

## **The Use of Question Cube as a Learning Media in English Skills Teaching: A Literature Review**

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### **ABSTRACT**

Media is very important for educators as a means of transferring knowledge to learners. Since learners have their learning styles and characteristics to obtain information in the classroom setting, teachers, EFL teachers in this sense, need to craft and provide appropriate media to keep the students engaged in the teaching and the learning process. Based on previous research, some researchers examined the use of story cubes and dice games as learning media for learning writing skills and vocabulary, which renders the readers perceive that this media just benefited certain skills in English. However, few research studies discussed Question Cube by using questions in the cube as a learning medium for English learning to develop myriad uses of skills in English. Therefore, in this research, the researchers offered an overview of the use of Question Cube for teaching English. In this research, the researchers used a literature review method by collecting 20 articles from Google Scholar and ResearchGate. These articles were then sorted and analyzed to obtain data. Twenty articles showed that Question Cube media could bear positive change and improvement toward students' English skills learning. In addition, it also played a considerable role in teaching vocabulary, boosting writing skills, and improving the learners' grammar, as well as several other benefits in EFL instructional process.

**Keywords:** English skills, Media, Question Cube

### **INTRODUCTION**

Our nation increasingly requires English to connect with other nations by the time it has become popular and essential in our country. It makes English a universal language, making it appear like it is Indonesia's third language. It is shown as English taught in formal and informal settings in every school, from kindergarten to college. Recently, the government has used English as a point target for school exams in every junior and senior high school. This indicates that for any student to graduate from their school, students must be fluent in English. Every teacher, especially English teachers, considers how to help their students understand and master English. They may engage in various exercises and additional classes to achieve their primary goal of students getting English (Shofiyuddin, 2016). It means teachers must use a learning model that improves students' language mastery abilities and should be a student-centered learning process. In nature, the primary components of English are speaking, writing, listening, and reading. Based on this fact, students must understand about vocabulary in order to master English. Then, a part of English that is still difficult for students is reading comprehension. Many students still struggle to master it because they have poor comprehension in the text.

Student's difficulties in learning English can present numerous difficulties for non-native speakers. There are multiple hurdles to overcome, from mastering complex grammar rules and pronunciation challenges to expanding vocabulary and understanding idiomatic expressions. Additionally, comprehension of native speakers' rapid speech, writing coherently, and grasping the cultural context of the language can be daunting. Developing confidence and fluency in English requires consistent practice, exposure to the language, and a willingness to make mistakes and learn from them. It is a journey that demands patience, persistence, and a strong motivation to succeed (Alquraishy et al., 2020).

Having a strategy is essential in dealing with hurdles when learning English skills. A well-designed strategy helps learners set clear goals, prioritize areas of improvement, manage resources effectively, and create a structured approach to learning. It enables learners to anticipate and overcome challenges, monitor their progress, stay motivated, and remain accountable. With a strategic plan in the form of media (Rahmawati & Musyarofah, 2020), learners can navigate difficulties more efficiently, stay focused on their objectives, and make consistent progress in their English language journey. Therefore, teachers must create a new strategy for teaching English skills, namely the cubing strategy, as one of the media that can assist students in learning. Esa Fitri (2020) applied Big cube as a game media to teach students vocabulary. The result finally concluded that these game media effectively increased vocabulary mastery of the Junior High School eighth graders. Another study that measured the effectiveness of the cube was also carried out by Esa Fitri (2020). They applied picture cubes to improve students writing. Their research concluded that picture cubes can improve students' writing. The previous study, including those mentioned above, explored various media in the form of Cube, a media named according to its shape. However, there is little research discussing Question Cube for English learning to develop a myriad of using skills in English.

Based on the previous studies on cube media, numerous studies were being conducted to measure the effectiveness of the cube as a learning medium. Still, the study focuses on the review of the cube media research studies that remain under research. Therefore, this research aims to explore an overview of using Question Cube for teaching English to develop myriad English skills.

