

Composing Sentences Skill Using Word Card Games “Si Tera”

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ABSTRACT

Arranging sentences is one of the language skills that need to be practiced since elementary school. This ability is the basis for the preparation of complete writing. Covid-19 pandemic made some learning constrained, including composing sentence skills. Learning at home is somewhat different from school. Learning at home needs more variations that make children happy; playing in learning is an excellent choice for this condition. Therefore, the word card game was developed based on some of the famous words that this pandemic COVID-19. This word card game can be used at home with family and at school later. In general, this study aims to develop a word card game. Specifically, the purpose of this study is (1) developing a game guide for sentence writing skills, (2) describing the effectiveness of word cards game to develop composing sentence skills. The method used is development research with 4D: define, design, develop, and disseminate. In this case, the results of the development are validated and limited tested. Word card games can be improved with the sentence preparation guide. This game also turns out to be able to develop composing sentence skills with a variety of variations. It is hoped that this game can later be developed into a learning medium at school.

Keywords: sentence, word card, game, fun

1. INTRODUCTION

The COVID 19 pandemic has changed the way people live. This also has a significant impact on the world of education—physical restrictions to prevent COVID 19 transmission force learning activities from being held remotely. The big challenge that must be faced in maintaining the effectiveness of learning activities even though these activities must be held remotely. Many problems need to be faced, including the absence of the teacher's role that must be replaced by parents during distance learning at home. Also, what children often experience during distance learning is a sense of boredom. This is triggered by the learning system that focuses on assigning tasks. Another thing that is the trigger is the absence of a study partner to accompany them to study.

Innovative learning can be a solution to these problems. According to Suyatno [1], innovative learning is a system, technique, and learning media packaged by

teachers that aim at the advancement of students' knowledge acquisition. The critical point of active learning is the level of knowledge absorption that students can absorb with feelings of sincerity and pleasure. One form of innovative learning is learning activities by utilizing educational game media. A learning media can combine educational functions, but still be presented in a fun way. A learning method that is packed with games so that children do not realize that they are also learning when they are playing.

One form of educational game is word card games. The word card game is a card-shaped game that contains vocabulary. This game will stimulate players to learn to recognize the meanings contained in word cards. In the game, players will get orders to compose sentences using the words contained in the cards they get. Apart from getting to know the meaning of vocabulary, this game will also train players in composing sentences. Therefore, this study will try to analyze children's sentence structure skills using word card games.

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|----|------------------------|---|---|
| 5 | Corona | Aku nggak suka corona. 'I do not like corona.' | Corona itu payah. 'Corona sucks.' |
| 6 | COVID-19 | Aku harus di rumah karena covid-19. 'I had to stay at home because of COVID-19.' | - |
| 7 | cuci 'wash' | Aku cuci tangan. 'I wash my hands.' | Raj cuci tangan. 'Raj washes hands.' |
| 8 | daring 'online' | Aku daring sama bu guruku. 'I am online with my teacher.' | Belajar darin. 'Learn online' |
| 9 | data | Aku mencari data alamat. 'I'm looking for address data.' | - |
| 10 | doa 'pray' | Habis salat aku doa. 'After praying, I pray.' | Berdoa untuk bundo. 'Pray for Mom.' |
| 11 | droplets | Temanku saat sakit mengeluarkan droplet. 'My friends, when they are sick, make droplets.' | - |
| 12 | flu | Bundaku pernah flu. 'My mother had the flu.' | Rani sakit flu. 'Rani has a cold.' |
| 13 | gawai 'device' | Aku suka main sama gawaiku. 'I like to play with my devices.' | Belajar dulu baru main gawai. 'Learn first, then play the device.' |
| 14 | gembira 'happy' | Aku gembira. 'I'm excited.' | Raj gembira dapat lego. 'Raj was happy to get lego.' |
| 15 | girang 'happy' | Aku girang karena dapat hadiah es krim. 'I'm excited about the ice cream.' | Raj girang dapat mainan. 'Raj was happy to have a toy.' |
| 16 | hidung 'nose' | Aku punya hidung. 'I have a nose.' | Hidung Rani pilek. 'Rani's nose has a cold.' |
| 17 | ibadah 'worship' | Aku dan Abi ibadah bersama. 'Me and Daddy worship together.' | Ibadah ngaji. 'Koran worship.' |
| 18 | iman 'faith' | Rukun iman ada enam. 'The pillars of faith are six.' | Iman orang islam. 'Muslim faith.' |
| 19 | imun 'immune' | Adikku sudah diimunisasi. 'My sister has been immunized.' | Raj imunoterapi. 'Raj has immunotherapy.' |
| 20 | inkubasi 'incubation' | - | - |
| 21 | isolasi 'isolation' | - | Rani ambil isolasi. 'Rani takes isolation.' |
| 22 | jahe 'ginger' | Aku nggak suka minuman jahe. 'I do not like ginger drinks.' | Raj nggak suka jahe. 'Raj doesn't like ginger.' |
| 23 | jamu 'herbs' | Aku nggak suka jamu. 'I do not like herbs.' | Papo suka jamu. 'Papo likes herbs.' |
| 24 | karantina 'quarantine' | Semua di rumah harus karantina. 'All homes must be quarantined.' | Kena corona harus karantina. 'Having a corona virus must be quarantined.' |

