

**STUDENTS' PERCEPTIONS OF USING IN WRITING OF DESCRIPTIVE
TEXT WITH U-DICTIONARY APPLICATION AND PEER COLLABORATIVE**

THESIS

Submitted in fulfilling the Requirements for
Gaining the Bachelor Degree
In English Language Education



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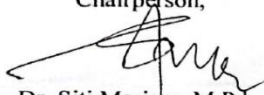
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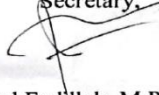
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The Dean of Education and Teacher Training
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Assalamu'alaikum, wr, wb.

I have given guidance, briefing, and correction to whatever extent necessary of the following thesis:

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Wassalamu'alaikum, wr, wb.

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MOTTO

“Indeed, after every hardship comes ease”

(Qur’an Surah Al-Inshirah: [94]: 06)

“A journey of a thousand miles begins with a single step”

ABSTRACT

Lestari, Destri Yuanita. 2022. *Students' Perceptions of Using in Writing of Descriptive Text with U-Dictionary Application and Peer Collaborative.*

The student's perception is a crucial thing in the teaching and learning process. This study aimed to know the students' perception of the use U-dictionary after school facilitating U-dictionary to make an easy learning and teaching on writing English Language. The researcher applied descriptive research with a quantitative approach to analyze the students' perceptions and reaction. The data collection technique used was a questionnaire and the data analysis technique used was descriptive statistical analysis using SPSS 16. The findings showed that students' perception of positif and negative U-dictionary as seen from 100 respondents, Which the result of positive questionnaire statement is about 70.25%. In contrast, negative questionnaire statement only gets 58.5%. Thus, Some students from SMP 18 think that the U-dictionary is a tool that makes it easier for them to learn to write simple sentence in English, however, other students think that the U-dictionary is not recomanded for learning, but the result U-dictionary make learning more easier

Keywords: *Perception , Simple Sentence, U-Dictionary Application,*

DEDICATION

Praise to Allah SWT who has been blessing the writer's continual mercies, so that the writer could finish this thesis.

This thesis is dedicated to my beloved parents for their never-ending support and pray for me, my beloved siblings, all of my relatives, and all of my friends.

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Bismillahirrahmanirrahim

Praise to Allah SWT, the merciful, and compassionate that the writer can finish this thesis. *Shalawat* and *salam* to our Prophet Muhammad SAW who brings us from the darkness to the lightness.

The researcher realizes that without any help and support from many people around her, she would not have been able to accomplish her thesis. Therefore, she would like to express her deeper gratitude to:

1. Dr. Hj. Lift Anis Ma'shumah, M.Ag. as the Dean of Faculty of Education and Teacher Training of State Islamic University of Walisongo Semarang.
2. Sayyidatul Fadlilah, M.Pd. as the Head of English Education Department and Dra. Nuna Mustika Dewi, M.Pd. as the Secretary of English Education Department of State Islamic University of Walisongo Semarang.
3. Nadiyah Ma'mun, M.Pd. as my advisor, who always kindly guides and supports me during the process of writing the thesis;
4. My beloved family who always send their best prayers and

5. Last but not least, those who cannot be mentioned one by one, who have supported the writer to finish this thesis.

Finally, the researcher realizes that this thesis is far from being perfect. Therefore, the writer will happily accept constructive criticism to make it better. The researcher hopes that this thesis would be beneficial to everyone.

Semarang, March 24th, 2023

A handwritten signature in black ink, appearing to read "Destri Yuanita Lestari". The signature is stylized with a large initial 'D' and a long horizontal stroke at the end.

Destri Yuanita Lestari
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CHAPTER I

INTRODUCTION

This chapter discusses the background of the research, the researcher's reason for choosing the topic, the question of the research, the objective of the research, the limitation of the study, and the significance of the research.

A. Background of The Research

Writing is one of the important skills as a foreign language. Writing skills are critical for students' success in school, college, and the workplace.¹ Writing development is often separated from supervision and research learning pedagogies and the 'fixing' of writing is predominantly relegated to learning support units.² Writing class often becomes a burden for some students. They often think that writing is not interesting since they cannot express their idea easily. We can accept this phenomenon since writing is a common problem for them for several reasons such as: incomplete language rule, lack of vocabulary, and inadequate information to write. By having those problems writing is of course is a challenging lesson in the teaching learning process, especially for the teacher.

Despite having problem on the area of language and knowledge to write, the teachers may also face another problem, that is the

¹ Davies, R. S., & West, R. E. (2014). *Technology integration in schools*. In J. M. Spector, M. D. Merrill, J. Elen, & M. J. Bishop (Eds.), *Handbook of research on educational communications and technology* (pp. 841-853). New York.

²Cutler, L., & Graham, S. (2008). "Primary Grade Instruction: A National Survey. *Journal of Educational Technology Psychology*, 100, 907-919.

students' various competence in writing which also need special attention from the teachers. In most writing classrooms, some of them are good but most others are still developing their skill. This competence is varied based on their previous exposure in this skill.

Teaching writing as a skill language that is classified as productive skills requires teachers English to direct participants to learn to express in the form of written language that requires elements of language of language skills such as the use of the right choice of words, writing the right spelling of words, and writing accepted sentences according to the rules language. As a teacher, we often not surprised that our students competence in writing sometimes have positive correlation with their achievement on other subjects. As the teacher of writing, we should know what we should so in the classroom since it is a precocious time for both the students and the teachers. We should not waste this important time by giving something inappropriate for their need. Although it is not time for the teachers centered and the students' success is usually strongly determined by the students themselves, we as the teachers must be responsible for their development since the teachers' role is still strongly needed to help and assist them to be a better writer by emphasizing the students' need and performing the task before.

For all people in all sides of their lives; people use writing to keep in touch their relatives, friends, colleagues, costumers, etc; they can use writing in many conditions.³ Therefore, we can say writing has a great influence on humans life. Nowadays, written learning is a highly

³ Steve Graham and Debra Mckeown. January (2012). "Writing: Importance, Development, and Instruction". Article Reading and Writing. Vol 26, 1-15.

complex for middle school students. Through successful engagement opportunities to acquire knowledge, synthesize information, and share their thoughts. Writing is considered a problem-solving process in which writers attempt to produce visible, legible, and understandable language reflecting a knowledge of their topic or thoughts and feelings.

Therefore, we can say writing has a great influence on humans' life. Nowadays, written learning is a highly complex for middle school students. Through successful engagement opportunities to acquire knowledge, synthesize information, and share their thoughts (Klein & Boscolo, 2016). Writing is considered a problem-solving process in which writers attempt to produce visible, legible, and understandable language reflecting a knowledge of their topic or thoughts and feelings (Berninger, 1993).⁴ Writing is also mentioned in Qur'an in (Q.S. al-Baqarah [2]: 282):

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا تَدَايَنْتُمْ بِدِينٍ إِلَىٰ أَجَلٍ مُّسَمًّى فَاكْتُبُوهُ^٤
وَلْيَكْتُبْ بَيْنَكُمْ كَاتِبٌ بِالْعَدْلِ^٥ وَلَا يَأْب كَاتِبٌ أَنْ يَكْتُبَ كَمَا عَلَّمَهُ اللَّهُ^٦
فَلْيَكْتُبْ وَلْيُمْلِلِ الَّذِي عَلَيْهِ الْحَقُّ وَلْيَتَّقِ اللَّهَ رَبَّهُ وَلَا يَبْخَسْ مِنْهُ شَيْئًا^٧ فَإِنْ
كَانَ الَّذِي عَلَيْهِ الْحَقُّ سَفِيهًا أَوْ ضَعِيفًا أَوْ لَا يَسْطِيعُ أَنْ يُمِلَّ هُوَ فَلْيُمْلِلْ
وَلِيُّهُ بِالْعَدْلِ^٨ وَاسْتَشْهِدُوا شَهِيدَيْنِ مِنْ رَجَالِكُمْ^٩ فَإِنْ لَمْ يَكُونَا رَجُلَيْنِ
فَرَجُلٌ وَامْرَأَتَانِ مِمَّنْ تَرْضَوْنَ مِنَ الشُّهَدَاءِ أَنْ تَضِلَّ إِحْدَاهُمَا فَتُذَكَّرَ
إِحْدَاهُمَا الْأُخْرَى^{١٠} وَلَا يَأْب الشُّهَدَاءُ إِذَا مَا دُعُوا^{١١} وَلَا تَسْأَمُوا أَنْ تَكْتُبُوهُ

⁴Berninger, V. W. (1993). Preventing and remediating writing disabilities: Interdisciplinary frameworks for assessment, consultation, and intervention. *School Psychology Review*, 22, 590–594.

