



Improving the Ability to Write Core and Transformative Sentences of Class VI Students of SDN Batu Belah Timur 1

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Receive: 17/07/2023

Accepted: 15/09/2023

Published: 01/10/2023

Abstract

The aim of this research is to determine and describe the improvement in the ability to write core sentences and transformative sentences in class VI students at SDN Batu Belah Timur I, Dasuk sub-district, Sumenep district, Madura. The research method in this study is a descriptive qualitative research method, using observation, interview and documentation data collection techniques to produce descriptive data in the form of written or spoken words from people and observed behavior. The activity of writing core and transformative sentences tested improving the ability to write core and transformative sentences of class VI students at SDN Batu Belah Timur I. Of the total number of students, 16 were able to understand the material of core sentences and transformative sentences effectively. Even though there were still 1-4 of the 16 students, there were still problems in working on the questions given, compared to the observation time, only a portion of the students were able to make sentences well and correctly, which could be counted on the fingers of one hand.

Keywords: *Improving, Core and Transformative Sentences*

Introduction

The very long history of linguistics has given birth to various linguistic schools/theories. Each school from traditional to modern has different views on language, but in principle these schools are a refinement of the previous schools. Even though there are schools that come later and criticize the schools that came first, of course the discussion is still seen in the same terms as its predecessor.

Traditional grammar analyzes language based on philosophy and semantics. For example, in determining verbs, traditional grammar says that verbs are words that express

actions or events. This traditional grammatical philosophy is mentalism, especially naturalists. Mentalism states that speech must be explained as a result of the thoughts (intentions, beliefs, feelings) of the subject who speaks. Linguistic behavior is mental behavior.

Humans are social creatures who need mutual tools, namely language, to interact with other people. With language, someone can communicate by expressing ideas, ideas, related to what they think. Therefore, humans can never be separated from language activities, whether spoken or written. We can find spoken and written language teaching in Indonesian

language subjects. Where Indonesian is one of the subjects that provides knowledge about how to use language, both spoken and written. Students' abilities in language can be realized in four aspects of language skills, namely listening, speaking, reading and writing skills.

Elementary school children's language skills as the main capital for life in the future are improved through superior language learning. In particular, children's reading skills are needed as a means of achieving academic success. The ability to read and understand is the basis for students' success in undergoing the educational process. The process of acquiring knowledge is carried out by students through reading activities (Nurgiyantoro, 2010:247 and Rahman, 2017:273).

Students need to master good Indonesian language skills, because Indonesian is very necessary to develop students' potential. As stated in Minister of National Education Regulation Number 22 of 2006, which states that Indonesian is important to learn in order to develop students' inner potential, both in intellectual, social and emotional aspects through learning. Language has a central role in the intellectual, social and emotional development of students and is a supporter of success in studying all fields of study.

Language is a medium for conveying thoughts to other people, identifying feelings, helping to solve problems. The function of language is related to language symbols which function as acts of communication because they contain meaning. In general, communication can be done through spoken or spoken language and written language.

Writing activities are usually carried out after students have finished studying text material, its elements and characteristics. Writing is an activity to produce writing that is obtained from developing students' ideas. According to Dalman (2016:3), writing is a communication activity in the form of conveying messages (information) in writing to other parties using written language as a tool or medium. Tarigan (2008:4) reveals that writing is a language skill that is used for productive and expressive activities. Furthermore, Nurgiyantoro (2012: 294) stated that writing

activities are a form of manifestation of language skills that are most recently mastered by students after the ability to listen, speak and read. In line with this opinion, Anggraini (2017:53) says that writing is a process, to start writing activities a person must understand how to write well, efficiently and effectively. Writing activity is a form of manifestation of language skills (and) that is most recently mastered by language students after the ability to listen, speak and read. Writing activities can be carried out after students have carried out activities to understand the text and search for available information used as writing material.

Writing activities are usually fun for those who are used to it and have a hobby. However, for those who are not used to it, writing will be a burden because it is difficult to come up with ideas. This difficulty in coming up with ideas to start with also makes students feel bored and lazy in learning to write. Therefore, we need writing skills which are productive language skills that require a long practice process (Awalludin & Lestari, 2017:122; Dhanial, ER., et al., 2019:122; Awalludin & Nilawijaya, 2020:65).