## **ENGLISH SKILLS**

Learners need to develop several key language skills to become proficient in English. First and foremost, listening skills are essential for understanding spoken English in different contexts (Gilakjani & Sabouri, 2016; Alzamil, 2021), including conversations, lectures, and audio materials. Being able to comprehend various accents, grasp the main ideas, and understand nuances in spoken language is crucial. The next skill is speaking. Speaking skills involve expressing oneself fluently, accurately, and confidently, engaging in conversations, presentations, and discussions (Nurdin, 2020). Reading skills encompass the ability to comprehend different types of texts (Yuvirawan et al., 2021), such as articles, books, and online resources, enabling learners to extract information, infer meaning, and analyze content. Lastly, writing skills involve effectively conveying ideas through well-structured and coherent written communication, demonstrating proficiency in grammar, vocabulary, and sentence structure. By developing these skills collectively, learners can achieve proficiency in English, allowing them to communicate effectively, comprehend complex information, and express themselves proficiently in both formal and informal English settings

## QUESTION CUBE MEDIA

The media is important to increase their ability in English, especially to help them comprehend the text easily. To improve students' reading comprehension, the media must be fun, colorful, and interesting for students (Rachmijati, 2020; Zaitun & Fitri, 2020). According to Prystiananta (2019), learning media can foster children's motivation in reading ability and vocabulary mastery (Zaitun & Fitri, 2020). Media play an important role in achieving learning outcomes intended in the curriculum. Media helps teachers explain difficult material and make it more understandable for all students.

Question cube media is a cube that is made of cardboard or plywood and contains the elements of questions taught by the teacher. This cube is a medium for learning English, such as reading comprehension (Prystiananta, 2019), vocabulary mastery (Zaitun & Fitri, 2020), speaking skills, and writing skills. The questions are written on some pieces of paper and then pasted on the cube. These cubes are suitable for learning word position. This media can be used with various methods such as question and answer, a game to find letters, and a story game. The students can roll the cube to see the question related to texts.

## QUESTION CUBE IN TEACHING ENGLISH SKILLS AND COMPONENTS

Question cubes can be a valuable tool in teaching all English skills, including listening, speaking, reading, writing, and English components such as vocabulary and grammar. Regarding listening skills, educators can design question cubes with audio-related prompts. Students can roll the cube, listen to a short audio clip, such as a conversation or a speech, and then answer a question about it. This activity helps improve listening comprehension, note-taking skills, and the ability to extract key information from spoken English.

For speaking skills, question cubes provide an interactive and engaging platform for students to practice spontaneous conversation and express their ideas. By rolling the cube and responding to the question prompt, students can develop their fluency, accuracy, and confidence in speaking English. They can also engage in pair or group discussions by rolling the cube and taking turns answering the question that appears, promoting collaborative learning and effective communication.

Regarding reading skills, question cubes and critical thinking can be used as a tool for comprehension (Prystiananta, 2019; A'yunin et al., 2021). Each face of the cube can be assigned a different reading comprehension question or a discussion prompt related to a text. Students can roll the cube and answer the question or discuss the prompt based on their understanding of the text. This activity enhances reading comprehension, encourages deeper material analysis, and fosters critical thinking skills.

Regarding writing skills, question cubes can serve as writing prompts (Fatiani et al., 2021) and Zaitun & Fitri (2020). Each face of the cube can provide a different writing task or a topic for students to develop a written response. By rolling the cube, students can generate a writing prompt and then write a paragraph or an essay based on the topic that appears. This activity helps improve writing fluency, creativity, and the ability to structure and organize written pieces effectively.

In conclusion, question cubes are a versatile tool that can teach all English skills and components. Whether it is speaking, reading, writing, vocabulary or grammar, question cubes provide an interactive and engaging approach to language instruction, promoting active participation, critical thinking, and skill development enjoyably.

## METHOD

This study applied a literature review design. According to Liberati et al., as cited in Snyder (2019: 334), a literature review is a process that identifies and critically appraises relevant research and collects and analyzes data from previous studies. A literature review method is used to collect empirical findings to related research questions, whether the question cube as the learning media for students' English skills learning. Some previous studies that discussed similar topics were collected. The data were collected from search engines such as Google Scholar and ResearchGate. The sample was based on twenty articles in which the previous studies' near or similar variables were collected. Afterward, it is categorized to draw the patterns of the available findings. The study was conducted by analyzing the data from those thirty research articles. The results were condensed and analyzed using thematic analysis, then presented into several themes in the findings and discussion section.