صَغِيرًا أَوْ كَبِيرًا إِلَىٰ أَجَلِهِ ۖ ذَلِكُمْ أَقْسَطُ عِنْدَ اللَّهِ وَأَقْوَمٌ لِلسَّهَادَةِ وَأَذْنَىٰ آلَا
 تَرَ تَابُوا ۗ إِلَّا أَنْ تَكُونَ تِجَارَةً حَاضِرَةً تُدِيرُونَهَا بَيْنَكُمْ فَلَيْسَ عَلَيْكُمْ جُنَاحٌ
 أَلَّا تَكْتُوبُوهَا ۗ وَأَشْهَدُوا إِذَا تَبَايَعْتُمْ ۖ وَلَا يُضَارَّ كَاتِبٌ وَلَا شَهِيدٌ ۖ وَإِنْ تَفَعَّلُوا
 فَإِنَّهُ فُسُوقٌ بِكُمْ ۗ وَاتَّقُوا اللَّهَ ۗ وَيُعَلِّمُكُمُ اللَّهُ ۗ وَاللَّهُ بِكُلِّ شَيْءٍ عَلِيمٌ

“O ye who believe! When ye contract a debt for a fixed term, record it in writing. Let a scribe record it in writing between you in (terms of) equity. No scribe should refuse to write as Allah hath taught him, so let him write, and let him who in growth the dictate, and let him observe his duty to Allah his Lord, and diminish naught thereof. But if he who a weather the debt is of low understanding, or weak, or unable himself to dictate, then let the guardian of his interests dictate in (terms of) equity. And call to witness, from among your men, two witnesses. And if two men be not (at hand) then a man and two women, of such as ye approve as witnesses, so that if the one erreth (through forgetfulness) the other will remember. And the witnesses must not refuse when they are summoned. Be not averse to writing down (the contract) whether it be small or great, with (record of) the term thereof.

That is more equitable in the sight of Allah and more sure for testimony, and the best way of avoiding doubt between you; save only in the case when it is actual merchandise which ye transfer among yourselves from hand to hand. In that case it is no sin for you if ye write it not. And have witnesses when ye sell one to another, and let no harm be done to scribe or witness. If ye do (harm to them) lo! it is a sin in you. Observe your duty to Allah. Allah is teaching you. And Allah is knower of all things”.(Q.S. al-Baqarah [2]: 282).

Examines teacher facilitating of students’ group learning in

science with digital technology and provides an insight into how teacher-students interactions and other resources may contribute to enhancing students' agency in learning to learn.⁵ Teachers are expected to effectively utilise educational technologies in a number of different academic areas including reading, writing, mathematics and science.⁶ One area where technology integration has the potential to increase student learning is in the area of writing instruction, though the extent to which writing technologies have effectively influenced writing practices remains to be seen.⁷

The learning strategies of simple sentence writing had been researched by various authors. Uniquely, no research of simple sentence writing had been done with u-dictionary application. U-dictionary had been discovered as an effective learning to increase student's vocabulary. From the main tab, everyone can quickly access short tests and mini games to practice any language wanted. By using U-Dictionary as a learning media in teaching speaking particularly increasing the vocabulary, the students' vocabulary has increased significantly⁸.

The research found that it is essential to address the issues faced by young learners and produce constructive ways in helping young

⁵ Irina Engeness, "Teacher Facilitating of Group Learning in Science with Digital Technology and Insights Into Students' Agency in Learning to Learn", Faculty of Education, University Otsfold

⁶ Davies, R. S., & West, R. E. (2014). Technology integration in schools. In J. M. Spector, M. D. Merrill, J. Elen, & M. J. Bishop (Eds.), *Handbook of research on educational communications and technology* (pp. 841-853). New York.

⁸ Wulandari, D., Handayani, C., (2020). The Use U-Dictionary to Increasing the Student' Vocabulary. *J LP2M*. 1:24-32

learners to achieve their learning goals precisely. Some of the strategies used by English language teachers in teaching writing skills are by using visual aids in the form of pictures, word cards, bubble map incorporating with technology like PowerPoint presentation within and outside classroom teaching and learning practices.⁹ Recent research described that visual media application in teaching writing helps the students write easily as it helps the students to be more creative in finding the ideas and developing vocabulary¹⁰.

The research also found that the difficulties faced by teacher in implementing the strategies were in communication, student's limited ability to comprehend the material and applying grammar learning strategies. The strategies used by the teacher were facilitative strategies, repair strategies and memory strategies¹¹. using visual aids in the form of pictures, word cards, bubble map incorporating with technology like PowerPoint presentation within and outside classroom teaching and learning practices. Facilitative and repair strategies are suggested to be applied to avoid and to fix communication breakdown. Memory strategies also could be used to help the students in memorizing and retrieving information.

To validate the current situation, the focus of this study is to explore the u-dictionary mediated peer collaborative writing strategies to facilitate learning of simple sentence writing.

⁹ Sahadevan, S. R., Mohamad, M., (2020). The Use of PowerPoint (PPT) PiWoCa Technique in the Form of Bubble Map in Helping Year 2 ESL Pupils' Simple Sentence Construction: A Literature Review. *Cre Ed*, 11:1602-1616.

¹⁰ Suhartono, S., Laraswati, I., (2016). The Use of Visual Media in Teaching Writing. *Eng Ed J.*, 1:2-5

¹¹ Nisak, C., Samad, I. A., Silviiyanti, T. M., (2019). An Error Analysis in Writing the Sentence of Simple Past Tense on English Subject. *Eng Ed J.*, 4:39-44

B. Reason for Choosing The Topic

The researcher's reasons in choosing this topic are:

1. Facilitating learning of simple sentence writing to junior high school which is an essential part in language that should be learned as early as possible
2. Train students to collaborate with peers in order to get the learning objectives together.

C. Question of The Research

1. How is the implementation of using U-Dictionary application and peer collaborative strategy?
2. How is students' perception in writing of descriptive text

D. Objective of The Research

1. To Explain the implementation of using U-Dictionary application and peer collaborative strategy
2. To description students perception in writing of descriptive text

The objective of the study is to determine the implementation and reaction of the students with collaborative strategy in learning simple sentence writing supported U-Dictionary application.

E. Limitation of The Research

This research focuses on determining the implementation and reaction of the students with collaborative strategy in learning simple

sentence writing supported U-Dictionary application. The participants in this research are the students eight grade in SMPN 18 Semarang.

F. Significance of The Research

1. Theoretical Benefit

The researcher hopes that the result of the study will be beneficial and give additional information to the readers. They will know the implementation and students reaction to collaborative strategies in learning to write simple sentences that are supported by the U-Dictionary application.

2. Practical Benefit

a. For students

Findings of this research can assist students, especially eight grader, facilitating in learning simple sentence writing supported by the U-Dictionary application. The learning process will be easier, enjoyable and more effective.

b. For teachers

Findings of this research can assist teachers teaching innovatively by applying collaborative strategy. Teachers also can find other similar collaborative strategy to teaching simple sentence wrting that can facilitate with U-Dictionary.

c. For the next researchers

Findings of this research give some information to other researchers about an implementation and reaction in learning simple simple sentence writing, give an explanation about collaborative strategy, and using U-Dictionary

application in SMPN 18 Semarang at Eight Grader.

CHAPTER II REVIEW OF RELATED LITERATURE

This chapter discusses previous research, theoretical review, and conceptual framework which are relevant to the researcher's research.

A. Previous Research

Research has been done by Matt Kessler about L2 learners' technology use and digital composition practices, scholars have noted that such studies have been predominately researcher led intervention studies as opposed to descriptive, this research used a qualitative accounts that investigate learner initiated technology used. To better understand existing learner practices surrounding digital composition, this study uses a case study design to explore two, Chinese L2 English writers as they compose assignments during their first semesters as doctoral students in an Applied Linguistics and Teacher Education Program, respectively. An activity Theory framework is utilized to investigate students' writing strategies in general, but particular emphasis is given to writers' personal, artefact or tool mediated uses of technology to assist in their writing. Data sources consist of: artifacts such as course syllabi and students' writing; process logs; screen recordings of students' real time writing; and also, semi-structured interviews and simulated recalls. Findings show that students' writing processes were influenced by numerous factors, which were rule, community, and artifact mediated.¹²

Research by Lidwina Sri Ardiasih, Emzir, and Yumna Rasyid

¹² Matt Kessler, "*Technology-Mediated Writing: Exploring Incoming Graduate Students' L2 Writing Strategies with Activity Theory*", (2020).