A person's ability to write is determined by accuracy in using language elements, organizing discourse in the form of an essay, accuracy in using language, and choosing the words used to write. According to Saleh Abas, writing is a continuous thinking process, starting from trying and reviewing again. Writing can be defined as the activity of expressing ideas, notions, thoughts or feelings into linguistic symbols (written language).

Writing can be defined as a person's ability to depict graphic symbols that are understood by the writer and reader in written form, to convey thoughts, ideas, feelings, desires so that they are understood by the reader. It is understood that writing is one of the most important parts of everyday life. So there is no doubt that teaching writing must really be considered in learning activities at school. So by writing, of course you will understand how to compose sentences which will later be compiled in the form of a book or manuscript.

According to Sri Hapsari Wijayanti (2013: 53) states that a sentence is the smallest

unit of language, in spoken or written form, which expresses a complete thought. The oral form of speech (sentences in written form) is pronounced in a rising and falling tone, loud and soft, punctuated by pauses and ending with a final intonation. The form of writing a sentence begins with a capital letter and ends with a period, question mark or exclamation mark.

Sentences are the smallest form of language that have meaning and express complete thoughts. Sentences are the basis for forming discourse. Discourse is a series of sentences that are related to form meaning between sentences. Sentences can be divided based on their form and meaning. Sentences are based on form, consisting of single sentences and compound sentences.

The core sentence is a sentence that is composed of core elements that fill a sentence in accordance with sentence rules or syntax. Alwi, and Sugono (2002:78) state that sentences in the object of syntactic study can be differentiated into basic sentences, and derivative sentences, as well as single sentences and compound sentences. Alwi and Sugono (2002:81) explain that the syntactic basis of a sentence in Indonesian is not a phrase, but a figure. Gatra can consist of one word, it can also consist of two or more words. Two or more words that fill the gatra are in the form of phrases. From Alwi and Sugono's explanation, it can be seen that the basic pattern of core sentences is a sentence pattern that consists of core elements in the form of words or phrases that fulfill syntactic functions.

In the same aspect, Alwi and Sugono (2002:79) explain that the basic sentence and the main sentence have the same characteristics, namely (a) the first characteristic, the basic sentence only consists of one clause. Those consisting of two or more clauses are not basic sentences, but derivative sentences. (b) The second characteristic is that the basic sentence has no attributes, only the core so it has the possibility of being expanded. (c) the third characteristic is that the arrangement is not inverted. So, the arrangement is DM (Explained-Explained), not MD (Explained-Explained). (d) The fourth characteristic is that the basic sentence consists of obligatory

passages. Obligatory figures are subject (S), predicate (P), object (O), and complement (P). This obligatory gatra in Indonesian is not always the same for all types of sentences, the adverbial gatra (Ket) is an additional gatra, not an obligatory gatra so it will not appear in the basic sentence or main sentence. Thus, the basic sentence can be made into a derivative sentence by adding an adverb (Ket) to the basic sentence.

Generative transformation theory examines aspects of language based on the perspective of language itself, as well as examining its constituents and functions in language. Transformation in KBBI means a change in form, nature and function. Transforming means changing the form of a sentence into another form, either from a complex form to a simple form or vice versa through a transformation process. In theory, it is included in Chomsky's transformation grammar. As a form of criticism and suggestions towards himself and Chomsky's dissatisfaction with the structural order of language.

Kaharuddin (2017) believes that transformation analysis lays the foundation for the study of syntax. Syntax consists of (a) surface structure which is often called outer structure and (b) deep structure which is usually called inner structure. The external structure is a concrete level, while the inner structure is an abstract level. Both structures are interrelated, inner structures hidden in the human mind (the embryo). The structure is born in the form of sentences that can be heard, read or seen.