## FINDINGS AND DISCUSSION

Some previous studies related to the cube as a learning media in teaching English are collected on this paper. Some articles describe cubes as a learning media in teaching reading. Prystiananta (2019) investigated alphabet cubes to improve learning for young learners. The research sample is 15 young learners 5-6 years old and a teacher at RA Al-Barokah. The study's findings showed that most activities have been implemented well enough by the teacher to maintain and build the teacher-student" relationship in teaching and learning reading alphabet using alphabet cubes to the young learners at RA Al-Barokah Jenggawah Jember. Likewise, 'yunin et al. (2021) examined problems and needs for learning early reading skills in children. Besides that, the researchers also theoretically examined the characteristics of early childhood, especially children aged 4-5 years. Therefore, the researchers find suitable media and effective early reading learning strategies for children of that age using cube media. The study's findings showed that the cube media is programmed to improve the results of early reading skills of children aged 4-5 years.

Numerous research studies have also examined the cube as a learning media in teaching writing. For example, Fachriyani & Syafei (2018) found that some students lack vocabulary and idea in writing activities. Therefore, the researchers researched whether the picture cube improves student interest. The findings show that picture cube usually ranges from four to six pictures and can make students interested when they look for it for the first time. Even though using pictures seems old style, it is a good media to make students feel real life and easily teach them by using picture cube.

Similarly, Sari et al., (2014) sought to determine whether cubing strategy improves their writing skill. According to the findings, the cubing strategy can improve students' writing descriptive text and improve teacher teaching writing descriptive text at junior high school students. Moreover, Wahyuni, (2016) also investigated the use of Roll a Dice Cube game to improving students' writing skill in elementary school students. The subjects of this study were fourth grade students at SDN 2 Tonatan Ponorogo in the 2015/2016 academic year. The class consists of 32 students. Researchers used observation, instruments, questionnaires, and documentation to collect the data. The findings revealed that the Roll A Dice Cube game effectively makes the students more enjoy learning English, especially in writing. In the same way, Jebi & Ahmad, (2019) examined the learning strategy used WH-Foldable to improve their

ideas and their writing skill. The study participants consisted of 10 secondary 5th graders from SK Parish, the school in Mukah district.

According to the finding of the study, most respondents agreed that the use of WH-Foldable Cube positively impacted their story prompt writing to generate and expand their ideas. Similarly, Jebi & Ahmad (2019) aimed to discover whether or not the influence of Game Story Cube media on the learning outcomes of writing skills narration of class VI students at SDN 161 Pinrang. The study revealed the student learning outcomes in the experimental class because learning is given using the story cube media. In the learning process, students can imagine in learning to make it easier to practice making a story. In more recent research, Sultan et al. (2020) also described the cube as a learning media for teaching narrative writing skills. The sample of this research is 35 students from the experimental class and 35 from the control class—data collection of this research technique with test results and documentation. The data used is descriptive analysis and inferential statistical analysis—the article aimed to discover improving students' writing skills. The paper concludes that there is an influence on student learning outcomes after being given learning using the Story Cube. Apart from this, Fatiani et al. (2021) and Zaitun & Fitri (2020) stated that the student's writing skills improved, and they mastered key vocabulary and grammatical knowledge to compose sentences. The students continued using writing strategies through a cooperative learning model to understand a given text. Media used are picture cubes and story markers to support cooperative learning activities.