(2019) describes the implementation of the online collaborative writing technique (OCWT) through Wiki activities and aims at analyzing the effectiveness of the OCWT to enhance the learners' argumentative essay writing. This study applied a descriptive method, involving a group 29 students from the English Education Study Program at University Terbuka (UT), Indonesia. In order to find out the effect of teaching material model on improving students' English writing skills, the researchers used two types of instruments, test, and non test. The observation was also conducted to describe the process implementing the OCWT. Based on the observation reports, the results of the statistical tests, and the analysis of the learners' perceptions, the OCWT using Wiki integrated into Moodle has significant influence in improving the learners' argumentative essay writing skills, and as its implication, this approach is very appropriate to hone learners' learning independence. Moreover, the results of the survey show that the learners were very enthusiastic in participating in OCWT.¹³

Research has been done by Deasy Harlena (2019), Mukhalyar, Hamzah derived from the study conducted on finding the effect of collaborative writing strategy and writing interest toward students' writing ability of descriptive text at tenth grade of SMA INS Kayutanam. The aim of the research was finding out whether or not collaborative writing strategy could give a better result of students' achievement in writing descriptive text. This was a quasi experimental study taking 44 students as the participant. The data were collected by giving writing test. The students were asked to a write taught by using

¹³ Lidwina Sri Ardiasih, "Online Collaborative Writing Technique Using Wiki: How Effective is It to Enhance Learners' Essay Writing?", (2019) 531-546.

collaborative writing strategy.¹⁴

Thesis by Sri Wahyuni (2017), with purpose to know the improving of collaborative writing strategy in students' ability in writing descriptive text and to find out whether the improvement students' ability in writing descriptive text through collaborative writing strategy. The research was conducted with classroom action research. The instrument of collecting data were qualitative data from observation, interview, diary notes, and documentation. Quantitative data were taken from tests, which was carried out in the end of every cycle.¹⁵

Thesis has been done by Yuko Watanabe (2014) investigated the relationship among Japanese-background university students' verbal processes while writing in English (their second language, L2), the quality of the texts they produced, and their opinions about their experiences of writing in 2 conditions: one in which learners wrote a peer(collaborative writing), and one which the same learners wrote alone (independent writing). Data were gathered from 2014 English major freshman students in an intact introductory academic English writing course in a Japanese University. Using socio cultural theory of mind as a framework, I analysed the learners' pair dialogues during collaborative writing and *speech for self* protocols during independent writing, their texts produced, and post-task stimulated recalls and

¹⁴ Deasy Harlena, Mukhaiyar, and Hamzah, "Collaborative Writing Strategy For Teaching Writing Descriptive Text", *International Journal Scientific & Technology*, (2019) 8-10.

¹⁵ Sri Wahyuni, "*Improving Students' Ability In Writing Through Collaborative Writing Strategy At The Islamic Junior High School Muhammadiyah 01 Medan*", Faculty of Tarbiyah and Training for UIN North Sumatera, (2017).

interview protocols.¹⁶

Three major findings emerged. First, pairs and individuals alike used dialogue and monologue to facilitate their composing processes and correctly resolved most linguistic problems. Compared to writing individually, pairs produced more language-related and scaffolding episodes. Second, independent writing promoted more fluent written texts, in terms of composition quality, compared to the paired writing. Finally, students agreed that collaborative writing offered more opportunities for learning English and all students expressed their desire to write in pairs again.

This research aims to focus on collaborative strategy in teaching simple sentence writing with facilitate u-dictionary application to the students. Unlike the previous research, if in the previous research the students' study with collaborative strategy without use technology. But this research was conducted when students' learning simple sentence writing and use collaborative strategy with facilitating u-dictionary application. In addition, this research was conducted by using qualitative descriptive approach where data collection was carried out with two methods of focus group discussion and interviews.

B. Literature Review

1. Writing Skill

Writing is both a process and a product, Writing is one of the important skills as a foreign language. Writing skills are critical for

¹⁶ Yuko Watanabe, “*Collaborative and Independent Writing: Japanese University English Learners’ Processes, Texts and Opinions*”, University of Toronto, (2014).

students' success in school, college, and the workplace.¹⁷ Writing development is often separated from supervision and research learning pedagogies and the 'fixing' of writing is predominantly relegated to learning support units.¹⁸ Writing class often becomes a burden for some students. They often think that writing is not interesting since they cannot express their idea easily.

2. U-Dictionary

Now that affordable e-learning solutions exist for both computers and internet, it only takes a good e-learning tool for education to be facilitated from virtually anywhere. Technology has advanced so much that the geographical gap is bridged with the use of tools that make you feel as if you are inside the classroom.¹⁹ E-learning offers the ability to share material in all kinds of format such as videos, slideshows, word documents, and PDFs. Conducting webinars (live online classes) and communicating with professors via chat and message forums is also an option available to users.²⁰

Some of the most important developments in education have happened since the launch of the internet. These day learners are well

¹⁷ Davies, R. S., & West, R. E. (2014). Technology integration in schools. In J. M. Spector, M. D. Merrill, J. Elen, & M. J. Bishop (Eds.), *Handbook of research on educational communications and technology* (pp. 841-853). New York.

¹⁸ Cutler, L., & Graham, S. (2008). "Primary Grade Instruction: A National Survey. *Journal of Educational Technology Psychology*, 100, 907-919.

¹⁹ Valentina Arkoful and Nelly Abaidoo, "*The Role of E-Learning, The Advantages and Disadvantages of It's Adoption in Higher Education*", University of Cape Coast, Ghana, Desember, (2014) Vol. 02, No. 12.

²⁰ Claudia Coman, Laurentiu Gabriel Tiru, Luiza Mesesan-Schmitz, Carmen Stanciu. et. Al, "Online Teaching and Learning in Higher Education during the Coronavirus Pandemic: Srudents' Perspective", Faculty of Sociology and Communication, Transilvania University of Brasov, Romania: Claudia,

versed in the use of smartphones, text messaging and using the internet so participating in and running an online an online course has become a simple affair. Message boards, social media and various other means of online communication allow learners to keep in touch and discuss course-related matters, whilst providing for a sense of community.²¹

U-Dictionary is an app which translates English to 38 languages directly. Once you download the offline pack, you can use the dictionary even when you are not connected online. The unique Optical Character Recognition (OCR) technology in this app allows you to just click a sentence or phrase from your smartphone and gives you the translation in the desired language instantly. You can copy any word or sentence while browsing, messaging, or reading news, to get its meaning instantaneously. The quick translate feature helps you get the meaning in the notification bar without opening U-Dictionary. Pronunciations are also available in English (US) and English (UK) accents. A very good resource for quick translation of words and phrases. U-Dictionary is one of the best dictionary applications on Android. You can translate enough by pointing the camera at words. Another interesting thing, this application can be used without internet.²² The main purpose learns by using U-Dictionary are we can easily made

²¹ Jamal Abdul Nasir Ansari and Nawab Ali Khan, “*Exploring The Role of Social Media in Collaborative Learning The New Domain of Learning*”, Department of Commerce, Aligarh Muslim University, (2020) 7:9.

²² Zenita Authani Ula. “Using U-Dictionary for E-Learning Vocabulary”. <https://files.osf.io/v1/resources/p3vdc/providers/osfstorage/5c35e016e8da0e001a53f88b?format=pdf&action=download&direct&version=1>

to learn various kinds of vocab with features that available in this application, make easily to translate vocab or in sentence, and helping for English learning.

3. Peer-Collaborative Learning

Collaboration has become a 21st century trend.²³Begin definition of collaborative learning is an educational approach to teaching and learning that involves groups of learners working together to solve a problem, complete a task, or create a product. Despite the term of collaborative learning has been used in a wide variety of ways across different disciplines and fields, there is a lack of consensus upon definition of the term. Collaboration has become a twenty-first-century trend. The need in society to think and work together on issues of critical concern has increased shifting the emphasis from individual efforts to group work, from independence to community.

Collaboration is an educational approach to teaching and learning that involves groups of learners working together to solve a problem, complete a task, or create a product.²⁴in the CL environment, the learners are challenged both socially and emotionally as they listen to different perspectives, and required to articulate and defend their

²³Marjan Laal, Mozghan Laal, and ZhinaKhattamiKermanshahi. “21st Century Learning ; learning in Collaboration”. 47 (2012). 1696-1701.

