

Research Article

Sentencia Dicey

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Abstract: The goal of learning and facilitation obtained using the Sentencia Dicey game kit is that students will be able to write sentences easily. The skill of writing sentences is an important skill for students and is in line with the Standard Curriculum and Assessment Document for Year 1- 6 English subjects (CEFR). This game is developed using 54 cards including mini scan cards with words containing learning information along with 3 sets of Sentencia Dicey (cubes) and dice-like.

Keywords: English subject; CEFR; writing skills



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1. INTRODUCTION

Learning using the Sentencia Dicey game makes it easier for students to write sentences easily and with fun. Pupils can also learn a lot of vocabulary and the use of grammar and appropriate verbs while playing while writing sentences. Learning techniques using this game kit can help students through group learning to improve their sentence writing skills in the easiest way. According to Kapka, and Oberman (2001), writing skills are very important to learn because of several purposes, that is differences in individual tendencies or students who master study skills.

2. METHOD & MATERIAL

2.1 Collection of learning content materials

The 3 sets of cubes that cover Year 3 English learning topics using this kit are:

- i) 6 mini scan cards - Subject Pronoun (there is 1 cube for each set of cubes)
- ii) 6 mini scan cards - Auxiliary Verb (there are 2 cubes per set of cubes)
- iii) 6 mini scan cards - Verb (are 3 cubes per set of cubes)

2.2 Cube design

The design of the cube is using a cube template measuring 10cm x 10cm. Words and pictures are loaded based on topics on cubes that have different types and information. 54 mini scan cards are created to

be used to determine grammar to be learned in each game. A total of 3 sets of these cubes have 54 mini scan cards. Each cube set has 3 cubes and the information of each cube is based on;

- i. Cube 1 (first) – consists of 6 mini word scan cards containing Subject Pronoun
- ii. Cube 2 (second) – consists of 6 mini word scan cards containing Auxiliary verbs.
- iii. Cube 3 (third) – consists of 6 mini picture scan cards with words containing verbs.

2.3 Drawings for the Construction of the Play, Learn and Write Cube Site

The design of the cube base drawing uses manila card and is shaped in a shape similar to dice. Sentences Cubitos cube template is as follows;

2.3.1 Features of the Sentence Cubitos Cube

Height x width (10cm x 10cm), with every surface has adhesive tape (velcro tape). 54 mini scan cards also have Velcro tapes that easily modify various mini scan cards.

2.4 Game Procedure

Users can refer to the Operations Manual for a complete description of game procedures. The Sentences Cubitos game has the following materials; i) 3 sets of play learn and write cubes, ii) b) 54 pieces of mini scan cards with words and pictures, and c) Manual.

2.4.1 First Cube

There are six-word mini scan cards. The words on this card are based on the Subject Pronoun. For examples, 'She', 'They', 'He', 'I', 'Chris' and 'Sally and Greg'. Pupils are selected in alphabetical order to be the first to start this game until these 3 cubes are rolled with appropriate words and followed by the next pupil to form the second sentence until the sixth sentence. Students are asked to roll a cube that is like rolling a dice. Students say the words that have been rolled up and all students write the rolled up words in the exercise book.

2.4.2 Second Cube

There are six-word mini scan cards. The words on this card are based on Auxiliary verbs. Examples are 'is/isn't', 'are/aren't', 'were/weren't', 'am/am not', 'was/wasn't' and like/likes/don't like. Students who have rolled cube 1 will roll the second cube to connect words to build sentences. Students need to roll the cube twice to get the appropriate auxiliary verb. For example, 'she' needs to match with the words is, likes and was based on the law of Grammar. Teachers can refer to the notes attached in the appendix. Students in this section do enrichment activities by rolling until they can match the words that have been rolled on cube 1. In this section all students in their respective groups will learn the rules of grammar and build sentences without mistakes. On the part of the students, they can correct the grammatical mistakes they make when constructing sentences.

2.4.3 Third Cube

This third cube has six-word mini scan cards with pictures. The students roll up and pronounce the word and write it in the exercise book as the third word after writing the word from cube 1 and

cube 2. All the surfaces of these 3 cubes have 3 pictures (verbs) of verbs, such as; Activities Girl, boy and two people and more than two people. Students need to choose a picture that matches the word on the cube. Pupils write the third word to make a perfect sentence. Teachers can make sure all students can write sentences.

3. FINDINGS

Most students make grammar mistakes when constructing sentences when given a set of questions such as writing sentences and causing students to be unable to master writing skills. Weak and average students are less interested in learning with the 'chalk and talk' method and they do not focus on the teacher during the learning process. According to Walker, Shippen, Alberto, Houchins, & Cihak (2005), "personal need not because of the task in it but there is pleasure and there are benefits for everyday life".