A transformation sentence is a sentence that involves rearranging elements to combine the basic structure into a derivative sentence structure and can be individual. If the structure of the basic sentence is transferred, it becomes one. Furthermore, it is universal, if the basic sentence structure is transferred to more than one. Dawud explained the same thing (in Pancarrani, 2018: 1217) that a transformation sentence is a sentence that finds a transition from several core sentence structures to a new structure.

Transformation is a process of changing language forms into other forms, either from simple forms to more complex forms, or from

complex forms to simple forms (Lamuddin in Busyro, 2019). A transformation sentence is changing the inner structure produced by category rules into an outer structure, according to Chomsky (in Busyro, 2019).

Students need to really pay attention to sentences when reading, so that when reading students are able to understand what they read in the sentences in the paragraph. So that students will automatically feel the impact they get when reading, be it fiction or non-fiction books.

Therefore, to determine students' ability to write a sentence, the researcher raised the title "Improving the Ability to Write Core and Transformative Sentences for Class VI Students at SDN Batu Belah Timur I"

Method (15%)

In research, research methods have an important role. A research result is considered scientific if it uses methods applicable in scientific disciplines. In each research there are only a few methods that suit the aspects and objects of the research. This research is considered good or bad depending on the methods used in the research

This research uses a qualitative research approach on the grounds that the object studied is a natural object, where the object develops as it is, is not manipulated by the researcher and the presence of the researcher does not affect the dynamics of the object (Sugiono, 2008: 8)

Lexy J. Moleong (2009), qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from people and observed behavior.

Research sites

The location chosen is the SDN Batu Bekah Timur I school which operates in the Dasuk District, Sumenep Regency.

Types of research

This type of research is descriptive qualitative research, namely the data collected is in the form of words, images, not numbers. According to Bogdan and Taylor, as quoted by

Lexy J. Moleong, qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from people and observed behavior. (Lexy. J. Moleong, 2009).

Research subject

In this section, the types of data and data sources are reported. This description includes what data you want to obtain, who you want to use as informants or research subjects, how the data will be searched for and collected so that its validity can be guaranteed.

This research determines the subjects using purposive sampling. Purposive sampling means that subjects are selected with certain considerations and objectives. (Sugiono, 2008:216) This technique is usually carried out because of several considerations. Sampling using this purposive technique is quite good because it is in accordance with the researcher's own considerations so that it can represent the population.

The subject chosen must be a subject related to the object being studied. In this study, the research subjects or informants involved in overcoming the problems studied were the class teacher and Class VI students.

In determining informants as research subjects, in the first stage the researcher simply took one informant. Then try to ask other informants again

Researchers want to obtain data about how methods and evaluations are applied during lessons at SDN Batu Belah Timur I to improve the ability to write core and transformative sentences in class VI students.

Data collection technique

Data collection techniques are the most strategic step in research, because the main aim of research is to obtain data. Without knowing data collection techniques, researchers will not get data that meets the established data standards (Sugiono, 2008:224)

The data collection technique in this research is by directly connecting the researcher with the research objectives to obtain realistic and valid data. To obtain this data, elements are needed so that the data can be obtained optimally in the form of;

- **Observation**

Observations were carried out to obtain information about improving the ability to write core and transformative sentences in class VI students which were carried out at SDN Batu Belah Timur I. The observations used were active observations, where the researcher came to the location of the activity of the person being observed and was involved in the activity.

- **Interview**

An interview is a form of communication between two people, involving someone who wants to obtain information from another person by asking questions based on certain objectives (Deddy Mulyana, 2003: 180). In general, there are two types of interviews, namely structured interviews and unstructured interviews.

In this research, researchers used planned-unstructured interviews. A planned-unstructured interview is when the researcher/interviewer prepares a solid interview plan (schedule), but does not use a standard format and sequence

- **Documentation**

Documents are records of past events. Documents can be in the form of writing, images, or monumental works by someone. Research results from observations and interviews will be credible if supported by existing photographs or academic papers and art. The documents that will be studied in this research are related to improving the

ability to write core and transformative sentences in class students, both in the form of lesson notes, and also various photos of process activities in learning in the classroom.

Data analysis technique

Data analysis is a systematic process of searching for and organizing interview transcripts, observations, field notes, documents, photos and other materials to relate the researcher's understanding of the data that has been collected, thereby enabling research findings to be presented and informed to others.