Furthermore, Nulmi & Zainil (2018) tried to investigate the cubing strategy in writing an explanation text. Based on the researchers, many students find difficulties in writing explanation texts. Therefore, the research is to overcome the problem of using cube media to teach writing skills. Their study concluded that cubing strategy is an effective strategy in teaching writing. It increased students to improve their writing. For the same reason, Rahayu & Lismania (2019) investigated whether or not the use of cubing strategy is suitable media to improve students writing skill. Their research population was first grade students of SMAN 2 Majalaya consisting of twelve classes. The total population was 440 students. The sample of their research is only two classes of first-grade students. The findings showed that almost all students liked and agreed with the use of cubing strategy and it helped them to write descriptive text. Rahayu et al., (2022) also attempted to investigate the effect of use cube as a learning media in teaching report text writing to students in the first semester students in Language Education Study Program. Based on their research, they also find the problem in writing descriptive text, such as, many students struggle to create report text. Therefore the researchers research to investigate the cube media to overcome this problem. Their research concluded that the cubing technique is effective for students to improve their writing.

Other research studies have also to use cube as a learning media in teaching grammar. Anugerah et al., (2015) investigated how cube game as a learning media to improve their grammar in learning simple past tense. The study found that the treatment or the use of Build-A-Sentence Cubes Game has a moderate effect in teaching simple past tense to the Eighth Level students of Q-Learning Course Pontianak in the academic year 2014/2015. In the same way, Shofiyuddin (2016) also investigated the use of rubic's cube media in learning irregular verb in the simple past tense. According to the his observation, many students get difficulties to mastering grammar especially irregular verb in simple past tense. Therefore, the writer interest to conduct the research about rubic's cube as a media in order to help them master in irregular verb forms. His study's findings showed that using rubic's cube helped students improve their English grammar, especially in irregular verbs. While it needed students who could play Rubik's. For the same reason, Zaitun & Fitri (2020) investigated whethedice cube

game improves the students' ability to learn English grammar better than without the media. The population of this research is class VIII students, divided into two classes of 60 students. There are 30 students in the experimental class and there were 30 students in the control class. Her study shows that teaching English grammar using a dice cube game is more effective than without a dice cube game.

Several studies have also found that cube can be used as a learning media in vocabulary teaching. Saraswati et al., (2020) assessed the results of implementation of Rubik's Cube Vocabulary. According to the findings the student understood about the materials that has given from the researcher and the students have good score in each part of the worksheet that consist of four activity, and they very enjoyed with the Rubik's Cube Vocabulary and the worksheet. In the same year, Esa Fitri (2020) conducted research intended to prove whether or not Big Cube, as one of the games used in the process of vocabulary teaching and learning at one class of grade 8 of one State Junior High School (SJHS) in South Tangerang, Indonesia. According to her research, using Big Cube effectively increased students' vocabulary mastery. The results showed that as one of the games, Big Cube was an effective instructional medium in increasing 8-grade students' vocabulary mastery. Zahraa & Apriani (2017) also investigated if thmagic dice cube game can be used for elementary school students. According to the findings of the study, the Magic Dice Cube game can be used as an alternative in learning vocabulary, for students in elementary school level. In they project, they produced a set of Magic Dice Cube game consisting of six sets of question cards related to part of body, vegetables, fruits, nouns, adjectives, colors, animals and professions, a set of shocking cards, and a big dice. This game can be used in classes during the learning-teaching process.

Some studies also raise the use of cube as a teaching-learning media. Lieban & Lavicza (2019) tried to explain developing such learning environments and scenarios, and preparing teachers to utilize alternative resources in their classrooms, such as cube. The results of this study showed that Cube a a teaching strategy was an effective media. For the same reason, Saygili et al., (2016) presented the cube media to increase students' self-confidence in the conversation. The findings revealed that most students managed to participate with other group members in class activities. The student mentioned on their Self Reflection Sheets that they love the story cubes and that the story cubes allowed them to express themselves in a free way since it made learning fun. Based on the finding above, the discussion divided into several main themes as follow:

#### **THE EFFECT OF USING CUBE AS LEARNING MEDIA IN READING COMPREHENSION**

In the teaching and learning process, media implementation is very important for students, especially in teaching reading comprehension. Teachers are the most important factor in enhancing lesson models for students. Effective learning and fun is an suitable media to improve their reading comprehension. Cube media is an effective method to make students more active in the class and enjoy the learning process. Students also easy to understand about all material texts that given by teacher. The cube is assumed to help students feel more enjoy in the learning process and easier while playing the media by using the cube in memorizing the text (Shofiyuddin, 2016).

