effects of collaborative writing on EFL learners’ writing skills and their perception of the strategy. *Journal of Language Teaching and Research*, 11, 335. <https://doi.org/10.17507/jltr.1102.25>
- Ati, A. P., Widiyanto, S., and Suyana, N. (2018). Penerapan metode picture and picture untuk peningkatan keterampilan menulis narasi pada siswa kelas VIII SMP Al Ihsan dan SMP Tashfia Kota Bekasi. *Adimas : Jurnal Pengabdian Kepada Masyarakat*, 2(1), 30. <https://doi.org/10.24269/adi.v2i1.887>
- Bichi, A. A., Talib, R., Embong, R., Supie, H. S. M., Khairuddin, N., Muhammad, and Diah, A. M. (2019). Development and validation of behavioural and health sciences research instrument. *Indian Journal of Public Health Research and Development*, 10(6), 1437–1443. <https://doi.org/10.5958/0976-5506.2019.01501.8>
- Chuishbekov, D. (2022). *Teaching* grammar through micro collaborative writing in EFL classroom: Empowering writing skills. <http://dx.doi.org/10.35542/osf.io/8erfz>
- Dianna, D. N. (2020). Dasar-dasar penelitian akademik : Analisis data kualitatif dan kuantitatif. *Jurnal Akuntansi, March*, 1–10. <https://www.researchgate.net/publication/340063433>
- Faridatuunnisa, I. (2020). Kebijakan dan pelaksanaan pembelajaran Bahasa Inggris untuk SD di Indonesia. *Prosiding Seminar Nasional*, 191–199. <https://jurnal.ustjogja.ac.id/index.php/semnas2020/article/view/7510>
- Fathi, J., & Rahimi, M. (2022). Electronic writing portfolio in a collaborative writing environment: Its impact on EFL students’ writing performance. *Computer Assisted Language Learning*, 1–39.

<https://doi.org/10.1080/09588221.2022.2097697>

- Fauzi, W. R., Muljanto, S., & Lestari, L. (2021). College students' perceptions on using movies for vocabulary learning. *English Education and Applied Linguistics Journal*, 40(1), 40–47. <https://journal.institutpendidikan.ac.id/index.php/eeal/article/download/1105/770>
- Febriyanto, B. (2018). Efektivitas model pembelajaran cooperative integrated reading and composition (CIRC) dalam keterampilan menulis paragraf narasi siswa sekolah dasar. *Indonesian Journal of Learning Education and Counseling*, 1(1), 17–24. <https://doi.org/10.31960/ijolec.v1i1.30>
- Ghafar, Z. N., & Mohamedamin, A. A. (2022). Writing in English as a foreign language: How literary reading helps students improve their writing skills: A descriptive study. *Canadian Journal of Educational and Social Studies*, 2(6), 61–70. <https://doi.org/10.53103/cjess.v2i6.81>
- Herlinawati, H., Isnawati, U. M., Yudar, R. S., Syahdan, S., & Syaifullah, S. (2022). Students' online experiences in online collaborative writing with focus on language rules. *REiLA: Journal of Research and Innovation in Language*, 4(2), 209–218. <https://doi.org/10.31849/reila.v4i2.9833>
- Hoang, D. T. N., & Hoang, T. (2022). Enhancing EFL students' academic writing skills in online learning via Google Docs-based collaboration: A mixed-methods study. *Computer Assisted Language Learning*. <https://doi.org/10.1080/09588221.2022.2083176>
- Ismail, A., & Lustyantje, N. (2020). International journal of multicultural and multireligious understanding EFL students' and lecturers' perceptions on collaborative writing. *International Journal of Multicultural and Multireligious Understanding*, 2012, 83–95.
- Jihad, F. N. (2020). Kesiapsiagaan perawat instalasi gawat darurat terhadap pandemi corona virus disease (COVID-19). *Literature Review Journal*.
- Khair, U., Rihan K, E., & Misnawati, M. (2021). Indonesian language teaching in elementary school. *Linguistics and Culture Review*, 6, 172–184. <https://doi.org/10.21744/lingcure.v6ns2.1974>
- Lestari, L. T. (2020). Peningkatan kemampuan menyusun paragraf narasi menggunakan media rangkaian gambar seri pada siswa kelas III Mi Almuhtadi I Kecamatan Paciran Kabupaten Lamongan. *Jurnal Basataka (JBT)*, 3(1), 33–38. <https://doi.org/10.36277/basataka.v3i1.84>
- Lingard, L. (2021). Collaborative writing: Strategies and activities for writing productively together. *Perspectives on Medical Education*, 10(3), 163–166. <https://doi.org/10.1007/s40037-021-00668-7>