The data analysis technique used in this research begins with all data collected from observations, field notes, interviews and documentation interpreted qualitatively to determine the validity of the data in drawing conclusions. Sugiyono (2010), activities in qualitative data analysis are carried out interactively and continue continuously until completion. This was done because the data analysis process was qualitative.

In qualitative research, the data collected comes from various different sources so that data analysis requires creativity and high intellectual abilities. Each researcher looks for his own method that he feels is suitable for the nature of his research.

Results and Discussion

Research Result

Writing core sentences and transformations for VI students at SDN Batu Belah Timur class VI which includes single transformation sentences, embedded transformation sentences, dense transformation sentences, and focused transformation sentences. The following are the results of writing transformation sentences for students at SDN Batu Belah Timur I.

Addition Transformation

Addition of Time Information

(1) Yesterday, all students at SDN Batu Belah Timur I commemorated Pancasila Sanctity Day. (Srh/18)

Sentence (1) comes from the basic sentence "all students at SDN Batu Belah Timur I commemorate Pancasila Sanctity Day". Then get additional information about yesterday's time as in sentence (1a).

(1a) All students at SDN Batu Belah Timur I commemorated Pancasila Sanctity Day + Yesterday.

After experiencing addition, the time information is focused by placing it at the beginning of the sentence, such as sentence (1)

Added Location Description

Addition of place information is often indicated by the use of the prepositions in, to, from, and on.

(1) SDN Batu Belah Timur I held a Pancasila Sanctity Day ceremony in the school yard of SDN BATU BELAH TIMUR I. (Dvs/10)

Sentence (1) comes from the basic sentence "SDN Batu Belah Timur I held a Pancasila Sanctity Day ceremony". Then get additional location information on the middle page of SDN Batu Belah Timur I as in sentence (1a).

(1a) SDN Batu Belah Timur I held a Pancasila Sanctity Day + ceremony in the middle yard of SDN Batu Belah Timur I.

After experiencing addition, the information of place is placed after the predicate as in sentence (1).

Addition of the word Deny

The addition of the word deny is a word that denies the statement in the predicate. The data found in this student's news text includes denials other than nouns, namely using the word no.

(1) There were no disappointed entrants at the event. (Nim/23)

Sentence (1) is a denial other than a noun which comes from the basic sentence "there were visitors who were disappointed at the event". Then get additional information about the word deny, unlike in sentence (1a).

(1a) there were visitors who were disappointed at the event + no.

After experiencing addition, the word deny is focused by placing it at the beginning of the sentence like sentence (1).

Continuation Addition

Continuation addition transformation means there is a meaning relationship between the transformation sentence and the previous sentence. Like the words but, therefore, and, then.

(1) Scout activities begin with a roll call, then continue with scout material. (Ihn/15)

Sentence (1) comes from the basic sentence "continued with scout material". Then get the addition of a continuation later as in sentence (1a).

(1a) Continued with scout material + then.

After experiencing an addition, a continuation is placed at the beginning of the sentence that has an addition, such as sentence (1).

Replacement Transformation

(1) Grade 5 and 6 students took a group photo. We took a group photo with our respective homeroom teachers. (AJ/05)

Sentence (1) is syntactic, that is, it has a structural meaning relationship and experiences element replacement, namely in the 5th and 6th grade students' integration it is replaced with us. The combinator that is replaced is S and the substitute is also S. If sentence (1) does not experience a change of element, it will become a sentence like (1a).

(1a) Grade 5 and 6 students take a group photo. Grade 5 and 6 students take a group photo with their respective homeroom teachers.

Shortening Transformation

(1) They had been practicing since a week ago in preparation for their duties in the ceremony. (Srh/18)

Sentence (1) is shortened by the word a week which is a shortened form of one to se-. If it were not shortened it would be like sentence (1a).

(1a) They have been practicing for the past week in preparation for their duties in the ceremony.

Relative Clause Embedding

Embedded relative clauses are basic sentences that become connecting sentences in complex sentences and the subject changes to the particle which.