[21st-century-learning-learning-in-collaboration.pdf](#)

²⁴Marjan Laal, MD, and Mozghan Laal,“*Collaborative learning: What is it?*”. Tehran University of Medical Sciences & Surgery Research Center, Sina Hospital. Farzanegan School No. 1, Kurdistan Avenue, Tehran, Iran. 491 – 495 (2012).

ideas. The learners begin to create their own unique conceptual frameworks and not rely solely on an expert's or a text's framework. In this case, learners have the opportunity to converse with peers, present and defend ideas, exchange diverse beliefs, question other conceptual frameworks, and are actively engaged.

Peer collaboration is a good instructional strategy in the L2 classroom, especially in L2 writing.²⁵ For instance it has been argued that peer reviews promote students' critical awareness about their own writing; makes them confident because they can compare their own work with their peers'; makes them view writing from a reader's perspective and, thus helps them gauge what constitutes good writing; and perhaps most importantly, helps them become better writers through as part of peer review practice (Wirtz., 2012). Have peer collaborative strategy in teaching can expert on student's writing performance.

The findings of prior studies on peer collaborative L2 writing have generally indicated a positive effect, although this seems to vary from one particular aspect of writing to another. Storch (2005), for example, found that peer collaborative L2 writing resulted in the production of superior texts and enhanced grammatical accuracy as well as text complexity.

Peer collaboration is a type of peer learning situation in which students work together, face to face in classroom to achieve the goals

²⁵ Abdelrahman Abdalla Salih, "Peer Response to L2 Student Writing: Patterns and Expectations", English Language Teaching, Dhofar University, January (2013).

of a task. Peer collaboration is a pedagogical method currently used to facilitate learning in classrooms.²⁶ Similarly, computer-learning environments (CLEs) are often to promote student learning in science classrooms, in particular. Peer collaboration is largely unstructured; students are asked to work together to perform a particular task without specific roles or jobs, which is a common occurrence in classrooms. Other types of peer learning that assign specific roles to students working in groups (O' Donnell and Dansereau 1992; Johnson and Johnson 1991) are considered cooperative learning and do not fall under the definition of peer collaboration for this study

²⁶Patricia Alexander. (2011). "Peer Collaboration: The Relation of Regulatory Behaviors to Learning with Hypermedia". University of Maryland, College Park. (39). No 407-427.

CHAPTER III

RESEARCH METHOD

This chapter discusses research design, research participant, research setting, data collection technique, and data analysis technique.

A. Research Design

The research of used a descriptive research design. According to (Mahmud 2011: 100) Descriptive research is research that observes problems systematically and accurately against a particular fact and nature of a particular object.

Qualitative research methodology is a research procedure that produces descriptive data in the form of observation, interviews and documentation, and data analysis using data reduction, data presentation, and conclusions. data analysis was carried out inductively, where research did not start from theory, but empirical facts in the field.²⁷ Researchers went to the field, learn, analyse, and draw conclusions about what is happening on the ground. Data analysis was carried out from the beginning to the end of the study according to the planned time. The data used comes from students, teachers, and archives or other documents related to the research focus. Qualitative data were analysed descriptively, interactive with communicative language and accompanied by relevant evidence to support the facts presented.²⁸

²⁷ Thomas S Harding, "Analysing Data in Qualitative Research", University of Canterbury, January (2013).

²⁸ Jane Sutton and Zubin Austin, "*Qualitative Research: Data Collection, Analysis, and Management*", University of Toronto, Vol.68-No.3, June (2015).

B. Research Setting and Context

The research will take place in SMPN 18 Semarang, Purwoyoso, Ngaliyan, Semarang in March 2021.

C. Research Participants

The participants of this research are eight-grade students of SMPN 18 Semarang, Purwoyoso, Ngaliyan, Semarang, in the second semester. There are one class and the populations are 25 (twenty five) students. Regarding to the population, the researcher will use Purposive Sampling (Non-Probability Sampling). Non-probability sampling is defined as a sampling technique in which the researcher selects samples based on the subjective judgment of the researcher rather than random selection. It is a less stringent method. This sampling method depends heavily on the expertise of the researchers. It is carried out by observation, and researchers use it widely for quantitatif research The non-probability sample is used to study existing theoretical insights or developing new ones. This method of sampling is considered less expensive, less complicated, and for a certain purpose. This conversation is undertaken by the researcher as the interviewer who raises questions to the participant as the interviewee who answers the questions. The researcher interviews the Students' of eight grade in SMPN 18N Semarang.

D. Data Collection Technique and Instrument

To obtain the qualitative data needed, the researcher will take the following ways:

- a. Focus Group Discussion

Data collection is very important in this study. Researchers use the Focus Discussion Forum. Focus group discussions are an attempt by a group of people to find meaning in a problem through discussions so that researchers do not misunderstand. When multiple people investigate a problem, one wants to get a more objective meaning. Focus group interviews are useful when you are looking for unique insights into existing beliefs, behaviors, and attitudes. Interactions between group members can stimulate deeper discussions on a particular topic compared to individual interviews. Researchers ask about the use of mobile social networks when students learn to speak. Researchers create a guide to the questions asked in the group discussion forums to present each participant's ideas and ideas. The instructions in the guide created will make it easier for researchers to get the answers they need and later perform the next data collection for deeper scraping. The first step in a focus group discussion is to prepare researchers to form a moderation team of 4 until 7 people, consisting of moderators, recorders, and observers. The team will provide a question guide later. The moderator has the task of facilitating the discussion, and the recorder is responsible for recording the events and observers who observe the discussion process²⁹.

b. Test

The tools used in the survey must be suitable for the variable

²⁹ Kementerian PUPR, 'MODUL DISKUSI KELOMPOK TERARAH Focus Group Discussion (FGD)', MODUL DISKUSI KELOMPOK TERARAH Focus Group Discussion (FGD), Vol. 23, 2019.

being surveyed. The test will be held before and after the usage of u-dictionary learning platform. To get the data associated with each variable, the study used the written exam form as a tool to encourage students to create a language in the form of written simple sentence in their classes.

Collecting data is one way to use some data for research. The aim is for the research to be successful and the results to be accurate and scientific. Data is urgently needed for research to produce accurate reports. After explaining the exam materials to the students, the author distributed the exam sheets to the students. The author then asks the student to take the test with a simple sentence. Finally, the author collects student sheet tests ³⁰.

E. Technique of Collecting Data

Data analysis is an attempt to systematically search for and edit notes from observations and interviews in order to make it easier for researchers to understand the case under investigation and to present the results to others. There are three lines of qualitative data analysis: data reduction, data display, and data analysis to draw conclusions³¹.

a. Data reduction

Data reduction is an area. This process continues throughout the study, even before the data is collected under the research concept, research question, and data collection of the researcher's choice.

³⁰ Hasan, I. Analisis Data Penelitian. Jakarta: Bumi Aksara, 2004

³¹ Ahmad Rijali, 'Analisis Data Kualitatif Ahmad Rijali UIN Antasari Banjarmasin', Vol. 17 No.33 Pg. 81–95, (2018)

Basically, data reduction is part of the analysis, where you can sharpen, sort, focus, discard, and organize your data to draw conclusions and validate it. Data reduction includes data aggregation, coding, topic tracking, and clustering³².

b. Data presentation

Data presentation is an activity that collects a variety of information that can be used to draw conclusions and take action. The format of the qualitative data presentation can be in the form of field notes, matrices, graphics, networks, and narrative text in the form of diagrams.

c. Conclusion

Conclusion is an attempt to draw conclusions that researchers carry out on an ongoing basis during use. From the beginning of data collection, qualitative researchers begin to look for the meaning of things by focusing on the regularity, explanations, possible configurations, causal pathways, and statements of patterns³³.

F. Thesis Organization

The title of this study “*Students’ Perceptions of Using in Writing of Descriptive Text with U-Dictionary Application and Peer*”

³² Matthew B. Miles and A. Michael Huberman, ‘Drawing Valid Meaning from Qualitative Data: Toward a Shared Craft’, *Educational Researcher*, Vol.13 No.5 Pg. 20–30, (1984)

³³ Ivanovich Agusta, ‘Teknik Pengumpulan Dan Analisis Data Kualitatif’, *Jurnal Studi Komunikasi Dan Media*, Vol. 02 No.1998 Pg. 1–11, (2014)

Collaborative”.