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| 25 | kebal 'immune' | Kalau minum vitamin jadi kebal. 'If you take vitamins, you become immune.' | Makan sayur kebal corona. 'Eat vegetables immune to corona.' |
| 26 | keluarga 'family' | Aku punya keluarga. 'I have a family.' | Keluarga Raj. 'Raj family.' |
| 27 | kerja 'work' | Abiku kerja malam. My Dad works nights. | Bundo kerja di kampus. 'My Mom work in campuss.' |
| 28 | kurir 'courier' | Setiap aku mau makan, ada kurier mengantarkan makanan di depan rumahku. 'Whenever I want to eat, there is a courier delivering food in front of my house.' | Kurier bawa paket bukalahap. 'Courier brought the original package.' |
| 29 | luring 'offline' | Aku membaca Al-Quran secara luring di HP. 'I read the Koran offline on my cellphone.' | Enak sekolah luring. 'It's good to go to school offline.' |
| 30 | masker 'mask' | Maskerku baru. 'I have new mask.' | Raj harus pakai masker. 'Raj must wear a mask.' |
| 31 | mata 'eyes' | Mata untuk melihat. 'Eyes to see.' | Mata Raj besar. 'Raj has big eyes.' |
| 32 | mudik 'homecoming' | Aku suka mudik. 'I like going home (homecoming).' | Raj nggak pernah mudik. 'Raj never goes homecoming.' |
| 33 | mulut 'mouth' | Mulut untuk makan dan ngomong. 'Mouth for eating and speaking.' | Mulut untuk makan. 'Mouth to eat.' |
| 34 | ojol (ojek online) 'bike delivery' | Bunda sering pesan makan pakai ojol. 'Moms often order food using bike delivery.' | Ojol pakai jaket hijau. 'Bike delivery wearing a green jacket.' |
| 35 | olahraga 'sports' | Setiap hari Selasa aku olahraga pagi. 'Every Tuesday I exercise in the morning.' | Raj olahraga taekwondo. 'Raj take taekwondo sports.' |
| 36 | paket 'packages' | Setiap hari ada paket datang. 'Every day a package arrives.' | Papo dapat paket. 'Papo receive package.' |
| 37 | pandemi 'pandemic' | - | - |
| 38 | PSBB (pembatasan sosial berskala besar) 'large scale social restrictions' | - | Pizza tutup ada PSBB. 'Pizza is closed. There is PSBB.' |
| 39 | puasa 'fasts' | Aku bisa puasa Magrib tiga kali. 'I can fast three times full until Magrib.' | Bulan puasa. 'Fasting month.' |
| 40 | riang 'cheerfull' | Setiap hari adikku riang banget. 'Every day, my sister is very cheerful.' | Rani riang. 'Rani is carefree.' |
| 41 | rimpang 'rhizomes' | Oma membeli rimpang di Pak Sayur. 'Oma bought rhizomes from Pak Sayur.' | Rimpang nggak enak. 'Rhizome is badly.' |

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| 42 | rumah 'house' | Aku punya rumah besar. 'I have a big house.' | Rumah Raj kuning. 'Raj's house is yellow.' |
| 43 | sabun 'soap' | Aku punya sabun banyak. 'I have a lot of soap.' | Cuci tangan pakai sabun. 'Wash your hands with soap.' |
| 44 | sehat 'healthy' | Sehat itu bagus. 'Healthy is good.' | Makan sayur biar sehat. 'Eat vegetables to be healthy.' |
| 45 | selamat | Selamat datang, Abi. 'Welcome, Abi.' | Selamat ulang tahun. 'Happy Birthday.' |
| 46 | selampai 'tissue paper' | Adikku suka makan selampai. 'My sister likes to eat tissue paper.' | - |
| 47 | sembuh 'recovered' | Temanku sudah sembuh. 'My friend is cured.' | Rani sudah sembuh. 'Rani is already healed.' |
| 48 | senam 'exercise' | Setiap pagi aku senam. 'Every morning I do gymnastics.' | Raj nggak suka senam. 'Raj doesn't like gymnastics.' |
| 49 | senang 'happy' | Adikku senang mainan remote. 'My sister likes remote toys.' | Raj senang kue bundo. 'Raj likes Mom cakes.' |
| 50 | tangan 'hand' | Aku cuci tangan setiap aku mau makan. 'I wash my hands every time I want to eat.' | Cuci tangan pakai sabun. 'Wash your hands with soap.' |
| 51 | unduh 'download' | Setiap mengerjakan live worksheet aku unduh. 'Every time I do a live worksheet I download.' | Papo unduh <i>game</i> . 'Papo download the game.' |
| 52 | unggah 'upload' | Saat <i>online</i> aku unggah tugas. 'When I go online I upload assignments.' | Bundo unggah tugas kampus. 'My Mom upload campus assignments.' |
| 53 | vaksin 'vaccines' | Setiap imunisasi aku dikasih vaksin. 'Every immunization I get a vaccine' | Rani suntik vaksin. 'Rani injects the vaccine.' |
| 54 | vikon 'video conferences' | Oma setiap hari vikon. Oma vikon every day viikon. | Papo vikon terus. 'My Daddy vikon continues.' |
| 55 | virus 'viruses' | Ada virus di luar. There are scenes' outside. | Ada virus corona. 'There is a coronavirus.' |
| 56 | vitamin 'vitamins' | Setiap habis makan, aku minum vitamin. 'After every meal, I take vitamins.' | Minum vitamin biar sehat. 'Take vitamins to be healthy.' |
| 57 | WFH 'work from home' | Bundaku WFH. 'My Mom WFH.' | Bundo WFH. 'My Mom WFH.' |