4. DISCUSSION

By using this kit, process review becomes more efficient. Student doing game activities and at the same time they can write sentences without grammatical mistakes.

Table 1. Pre-test and post-test

NO.	STUDENT NAME	PRE TEST	POST TEST
1	ANNABELL ABIGAIL ANDY	60	100
2	ARIANNA KAUR RANDHAY	40	100
3	DHIA IRDINA ARISSA BINTI ZUL HAFIZ	40	90
4	HAWA NUR AQILA BINTI MUHAMAD NORAQMAL	30	100
5	HAZIQA NADHIA BINTI MOHAMED NAJIB	40	80
6	ILLIANNA KAUR RANDHAY	60	100
7	LIVIA MERCY GEORGE	50	80
8	MAI CHERRINA EMILYLIA BINTI NORAZMAN	TH	TH
9	MIA QISYA DHAFIRAH BINTI MIOR MOHD SYAHIR	10	80
10	MIA ZARA CASSANDRA BINTI ABDULLAH	30	90
11	NOOR AMIERA BINTI ZAHIR HUSSAIN	50	100
12	NUR MALAEKA NASUHA BINTI MUHAMMAD NASHRULHAQ	40	80

13	NUR QAIREEN AMANI BINTI RASHDAN	50	100
14	NUR QAUSAR BINTI MOHD BADRI	30	90
15	NUR ZAARA DALILY BINTI MOHAMAD RAZEMAN	60	100
16	NURUL IZZAH BINTI YAHANIS	50	100
17	PRISCILLA A/P JUSTIN	30	80
18	PUTERI MISYEL BINTI MEGAT MUHAMMAD FYRDAUS	40	90
19	THEVINNA A/P MUNISWARAN	50	90

From the results of the Pre- and Post-Tests that have been done on 19 students, it shows positive changes and found that they can write sentences easily.

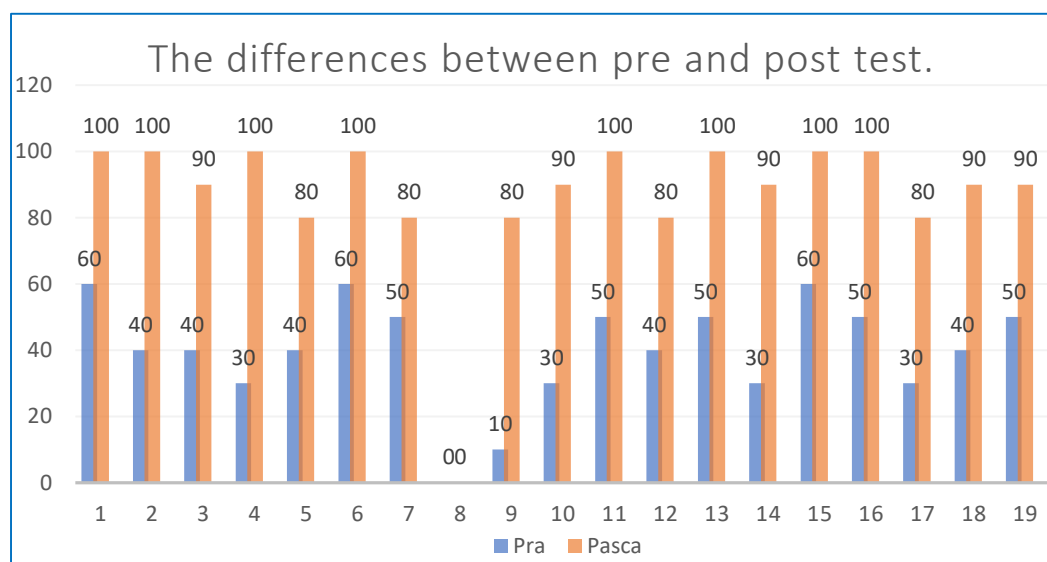


Figure 1. The differences between pre-test and post-test.

5. CONCLUSION

During the learning Process, observation methods were used to identify and measure student interest and involvement. Pupils also respond very fun and clear and focused. The kit can solve this problem as an effective learning aid for all levels of student learning. This kit is very helpful for weak students to quickly master writing skills. In addition, this kit can attract interest in learning while for excellent students, it is able to develop the next sentence. The kit can increase students' interest based on constructive learning theory as a tool to launch the teaching and facilitation process and be able to achieve learning objectives.

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