CHAPTER IV

FINDING AND DISCUSSION

This chapter described the findings and discussion of the research. In the findings section, the researcher showed all the data which collected by the researcher during the research. In the discussion section, the researcher analyzed and discussed all the data in the findings section. Besides that, discussions section also linking the result of this study with existing research. This chapter was divided into 3 parts namely:

- a) Profile
- b) Findings
- c) Discussions

A. Profile

In 1977 the government opened a new state junior high school in Tugu sub-district precisely in the village of Jerakah. Although at that time did not have a building, but starting in 1977 the new junior high school had started to accept new students. For a while the learning activities hitchhiking at SD Tugurejo Semarang. The teachers are partly from Tugurejo Elementary School teachers and some from teachers of Semarang State Junior High School 3. SMPN 18 Semarang is the public schools where the location is at Jl. Purwoyoso 1 ngaliyan. Based on the school's profile.

SMPN 18 is one of the most favorite SMPN in Semarang City. The number of students in one batch is 256 students. SMPN 18 Semarang is very accomplished, in the fields of Scouting, PMR, Paskibra, MAPSI, Sports, and so on. SMP Negeri 18 has also started online-based learning

activities through the Study Room, and in the Final/Mid-Semester Assessment and Year-End Assessment it has been based online using the Mung Exambro application.



the number of teachers in the school is up to 39 teaching teachers as many as 763 students. There are 319 boys and 444 girls. It is known that based on the school's profile has a good online teaching system. It can be deduced from this that students from the first high school were growing rapidly in technological science.

In this chapter conducted to see and look forward the results of students at SMPN 18 Semarang at 8th grade in writing with facilitating learning of simple sentence writing with U-Dictionary application mediated peer collaborative writing strategy. Also for final test there will be a discussion.

B. Finding

The observation appears is to obtain or finding results of this study by providing several questions in the interview section by collecting data of students at 8th grade in SMPN 18 Semarang. This study observes the students at 8th grade in SMPN 18 Semarang with facilitating U-Dictionary applicaion in learning of simple sentence writing. To this finding research there are will be the questionnaires statements of how successful this learning simple sentence outgoing. This question has divided into 2 type categories of questionnaire statements, they are positive questionnaire statments and negative questionnaire statments.

The finding through the observation by using purposive sampling (non-probability) to collect data of students at 8th grade in SMPN 18 Semarang in second semester has to be clear. The questionnaire statements that help researcher how it is work or instead the opposite of facilitating learning of simple sentence writing with U-dictionary application mediated peer collaboration writing strategy, classify into 4 divisions, they are: Strongly agree, agree, disagree, strongly disagree.

3. The questionnaire results

U-Dictionary provides a growing language dictionary, and U-Dictionary is complete with English articles, games, and quizzes that can help us strengthen English level. There are already applications that can translate foreign languages such as google translate, but the

application is not able to translate words or sentences automatically when copying the text you want to translate outside the application. Therefore, researchers are interested in researching how influential this U-Dictionary is for students of SMPN 18 Semarang.

There are 10 question statements that research presents to students to show student's thought in facilitating learning simple sentence using U-Dictionary application result. This question is considered as 2 parts, that is negative questionnaire statements and positive questionnaire statements. From these two questions will be filled by the students of SMPN 18 and from these two questions will appear results and will be processed further data. The questionnaire statement consists of 5 numbers each part. As follows:

Table. 1

The data of students' positive questionnaire results

No.	Positive Questionnaire Statements	The reactions of students				Total
		SS	S	TS	STS	
1.	It provides me the better way in learning simple sentence	0	7	9	4	20
2.	I can improve my vocabulary wherever I am	0	6	13	1	20

3.	I can use it everywhere and everytime	0	5	15	0	20
4.	I am sure that learning simple sentence with U-Dictionary is the best media I ever use	0	10	10	0	20
5.	I try to use the facility in writing simple sentence without any doubt	3	7	8	2	20

On the table.1 shows the data of students' positive questionnaire results seem the number 1 has the most votes to "disagree" with the number of 9 votes, then the second is "agree" with the number of votes is 7 voices, the third is "strongly disagree" with the total number of votes as 4, and finally, "strongly agree" with the total number of votes is 0. The statement from this vote is *"it provides me the better way in learning simple sentence."* Number 2 has the most votes to "disagree" with the number of 13 votes, then the second is "agree" with the number of votes is 6 voices, the third is "strongly disagree" with the total number of votes as 1, and finally, "strongly agree" with the total number of votes is 0. Number 3 has the most votes to "disagree" with the number of 15 votes, then the second is "agree"

with the number of votes is 5 voices, the third and the last vote is equal.

Number 4 has the equality of votes between agree and disagree that is students have the equality of choosing vote by 10 of agree and 10 of disagree, furthermore strongly agree and strongly disagree have 0 votes. Number 5 has the most votes to “disagree” with the number of 8 votes, then the second is “agree” with the number of votes is 7 voices, the third is “strongly agree” with the total number of votes as 3, and finally, “strongly disagree” with the total number of votes is 2.

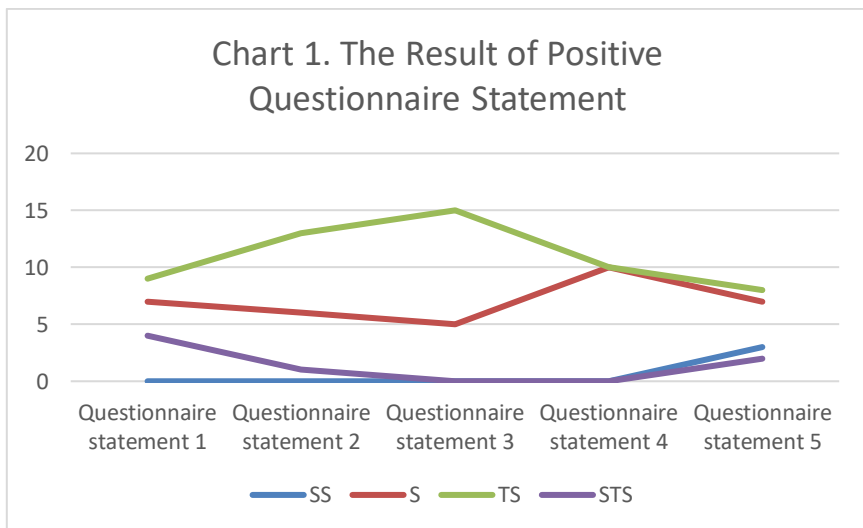


Chart 1. Demonstrate the result of positive questionnaire statement that there are plenty number showing “disagree” with number 15 students who “disagree” by research ordering statements in No. 3 namely “I can use it everywhere and everytime.” By giving this questionnaire statement that showing the negative respond to the positive

questionnaire statement, which means, by this questionnaire statement giving to them is having the opposite result of this positive questionnaire statement.

Evidently on chart of questionnaire statement number 2 is the highest result of selecting “disagree” to the positive questionnaire statement by ordering question “I can improve my vocabulary wherever I am” with total score is 13 students. It’s over and over a lot of students again disagree with the positive statement that research orders to them. It signify there is still disagree responses in positive questionnaire statement that burdened in facilitating learning of simple sentence writing using U-Dictionary application.

The next number if this might be called to comparing which the highest line is nothing to compare, because the result of positive questionnaire statement 4 is just has the equal highest score which is 10 by 10 that they are choosing “agree” and “disagree.” In point of view, there are students who are choosing agree and there are students who are choosing disagree by questionnaire statement by the equivalent result namely “I am sure that learning simple sentence with U-Dictionary is the best media I ever use.” If we take a look of questionnaire statement 1, it has the next highest poin of voting “disagree.” again, the highest category for the positive questionnaire statement falling into “disagree” category.

Disagree category could be the highest line from another category (agree, strongly disagree, strongly disagree) in order the researcher would say of the positive questionnaire statement is a lot of students’ respond is disagree of this positive questionnaire statement. The last one of all of students’ result of positive questionnaire statement is point out to questionnaire statement 5.

The lowest line of the other line, that obtain 8 votes from 20 students of SMPN 18 Semarang. The lowest line but the highest vote of positive questionnaire statement number 5. There are 8 students who vote “disagree” category for the positive questionnaire statement. This score is the smallest numeral between all of the disagree category of all of positive questionnaire statement number.

To sum up, the researcher has given the positive questionnaire statement in order to be voted by students of SMPN 18 Semarang, to know whether this positive questionnaire statement made is mostly effected to students which means to search in positive responses o students or the opposite become the negative responses.