- Maesaroh, T. (2022). EFL students' perceptions of peer interactions in collaborative writing activities : A case study. *Journal of Second Language Writin*, 4(2) 20-40. <https://doi.org/10.1016/j.jslw.2022.100931>
- Meifira, E. N., & Syarif, H. (2020). Improving students' writing ability of descriptive paragraph and their creativity through picture word inductive model (PWIM) at second semester of non-english department students UIN Raden Fatah Palembang. *International Journal of Educational Dynamics*, 2(1), 15–23. <https://doi.org/10.24036/ijeds.v2i1.229>
- Moonma, J. (2021). Comparing collaborative writing activity in EFL classroom: Face-to-face collaborative writing versus online collaborative writing using Google Docs. *Asian Journal of Education and Training*, 7(4), 204–215. <https://doi.org/10.20448/journal.522.2021.74.204.215>
- Mustaeva, Guldora, & Salaxiddinovna. (2022). Solutions to the problems of teaching writing skills in English in higher education institutions based on foreign manuals. *Scientific Research Journal*, 3(6), 1–12. <https://wos.academiascience.org>
- Nguyen, T. T. T., & Phuong, H. Y. (2021). The impacts of collaborative writing on EFL students' paragraph writing performance. *International Journal of Science and Management Studies (IJSMS)*, July, 177–190. <https://doi.org/10.51386/25815946/ijms-v4i4p117>
- Pamungkas, I. B. A., & Adi, S. S. (2020). Students' perception about improving English listening skills using movies among the vocational high school students. *Journal of Educational Innovation*, 7(2), 128–138.
- Pham, V. P. H. (2021). The Effects of collaborative writing on students' writing fluency: An efficient framework for collaborative writing. *SAGE Open*, 11(1). <https://doi.org/10.1177/2158244021998363>
- Rasita, I., Barus, G., & Simanjuntak, M. B. (2020). Scope of English language teaching, literature and linguistics program studi pendidikan Bahasa Inggris FKIP Universitas Muslim Evieta-based learning material in English business class: Students' perceptions (study case taken from vocational school-IPB Uni). *Scope of English Language Teaching Literature and Linguistics Journal (SELTICES)* 3(2), 73–82. <https://ejournals.umma.ac.id/index.php/seltics>
- Rezeki, Y. S., & Surmiyati, S. (2021). EFL students' perceptions of collaborative writing during remote teaching. *Jurnal Pendidikan Bahasa*, 10(2), 231–241. <https://doi.org/10.31571/bahasa.v10i2.3220>
- Riduwan; Warsiman. (2008). *Skala pengukuran variabel-variabel penelitian; editor, Warsiman*. Bandung: Alfabeta,
- Sarfraz, M. (2021). The Effects of Using Wikis for Collaborative Writing in EFL Classroom. *Global Journal of Applied Sciences and Technology*, 3(3), 1–10.

<https://doi.org/10.36266/gjast/131>

- Shukla, S. (2020). Concept of Population and Sample november. Rishit Publications.  
[https://www.researchgate.net/publication/346426707\\_concept\\_of\\_population\\_and\\_sample](https://www.researchgate.net/publication/346426707_concept_of_population_and_sample)
- Syarifudin, & Husnawadi. (2022). Online collaborative flipped writing classroom: A framework for online English writing instruction. *World Journal of English Language*, 12(6), 29–38. <https://doi.org/10.5430/wjel.v12n6p29>
- Tai, H.-C. (2016). Effects of collaborative online learning on EFL learners' writing performance and self-efficacy. *English Language Teaching*, 9(5), 119. <https://doi.org/10.5539/elt.v9n5p119>
- Teng, M. F. (2021a). Interactive-whiteboard-technology-supported collaborative writing: Writing achievement, metacognitive activities, and co-regulation patterns. *System*, 97, 102426. <https://doi.org/10.1016/j.system.2020.102426>
- Teng, M. F. (2021b). The effectiveness of incorporating metacognitive prompts in collaborative writing on academic English writing skills. *Applied Cognitive Psychology*, 35(3), 659–673. <https://doi.org/10.1002/acp.3789>
- Trinh, L. M., & Nguyen, H. B. (2021). EFL students' perceptions of collaborative writing in a Private University, Vietnam. *International Journal of Science and Management Studies (IJSMS)*, June, 195–201. <https://doi.org/10.51386/25815946/ijsms-v4i3p117>
- Veramuthu, P., & Md Shah, P. (2020). Effectiveness of collaborative writing among secondary school students in an ESL classroom. *Creative Education*, 11(01), 54–67. <https://doi.org/10.4236/ce.2020.111004>
- Wagiyo, S., & Suzana. (2018). The use of journal writing in teaching English writing. *U-Jet*, 6(1), 1–21. <https://doi.org/10.17632/j4p4k4djn2.2>
- Wardana, D., & Cahyadi, M. (2023). Collaboration governance in development of tourism objects in Kampar Regency Riau Province. *Management Studies and Entrepreneurship Journal (MSEJ)*, 4(1), 736–744. <https://doi.org/10.37385/msej.v4i2.1460>