According to Prystiananta (2019), in her research, teaching reading using the alphabet cube strategy significantly improved the reading comprehension of young learners students and also teacher-students relationship. She used cube media to see how the cubing strategy affected the reading comprehension of young learners. According to her findings, cubing strategy has

an influential role in developing teach the reading comprehension level of young learners students and also improve teacher-students relationship.

#### **USING VOCABULARY CUBE AS MEDIA IN TEACHING VOCABULARY**

Cube media cannot only be used for reading comprehension but can also be used with other skills, one of these skills is vocabulary. Vocabulary contributes learn not only new words but also the meanings and applications of those words, which helps them understand written and spoken texts. Several studies on this topic have been found quite a lot, as in the research conducted by Zahraa, Safra Apriani (2017), in their studies, to improve students' vocabulary mastery, they find a solution for students in learning English to make a magic dice cube game to learn English vocabulary. It emphasizes the importance of vocabulary in learning process. Another study conducted by Saraswati et al. (2020) found that the rubic's cube has an important role in improving students' vocabulary mastery. It is because Rubic's cube is a colorful, interesting, and useful media for increasing the leaning process.

#### **CUBE MEDIA FOR STUDENTS' WRITING SKILL**

Cube media can be used to improve the writing skill of students. Writing is a comprehensive skill that students need because it involves ideas, grammar, vocabulary, and other aspects. Since students' writing performances are used to evaluate how well they have developed their writing skills, constant formative and summative evaluations are conducted. In the study conducted by Wahyuni (2016), using Roll a Dice Cube can improve students' writing skills and make the class more active in using the cube.

#### **USING CUBE AS A LEARNING MEDIA TO IMPROVE GRAMMAR**

Using simple media and interesting methods in teaching grammar is the most important thing teachers must give students. Even though students do not fully comprehend the rules, the current grammar learning method requires memorization. As a result, the students do not follow the rules they have learned in class. Bearing that in mind, the research conducted by Anugerah et al. (2015) discovered that a grammar cube is effective as an alternative grammar learning media and helps increase students' interest in learning grammar.

#### **THE BENEFITS OF USING CUBES IN TEACHING-LEARNING**

Learning a new language requires effort to comprehend, accurately repeat, understand the new language, and utilize the entire range of known languages in reading. Students can develop their comprehension of the text and repeatedly produce the same grammar and structure by using media in language instruction. Media can also be used to teach and learn languages. There are four major benefits of using cube media in language learning as follow:

1. Cube media can help many students or learners keep their interest in learning a language.
2. Cube media can assist teachers in developing contexts where language is useful and meaningful. Patterns are taught when teaching English. The media can be used to teach this pattern in a meaningful way.

3. Cube media allow for the repetition use of a language form. Media provide the key feature of the drill with the opportunity to work with language as living communication by making it convey information and opinion.
4. Cube media can be found to provide practice for all skills, stages of the teaching-learning process, and various types of communication.

## CONCLUSION

From the results of the analysis that has been carried out, a media cube can be used as media for learning various English skills and components. It can be concluded that Question Cube is a suitable medium for teaching students English skills. The media cube offers distinct advantages for learning English through its innovative approach to incorporating multimedia resources. By using the media cube, learners gain access to various authentic media that enable exposure to real-life language use, enhance reading comprehension skills, learning grammar and vocabulary while immersing learners in the cultural aspects of the English language. Moreover, the interactive nature of the media cube encourages active engagement, as learners can roll the cube to explore different media sources and respond to corresponding prompts. With its integration of multimedia resources and interactive learning experiences, the media cube is a dynamic and effective tool for English language learners. By using this media, the students are encouraged to be active readers, creative thinkers, and strategic readers while answering questions of the text or passage.

Despite all the strengths mentioned above, there are also the weaknesses of using cube media, such as, it takes a lot of time to do question cube media in learning, such as for groups and explaining the material. It is suggested for teachers manage time well when they want to use Question Cube as a learning medium. For example, teachers can prepare learning materials that are simple and easy to understand by students so that this media can be used in class without taking a long time.

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