Table.2

The data of students’ negative questionnaire results

No.	Negative Questionnaire Statements	The reaction of students				Total
		SS	S	TS	STS	
1.	It’s difficult to using U-Dictionary application in writing sentence	1	4	9	6	20
2.	I need more time to open U-Dictionary application when writing simple sentence	2	8	8	2	20
3.	Frequent ads may hinder the effectiveness of writing strategy	6	9	3	2	20

4.	It makes my work take long time if my data is off, because it can only translate word by word	15	2	3	0	20
5.	It feels difficult if I have a bad connection	8	6	4	2	20

On the table.2 shows the data of students' negative questionnaire results seem the number 1 has the most votes to "disagree" with the number of 9 votes, then the second is "strongly disagree" with the number of votes is 6 voices, the third is "agree" with the total number of votes as 4, and finally, "strongly agree" with the total number of votes is 1. Number 2 has the equality of votes between agree and disagree that is students have the equality of choosing vote by 8 of agree and 8 of disagree, furthermore strongly agree and strongly disagree have 2 votes. Number 3 has the most votes to "agree" with the number of 9 votes, then the second is "strongly agree" with the number of votes is 6 voices, the third is "disagree" with the total number of votes as 3, and finally, "strongly disagree" with the total number of votes is 2.

Number 4 has the most votes to "strongly agree" with the number of 15 votes, then the second is "disagree" with the number of votes is 2 voices, the third is "disagree" with the total number of votes as 3, and finally, "strongly agree" with the total number of votes is 0.

Number 5 has the most votes to “strongly agree” with the number of 8 votes, then the second is “agree” with the number of votes is 6 voices, the third is “disagree” with the total number of votes as 4, and finally, “strongly disagree” with the total number of votes is 2.

The results of data table 1 and 2 in above, each table sets the number of scores based on student’s vision of positive and negative question statements that is considered for research. The researcher gives alternative option that consist of 4 divisions: strongly agree, agree, disagree, strongly disagree. For the rules that researcher has from each division, there are strongly agree will be 100 points, agree is 75 points, disagree is 50 points and strongly disagree is 25 points.

After obtaining the student’s score of data, the researcher attempts to find the persentage of the student’s answer data by formula. According to (Widoyoko, 2012) states to count the persantage of observation questionnaire he formulated as follows:

$$P = \frac{QS}{ES} \times 100\%$$

Description :

P = Percentage

QS= Total of questionnaire

ES = Excellent score = $100 \times 20 = 2.000$

For example:

$$P = \frac{1.075}{2.000} \times 100\%$$

=53.75%

For the example above, it shows for question statement 1 has

53.75%

Table.3
Percentage of questionnaire statements

Statement	The reaction of students				Total	Percentage
	SS	S	TS	STS		
1.	0	7	9	4	1.075	53.75%
2.	0	6	13	1	1.125	56.25%
3.	0	5	15	0	1.125	56.25%
4.	0	10	10	0	1.250	62.5%
5.	3	7	8	2	1.275	63.75%
6.	1	4	9	6	1.000	50%
7.	2	8	8	2	1.250	62.5%
8.	6	9	3	2	1.475	73.75%
9.	15	2	3	0	1.800	90%
10.	8	6	4	2	1.500	75%

What profound effects are being had on the students in this facility. The researcher uses positive and negative statements data from students see in chart 3 to arrange what is the most effected toward students in facilitating learning of simple sentence writing with U-Dictionary application mediated peer collaboration writing strategy.

From the percentage above, number 1 tells that the percentage shows barely none of students agree with the facilitating learning of simple sentence writing with U-Dictionary. Then, number 2 also tells that the percentage is barely none of students agree with the facilitating learning of simple sentence writing with U-Dictionary, because of that, the strongly disagree has the lowest score of voting than strongly disagree score of number 1.

And number 3, there is no differences of number 2 because they both have the same percentage. Nevertheless, the voting of strongly disagree doesn't have number in it instead, the most students choose or thick disagree of facilitating learning of simple sentence writing with U-U-Dictionary application.

Number 4, there are balanced between voting of agree and disagree, so the voting of strongly agree and strongly disagree have none of number in the voting. Next, number 5 has almost close the percentage to questionnaire number 4 that is agree and disagree voting has almost close even though there are many students choose disagree of facilitating learning of simple sentence writing with U-Dictionary application.

Number 6 has fifty-fifty that stand between agree and disagree voting, means that agree score has the highest score than strongly agree and disagree has the highest score than strongly disagree, so between

agree and disagree has the highest score to other. Number 7 is never been closer than number 4, both of them have the same scoring, which is each of number has a balance score among the voting of agree and disagree. Number 8 is starting have high score by choosing agree perception of students in facilitating learning of simple sentence writing with U-Dictionary application, from number 8 appears a highest score of agreement than disagree score of disagreement.

Number 9, has almost perfect percentage of this facilitating learning of simple sentence writing with U-Dictionary application. The goal of this research brings the researcher has a good mission or it is work for this research by facilitating learning of simple sentence writing with U-Dictionary application. The last is number 10. This questionnaire statements has almost closer to perfect percentage that is with this facilitating learning of simple sentence writing with U-Dictionary application is helpful to students in writing.

The arrangement determined by researcher's result in the highest percentage that will make significant impact in studying with U-Dictionary. The arrangement of negative and positive statement result as follows:

Table.4
Arrangement of students' reaction

Category	Statement	Percentage of data students	Mean
Positive	1	53.75%	58.5%
	2	56.25%	
	3	56.25%	
	4	62.5%	
	5	63.75%	
Negative	6	50%	70.25%
	7	62.5%	
	8	73.75%	
	9	90%	
	10	75%	

The exhibition data of this research reveals the mean of positive statement is highest percentage. Which in Table.4 states the result of positive questionnaire statement gets 70.25%. In contrast, negative questionnaire statement only gets 58.5%.

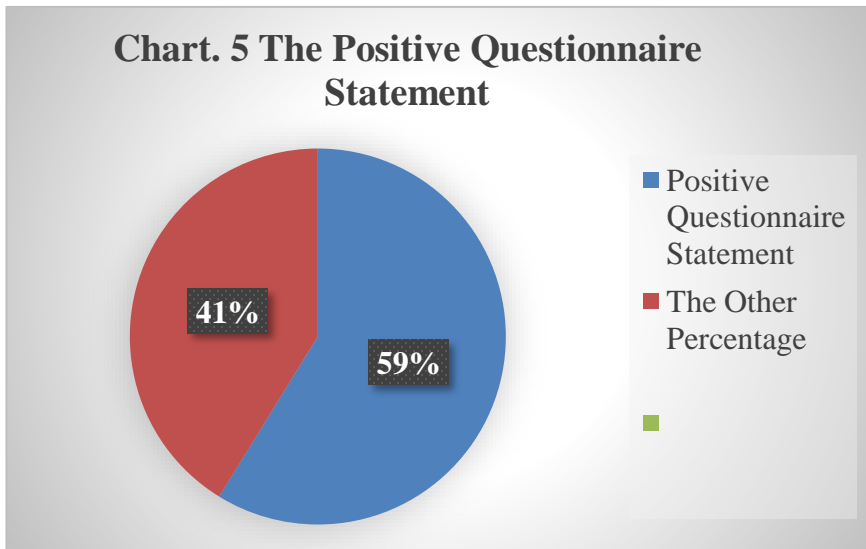


Chart.5 is showing the percentage's positive questionnaire statement. The mean of the positive questionnaire statement that collected until 58.5% which can be diluted to 59% and the rest of the percentage of positive questionnaire statement is 41%. In this case, the positive questionnaire statement has the meaning that the intent of the rest of the presentation could be referred to as a student's negative response.

Chart. 6 The Negative Questionnaire Statement

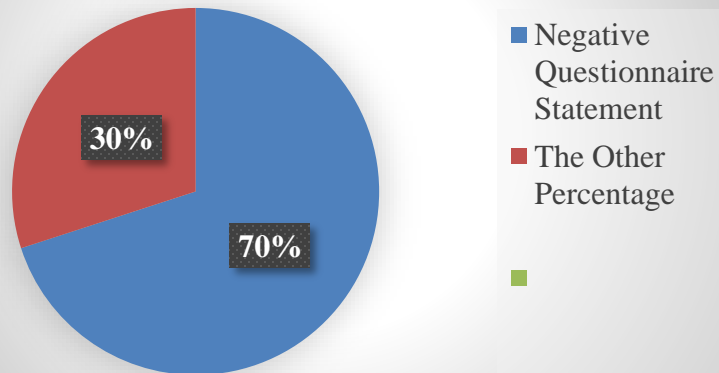


Chart. 6 is showing the percentage's negative questionnaire statement. The mean of the negative questionnaire statement that collected until 70.25% which can be diluted to 70% and the rest of the percentage of negative questionnaire statement is 30%. In this case, the negative questionnaire statement has the meaning that the intent of the rest of the presentation could be referred to as a student's positive response.