- (1) Sparta which is held for general entertainment is held before the mid-semester assessment. (ARW/03)

Sentence (1) comes from basic sentences (1a and 1b) and then undergoes a process of embedding relative clauses, namely the word Sparta which acts as the subject in the compound sentence is changed to a particle like in sentence (1). If there is no relative clause embedding, then sentence (1) becomes like sentence (1c)

(1a) Sparta is carried out before the mid-semester assessment.

(1b) Sparta was held for public entertainment.

(1c) Sparta (Sparta is held for public entertainment) is held before the mid-semester assessment.

Noun Phrase Complementary Embedding

Complementary embeddings of noun phrases are sentences that use the embedding that.

- (1) The principal said that literacy activities at SDN Batu Belah Timur I were carried out from Tuesday to Thursday. (MAA/32)

Sentence (1) comes from clauses (1a) and (1b).

(1a) The school principal said that activities were carried out from Tuesday to Thursday.

(1b) The principal said literacy activities at SDN Batu Belah Timur I.

Sentence (1) is embedded with a noun phrase complement, namely the word principal says is replaced with the embedding that. If there is no noun phrase complement embedding, it becomes like sentence (1c).

(1c) The principal said (SDN Batu Belah Timur I said literacy activities at SDN Batu Belah Timur I) (activities) were carried out from Tuesday to Thursday.

Additive Meeting Sentences 1

Additive density sentence 1 is a sentence compounded by adding the words and and and.

Additive density sentences 1 are divided into 3 types, namely complete additive density sentences, partial additive sentences, and additive density sentences in the form of pauses.

- (1) This Pensi invited artists Fisip Meraung and Hanif Andarevi. (Tq/28)

sentence (1) comes from the basic sentence

(1a) This pensi invites the artist Fisip Meraung

(1b) This pensi invites artist Hanif Andarevi

Sentence (1) is condensed from the basic sentences (1a) and (1b) with the seal and. However, the basic sentence (1b) only appears partially, namely in the word Hanif Andarevi which occupies the object element, while the Subject and Predicate elements in the basic sentence have something in common, namely in the word Pensi inviting artists. This sentence is a type of Partial Additive sentence.

Alahan Meeting Sentences

The compound sentence is the formation of a compound sentence as a result in both structures of the compound sentence preceded by a cause. Alahan density sentences have three kinds of relationships, namely associative, chronological, and rational.

- (1) They commemorate National Batik Day, however they continue to study as usual. (Ann/05)

Sentence (1) comes from the basic sentence

(1a) They commemorate National Batik Day

(1b) They continue to study as usual Sentences

(1) comes from the basic sentences (1a) and (1b) which are associative alternative sentences that have a cause and effect relationship, then they are tightened by adding the particle nevertheless between the basic sentences (1a) and (1b), as in sentence (1).

Reasonable Meeting Sentences

A causal sentence is formed by combining two basic sentences with the conjunction because and (by) because...

- (1) This event was less interesting because the artists were less well known. (RNH/24)

Sentence (1) comes from the basic sentence

(1a) This event was less interesting

(1b) The artist is not well known

Sentence (1) comes from basic sentences (1a) and (1b) which are formed by combining two basic sentences with a condensation because they are placed between basic sentences (1a) and (1b), as in sentence (1).

Focus on the Subject

Focus on the subject, namely giving focus to the subject without moving it because in basic Indonesian sentences the subject is at the beginning of the sentence.

- (1) The ceremony officer was Paski Spensa who had been an officer

S

P

in Indonesia's independence day ceremony. (DVN/10)

K

- (1a) The ceremony officer is Paski Spensa who has been an officer

S

P

in Indonesia's independence day ceremony.

K

Sentence (1) comes from sentence (1a), which focuses on the subject with intonation and the use of particles. The focus on the subject aims to emphasize that the person in charge of the ceremony is Paski Spensa.

Based on the analysis of focus transformation sentences on the subject, two types were found, namely giving focus to the subject with intonation and using pun particles and giving focus to the subject with intonation and using particles.