3.2. Level of Understanding of Vocabulary

In one game round, a player I (grade 3 SD) asks eight questions out of the 57 vocabularies that are asked. The questions were asked: "online, data, droplets, devices, immunity, bike-delivery, Rhizome, and tissue-paper".

Even under challenging words such as "quarantine, offline, online, download, upload, vaccines, and video conferences", players do not ask questions. The level of understanding the meaning of player I to the vocabulary of the word card game is 86%. This indicates that the player I understand the meaning contained in the

vocabulary contained in the word card. Also, understanding the meaning of words can be seen in the accuracy of using the vocabulary in sentences. For example, in the sentence, "When online I upload assignments," and "Every immunization I get a vaccine." In the sentence, the player I correct in using the vocabulary, even the accuracy, is also seen in the use of diction based on the situation of the sentence. In the first example sentence, the word upload is used with the word task and online, while in the second sentence, the word immunization is used together with the word immunization. The pair of words fit the collocation.

Player II (grade 2 SD) in one round asks ten questions from 57 vocabularies presented in the game. The ten questions were on the word "online, data, devices, immunity, quarantine, immunity, career, offline, PSBB, and Rhizome." Thus, the level of understanding of Player II of the vocabulary presented in the word card game is 82%. This indicates that Player II understands the meaning contained in the vocabulary contained in the word card. This level of understanding is proven through the correct use of the words download and upload in the sentences "My Daddy download games," and "My Mom upload campus assignments." This accuracy can be seen in the use of the word download juxtaposed with the word game and the word upload juxtaposed with the word task. The pairs of words are following the collocation.

The questions asked in the game will increase the player's vocabulary. The "Si Tera" word card aims to stimulate players to understand new vocabulary through games. Then the understanding of the meaning of the new word is strengthened by the implementation of sentence making. Making sentences will further strengthen the level of understanding of the new vocabulary.

3.3. Sentence Composition

One of Si Tera's word card game challenges is composing sentences. The vocabulary provided on the cards can be arranged into various types of sentences. When getting a card, a player is led to make a sentence swiftly. The tempo of the game will train the player's ability to compose sentences. From the sentences generated by players in the game, all the resulting sentences are in the form of declarative sentences.

Based on the table, in the game player, someone can manage to compose 53 sentences, while player II composed 50 sentences. This means that player I has succeeded in producing 92% of the sentences from the 57 vocabularies provided, while player II is 88%. If it is assumed that each paragraph contains five sentences, it means that in this game, both players have compiled ten paragraphs. This is not an easy matter when assigning a child to make sentences. However, through this game, it was quite successful.

When viewed in the table, the sentences produced players I and II have a complex sentence structure. Based on the number of clauses, the player manages to compose single sentences and compound sentences. The resulting single sentence has the pattern of subject-predicate (SP), subject-predicate-object (SPO), subject-predicate-statement (SPK), or subject-predicate-object-description (SPOK) with several variations either the information is behind or in the in front of the sentence. Even among the resulting sentences, there are several compound sentences. Some examples of compound sentences that are arranged are as follows.

4. CONCLUSION

The word card games "Si Tera" has two main objectives, namely recreation and education. The educational aspect is more emphasized on learning language skills, namely understanding new vocabulary and training in sentence structure. One indicator that someone understands the meaning of vocabulary is arranging it into a sentence. Si Tera's word card game combines the two things.

Through a game simulation conducted on two children, the word card game has stimulated players to ask for vocabulary that is considered new. With the question and answer method in the game, players understand the meaning of vocabulary that was previously unknown. This game also trains players in composing sentences. "Si Tera" word card games can be improved with the sentence preparation guide. Based on the research data, the resulting sentences are quite diverse. This game also turns out to be able to develop composing sentence skills with a variety of variations. The successful player compiles single sentences with a variety of structures, as well as compound sentences. It is hoped that this game can later be developed into a learning medium at school.

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