In meaning, the use of U-Dictionary application in facilitating learning of simple sentence writing successfull to make students easier in learning simple sentence writing. The instrument research that is researcher uses is using smartphone that is useful tools for students of SMPN 18 Semarang.

C. Discussion

As we know U-Dictionary provides a growing language dictionary, and U-Dictionary is complete with English articles, games, and quizzes that can help us strengthen English level. There are already applications that can translate foreign languages such as google translate, but the application is not able to translate words or sentences automatically when copying the text you want to translate outside the application.

Every application certainly has its positives and negatives or advantages and disadvantages. Therefore, this study is expected to be able to provide results from the reactions and opinions of students channeled through questionnaires about how facilitating U-Dictionary in Semarang Junior High School students.

In this chapter, researcher discusses about how reaction students in learning simple sentence writing with U-Dictionary application, and to identify the effectiveness facility using U-Dictionary categorizes positive and negative quisionnaire statement.

Based on percentage above, this research takes 20 students, each student has filled positive and negative questionnaire statement. The result of positive statements reach 70.25% and 58.5% had negative effect to students. This mean, most of students have positive effect to themself in learning simple sentence writing with U-Dictionary application. The impactions of this learning in simple sentence to students are they have a better way in writing strategy and more comfortable in practice their writing. Writing is one of the four language skills.

Which must be mastered. The kind of writing skills that upper-

class students should master It is writing a simple sentence or in English called a simple sentence. In Indonesia, English subjects in junior high school are mainly state junior high schools, already It's been done for about 10 years. On the way its development, English originally as a local mutant subject there are options that develop into compulsory local content subjects in some area.

Some of the things found in learning that make learning monotonous and unpleasant include: teachers have not done classroom diversity an activity that can make the learning atmosphere fun, teachers never use games in learning either language games or games that can attract students' attention. In giving assignments rarely apply learning that is cooperative, teachers often give individual assignments, the learning methods used are lecture methods, Q&A and assignments, teachers less motivate students to actively learn English especially in terms of writing skills, seen in the lack of teachers in familiarizing students to write.

Actually students are happy when learning a language other than English, students are interested in knowing new things, this is shown when students follow learning. However, there are some students who still have difficulty about writing strategies. Therefore, to improve the learning of English writing simple sentences in the upper classes effective teachers must take advantage of the factors that have been owned by students in order to achieve the learning goals that have been set by teachers must overcome the obstacles experienced by students one of them by using the right strategy, strategies that can control student writing activities.

Writing strategy as known as difficult if students don't have the

easy way for helping their writing, instead in this research the researcher ensures that facilitating learning of simple sentence writing with U-Dictionary application peer collaborative writing strategy is to aims obtaining a positive results which means students are agree with this facilitating.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents a conclusion and gives suggestions related to the research problem and In this chapter, the writer would like to present the conclusion of this study and some suggestions for further research.

A. Conclusion

Based on research findings and discussions of research on students' perceptions of using U-Dictionary application and peer collaborative, it can be concluded:

1. U-Dictionary application is not only a dictionary, but there are many features in it, and this is useful for English learners. The result from this research reveals the mean of positive statement is highest percentage. Which the result of positive questionnaire statement is about 70.25%. In contrast, negative questionnaire statement only gets 58.5%. Indirectly, the use of U-Dictionary application in facilitating learning of in writing descriptive text is successfully to make students easier in learning simple sentence writing. It is practiced in writing descriptive text more easy.
2. Students' perceptions of using in writing of descriptive text with U-Dictionary application and peer collaborative is good. U-Dictionary also gives benefit for students because the feature is useful, helpful, easy to access, and free download. make students faster in doing and easier in writing.

B. Suggestion

In this part, the suggestion was written which drawn from the findings from this research to students is about, The student ought to be more maximize the utilized of this application and created their inspiration in self ponder since they are have more time and exertion to consider initiatives. This platform is designed for students to learn by them self and can do tasks and practices independently, without the self motivation, all product failed to implement. Related to the topic of this research, there are still many topics which can be developed and analyzed. Although this thesis was still far from perfect, it can be the basic sources for the next researcher. There was an expectation that the U- Dictionary platform could provide some practice materials of writing through games and animative character that makes the learning process more fun.

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APPENDIX I
Questionnaire Instrument
QUESTIONNAIRES

**EFL STUDENTS' PERCEPTION OF SYNCHRONOUS AND
ASYNCHRONOUS E-LEARNING DURING
QUARANTINE PERIOD OF COVID-19**

Respondent Identity

Name :

Class :

INTRODUCTION

This questionnaire is not a test and does not affect your learning outcomes. There is no right or wrong answer. You are expected to answer honestly and thoroughly according to your actual situation at this time. Your answers are private and confidential. Therefore, do this questionnaire honestly and seriously with the instructions below.

INSTRUCTIONS

1. Fill in your identity in the provided place.
2. Read the statements in the questionnaire below carefully, then choose 1 (one) of 4 (four) available options that suit your actual situation. The choices are;
SS : Sangat Setuju (Strongly agree) S :
Setuju (Agree)
TS : Tidak Setuju (Disagree)
STS: Sangat Tidak Setuju (Strongly disagree)
3. After finished answering, collect your result by tapping the submit button in the Google form.

Information:

There are two types of Reaction Student:

1. the data of students' positive questionnaire results
2. the data of students' positive questionnaire results

QUESTION ITEMS

Positive Questionnaire

No.	Positive Questionnaire Statements	The reactions of students				Total
		SS	S	TS	STS	
1.	It provides me the better way in learning simple sentence					
2.	I can improve my vocabulary wherever I am					
3.	I can use it everywhere and everytime					
4.	I am sure that learning simple sentence with U-Dictionary is the best media I ever use					
5.	I try to use the facility in writing simple sentence without any doubt					

Negative Questionnaire

No.	Negative Questionnaire Statements	The reaction of students				Total
		SS	S	TS	STS	
1.	It's difficult to using U-Dictionary application in writing sentence					
2.	I need more time to open U-Dictionary application when writing simple sentence					
3.	Frequent ads may hinder the effectiveness of writing strategy					
4.	It makes my work take long time if my data is off, because it can only translate word by word					
5.	It feels difficult if I have a bad connection					

Category	Statement	Percentage of data students	Mean
Positive	1	53.75%	58.5%
	2	56.25%	
	3	56.25%	
	4	62.5%	
	5	63.75%	
Negative	6	50%	70.25%
	7	62.5%	
	8	73.75%	
	9	90%	
	10	75%	

X	Pearson	.352*	0.143	1	0.219	0.171	0.099	.268*	0.110	0.144	-0.023	-0.270*	.268*	0.115	0.044	.458*	-0.074	-0.094	-0.039	-0.047	-0.045	.314*
3	on																					
	Correlation																					
	Sig. (2-tailed)	0.003	0.237		0.069	0.156	0.417	0.025	0.364	0.235	0.852	0.024	0.025	0.344	0.718	0.000	0.542	0.438	0.750	0.697	0.709	0.008

	0		0		0		0		0		0		0	0	0	0	0	0	0	0	
X Pea 1 rs 0 on Corre lation	0.0 90	0.1 96	- 0.0	0.14 4	0.0 61	- 0.0	0.0 64	.29 7*	0.0 68	1	.35 4*	0.1 45	.27 4*	0.2 12	.32 9*	.25 9*	.44 8*	.35 8*	0.0 00	0.2 31	.51 7*
			23			27															
Sig. (2- tailed)	0. 4 59	0.1 04	0.8 52	0.23 4	0.6 15	0. 8 26	0.6 01	0.0 12	0. 5 78		0.0 03	0.2 31	0. 0 22	0. 0 79	0. 0 05	0.0 31	0.0 00	0.0 02	1. 0 00	0. 0 55	0. 0 00
N	10 0	100	10 0	100	10 0	100	10 0	100	10 0	100	10 0	100	10 0	10 0	10 0	10 0	100	10 0	100	10 0	100