Focus on Objects

Focusing on the object is carried out using a transfer device accompanied by changing the sentence whose verb predicate has the affix me-

N to a sentence whose verb predicate has the affix di.

- (1) Hanif Ardiansyah and Fauzi Alfiansyah invited by OSIS to the SPARTA event. (MH/21)

O

P

S

- (1a) OSIS invited Hanif Ardiansyah and Fauzi Alfiansyah to the SPARTA event.

S

P

O

Sentence (1) comes from sentence (1a), which provides focus on the object by moving the object at the beginning of the sentence accompanied by changing the sentence whose predicate verb has the affix me-N to a sentence whose predicate verb has the affix di, namely inviting becomes invited like sentence (1).

Discussion

At the time of observation, students still did not really know how to make the sentences that had been given. This was proven in the field when observing students in the classroom during the initial learning process, some of whom were still able to make sentences using what the teacher had given them. Even though what was made was not in accordance with the researchers' expectations. Of the 16 students who were able to make sentences, only 2-4 people were asked to make free sentences. Therefore, this is an issue or problem that has been recognized by researchers in order to further improve the ability to write transformative sentences well and correctly. So it will be a new learning, new knowledge for the future.

Of the 16 students who were tested by researchers, there were significant changes. This was proven by 4 students who still had difficulty making transformative sentences adding time information. This is an extraordinary achievement for students in understanding a transformative sentence in the element of adding time information.

In transformative sentences, adding time information, out of 16 students, there are 3 students who still need special guidance to understand the learning of transformative

sentences. Although there are still students who need guidance, the rest of the students are able to understand the lesson well.

With the addition of these denial sentences, the 16 students are still the same students who need special attention to really understand the lesson. So this becomes a problem for class teachers to be more painstaking in guiding these students, so that subsequent lessons can develop from previous learning.

There were 2 students who still could not understand the transformative sentence in replacement transformation when looking at the assignment in the form of a test and directly observing the students during the learning process. This can be said to really understand the students, even though there are still 2 students who still don't understand, at least 2 of these students can make it even though there are still errors in constructing replacement transformation sentences.

When 16 students were given questions in the form of advanced addition sentences, out of 10 questions on average they were able to make these further obstacle sentences, although there were a handful of students who made mistakes when making out of 10 questions they still found 3 to 4 questions wrong. So this student can be categorized as comprehending well, but he just put the wrong words into a sentence.

Nearly all of the transformational approach sentences were possible, this was proven by the fact that almost all of the 16 students were given correct questions. So that students can really understand the material taught by their teacher.

When giving the task of embedding relative clauses, there were 15 out of 16 students who could answer the question correctly. Meanwhile, 1 student out of 16 students still did not understand the material well enough. So it requires special attention for the class teacher to guide students who still don't quite understand the material being taught. Even though in the material the embedded sentence complements the noun phrase at the time the assignment is still with the same person, 1 out of 16 students are unable to do the assignment or questions given by their teacher as well as possible.

During the material, additive density sentences 1, Alahan density sentences and causal density sentences. Of the 16 students, there were still students who were still unable to master the material well, even though they had been given repeated assignments, there were still students who were still unable to do the assignments correctly.

16 students when working on assignments on material focused on objects and subjects. Everyone can do the questions well. Of the 10 assignments given, all students did everything correctly. Even though the assignment was given to the 16 students twice, the results were still the same.

Conclusion

Transformation Linguistics, which was first proposed by Noam Chomsky, is an important milestone in the development of modern linguistics. This theory allows a better explanation of the complexity of human language structure including transformations. Transformation linguistics consists of mandatory transformation linguistics and optional transformation linguistics. There are also fundamental differences between structural grammar and transformation grammar.

From the results and discussions that have been carried out, it can be concluded that a sentence is the smallest unit of language that can express a complete thought. So it is proven by the ability of class VI students at SDN Batu Belah Timur I in writing sentences that they can be said to be in correct form, although there are still some who are not yet. However, there has been a very significant improvement from the observation stage to going directly and interacting directly with students in the classroom which has experienced a very significant increase compared to before. This is proven by giving assignments to students that provide maximum results.

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