(2-tailed)	00	07	44	2	21	41	86	00	96	22	29	52		72	01	34	03	16	33	08	00
N	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
X Peas on Correlation	0.0	0.1	0.044	0.007	.255*	0.0	0.08	0.0	0.1	0.212	0.140	.301*	0.108	1	0.110	.460*	0.187	0.090	0.204	0.0	.322*
4	29	97				68		40	85											10	
Sig. (2-tailed)	0.812	0.102	0.718	0.954	0.033	0.576	0.950	0.743	0.124	0.079	0.249	0.011	0.372		0.364	0.000	0.121	0.461	0.091	0.932	0.007

(2-tailed)	0 0 1	00	08	0	00	01	00	00	02	00	03	01	00	07	00	02	00	00	02	02	
N	10 0	100	10 0	100	10 0	100	10 0	100	10 0	100	10 0	100	10 0	10 0	10 0	10 0	100	10 0	100	10 0	100

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

APPENDIX III

Case Processing Summary

		N	%
Cases	Valid	100	100.0
	Excluded ^a	0	.0
	Total	100	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.854	20

Responden t	Scor e	Responden t	Scor e	Responden t	Scor e
X1	29	X41	29	X81	29
X2	36	X42	36	X82	28
X3	36	X43	36	X83	26
X4	29	X44	29	X84	28
X5	28	X45	28	X85	26
X6	30	X46	30	X86	25
X7	25	X47	25	X87	26
X8	26	X48	26	X88	24
X9	26	X49	26	X89	26
X10	27	X50	27	X90	30
X 11	27	X 51	27	X91	29
X12	34	X52	34	X92	36
X13	29	X53	29	X93	36
X14	31	X54	31	X94	29
X15	27	X55	27	X95	28
X16	27	X56	27	X96	30
X17	25	X57	25	X97	25
X18	26	X58	26	X98	26
X19	29	X59	29	X99	26
X20	26	X60	26	X100	20
X21	28	X61	28		
X22	28	X62	28		
X23	33	X63	33		
X24	24	X64	24		
X25	26	X65	26		
X26	33	X66	33		
X27	26	X67	26		
X28	26	X68	26		
X29	26	X69	26		
X30	26	X70	26		
X 31	27	X 71	27		
X32	34	X72	34		
X33	29	X73	29		
X32	31	X72	31		
X35	27	X75	27		
X36	27	X76	27		
X337	25	X77	25		

POSIT

X38	26	X78	26
X39	29	X79	29
X40	26	X80	26

APPENDIX IV

Responden t	Scor e	Responden t	Scor e	Responden t	Scor e
X1	29	X41	29	X81	29
X2	36	X42	36	X82	28
X3	36	X43	36	X83	26
X4	29	X44	29	X84	28
X5	28	X45	28	X85	26
X6	26	X46	30	X86	25
X7	27	X47	25	X87	26
X8	27	X48	26	X88	24
X9	34	X49	26	X89	26
X10	29	X50	27	X90	30
X 11	31	X 51	27	X91	29
X12	27	X52	34	X92	36
X13	27	X53	29	X93	36
X14	25	X54	31	X94	29
X15	26	X55	27	X95	28
X16	29	X56	27	X96	30
X17	26	X57	25	X97	25
X18	28	X58	26	X98	26
X19	28	X59	29	X99	26
X20	33	X60	26	X100	20
X21	24	X61	28	negatif	
X22	26	X62	28		
X23	33	X63	33		
X24	24	X64	24		
X25	26	X65	26		
X26	33	X66	33		
X27	26	X67	33		
X28	26	X68	24		
X29	26	X69	26		
X30	26	X70	33		
X 31	27	X 71	24		
X32	34	X72	26		
X33	29	X73	33		
X32	31	X72	26		

X35	27	X75	26
X36	27	X76	26
X337	25	X77	26
X38	26	X78	26
X39	29	X79	29
X40	26	X80	26

Worksheet!

(Create Descriptive Text Based on Your Ideas with Your Peer and Identify Simple Present Tense Structure!)

Name : 1. Dinda Fatmawati, 2. Rara Lestari

Class : VIII A

Title : Mount Bromo Tour

Mount Bromo is one of the favorite tourist destinations in East Java. Not only local tourists, but tourists from abroad also come to watch the beautiful sunrise from Bromo.

Bromo is known as one of the main tourist attractions in East Java, so it is not surprising that this place is visited by many tourists. This place is located in Bromo Tengger Semeru National Park, precisely in the east of Malang city. The beauty of this mountain has attracted the attention of visitors from abroad to come here. Watching the sunrise is an interesting event. The tourists who come are willing to wait starting from 05.00 so as not to miss this special moment. When the sky is clear, you can see the sun ball. First, the sun looks like a match, slowly zooming in until it forms a full circle and brightens. Very beautiful scenery.

Mount Bromo is located on the border of Malang and Probolinggo, East Java. This mountain is one of the tallest mountains. Its height is 2,392 meters above sea level. This mountain is included in several districts, namely Malang, Pasuruan, Probolinggo, and Lumajang

Name : 1. Bagos Setiawan, 2. Niam Ali J

Class : VIII A

Title : My Mother

Date: _____

My mother

My mother is very friendly and kind. Besides that she also has long black hair, she skin is brown, pug nose, slightly fat body, oval face, big eyes and a bit tall. She is also a patient person even though she's a little angry when she's upset. My mother really likes warm drinks and she also likes cooking. She is very good at cooking all the dishes are very delicious, because she knows what seasonings can make delicious dishes and also my mother likes to fill her free time with useful things.

My mother's job is a housewife. She prepares the house and family every day. She cleans the house every day, washes, irons clothes, does the dishes, cooks and takes care of household needs. She also shops for food every Sunday at the market. She also saves on spending money so it is not wasteful by only buying the items needed and she always gets up early to prepare all of that.

Worksheet!



Name : 1. Dewa Andriansyah, 2. Anggun Pratiwi

Class : VIII A

Title : Fried Rice

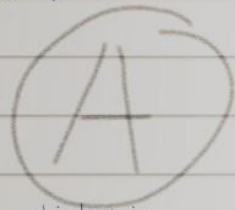
Fried Rice is one of the typical foods that are often found in various regions in Indonesia. Served in various flavors that can be tailored to the wishes of consumers. The distinctive aroma of the fried rice seasoning will make anyone who smells it feel hungry.

Fried rice is general has a distinctive brown color from soy sauce, but there are also those with yellow, purple, red and black colors, these colors have recently appeared in the public. Usually fried rice is served with fried eggs and additional sweetener vegetables such as tomatoes and cucumbers.

Name : 1. Bella Maulina, 2. Irma Dwi Arini

class : VIII A

Title : Bajaj



Bajaj or Bajaz is one of the motor vehicles in Jakarta that has three wheels. These vehicles are not only found in Jakarta, but also other areas, such as Pekanbaru, Banjarmasin and several big cities in Indonesia.

Bajaj is a vehicle exported from India and first entered Jakarta in the 1970s. Bajaj name comes from the brand of one of the automotive companies in India, namely Bajaj Auto.

The hallmark of this vehicle is a tricycle in which one wheel is at the front and the other two are at the rear. On the steering wheel, the bajaj is more similar to a steering motor than a car steering wheel.

Each region has its own distinctive bajaj color, such as the blue and yellow bajaj in Jakarta, while the green bajaj in Banjarmasin. This vehicle has a capacity of two adults sitting behind the bajaj driver.

Name : 1. Adzi Amali, 2. Satriadj Maulana Muzer

Class : VIII A

Title : Justin Bieber



Justin Bieber is my favorite singer. I love his music. He make me happy when I hear him singing. When I am really down and sad. I will hear one of Justin's songs.

He is also cute. I like the way he sings and when I first heard him sing 'Baby' and saw him do the video of the song and that's how I started liking him. He can also play any kind of instruments that I like, for example: guitar, and piano. I became a belieber since I listen to his music from the first time.

His music gave me a awesome feeling, like he was there for me to comfort and help me. The most important thing is that Justin taught me to never say never. He teach me that dreams do come true, if you really want it.



CURRICULUM VITAE

Personal Data

Name : Destri Yuanita Lestari
Place, Date of Birth : Siak, 23 December 1998
Gender : Female
Nationality : Indonesia
E-mail : destrilestari28@gmail.com

Education Background

1. TK Palma Siwi
2. SD Negeri 017 Sialang Sakti
3. SMP Negeri 1 Dayun
4. SMA Negeri 1 Dayun

Semarang, March 24st, 2023



Destri Yuanita Lestari
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