

**THE EFFECTIVENESS OF STORY CUBES GAME IN
TEACHING ENGLISH SENTENCE WRITING AT SEVENTH 1
GRADE STUDENTS OF SMPN 35 SINJAI**



A THESIS

As a Requirement for Compiling a Thesis
English Education Study Program (S.Pd)

By:

PUTRI NURAURA ALFIANI

NIM. 210110009

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY TARBIYAH AND TEACHER TRAINING
ISLAMIC UNIVERSITY OF AHMAD DAHLAN
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**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TARBIYAH AND TEACHER TRAINING
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PENGESAHAN SKRIPSI

Skripsi berjudul, *The Effectiveness of Story Cubes Game in Teaching English Sentence Writing at Seventh 1 Grade Students of SMPN 35 Sinjai*, yang ditulis oleh Putri Nuraura Alfiani, Nomor Induk Mahasiswa (NIM) 210110009, Mahasiswa Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Ahmad Dahlan, yang dimunaqasyahkan pada hari Sabtu, tanggal 5 Juli 2025 M bertepatan dengan 9 Muharram 1447 H, telah diperbaiki sesuai catatan dan permintaan Tim Penguji, dan diterima sebagai syarat memperoleh gelar Sarjana Pendidikan (S.Pd.).

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ABSTRACT

Putri Nuraura Alfiani. *The Effectiveness of Story Cubes Game in Teaching English Sentence Writing to Grade 7 Students of SMPN 35 Sinjai.* Thesis. Sinjai: English Education Study Program, Faculty of Tarbiyah and Teacher Training, Ahmad Dahlan Islamic University (UIAD) Sinjai, 2025.

This research aims to determine the effectiveness of using the Story Cubes game in teaching English sentence writing to the students of Grade 7-1 at SMPN 35 Sinjai.

The type of research used is a quasi-experimental with a one-group pretest-posttest design and a quantitative approach. The research was conducted on 18 students of Grade 7-1 at SMPN 35 Sinjai as the research sample. The data collection techniques used in this research include observation, questionnaires, tests, and documentation. The data analysis techniques used were the Normality Test, Homogeneity Test, Paired Sample T-Test, and N-Gain Test.

The results of the data analysis show that the normality test using Shapiro-Wilk resulted in a significance value of 0.947 for the pretest and 0.617 for the posttest, both of which are greater than 0.05, indicating that the data are normally distributed. The homogeneity test using Levene's Test also showed homogeneous data with a significance value of 0.098 (> 0.05). Furthermore, the results of the Paired Sample T-Test showed a significance value (2-tailed) of 0.000, which is less than 0.05. This indicates a significant difference between the students' pretest and posttest scores after being given treatment using the Story Cubes game. The improvement in students' learning outcomes is also supported by the N-Gain test results, which showed a score of 0.6490 or 64.89%, rounded to 65%, and categorized as "moderate." Descriptively, the students' average score increased from 36.36 in the pretest to 97.14 in the posttest. Based on these results, it can be concluded that the Story Cubes game is effective in teaching English sentence writing to Grade 7-1 students of SMPN 35 Sinjai.

Keywords: Effectiveness, Story Cubes Game, Sentence Writing

مستخلص البحث

بوتري نورأوري ألفياني. فعالية لعبة مكعبات القصة في تعليم كتابة جمل باللغة الإنجليزية لطلاب الصف السابع في مدرسة المتوسطة الحكومية ٣٥ سنجائي. الرسالة العلمية. سنجائي: قسم تعليم اللغة الإنجليزية، كلية التربية وتدريب المعلمين، جامعة أحمد دحلان الإسلامية، سنجائي، ٢٠٢٥.

تهدف هذه الدراسة إلى تحديد فعالية استخدام لعبة مكعبات القصة في تعليم كتابة جمل باللغة الإنجليزية لطلاب الصف السابع في مدرسة المتوسطة الحكومية ٣٥ سنجائي.

استخدمت هذه الدراسة دراسة شبه تجريبية بتصميم اختبار قبلي وبعدي لمجموعة واحدة ومنهجًا كميًا. أجريت هذه الدراسة على ١٨ طالبًا من طلاب الصف السابع في مدرسة المتوسطة الحكومية ٣٥ سنجائي كعينة بحث. شملت أساليب جمع البيانات المستخدمة في هذه الدراسة الملاحظة والاستبيانات والاختبارات والتوثيق. أما أساليب تحليل البيانات المستخدمة فكانت اختبار التوزيع الطبيعي، واختبار التجانس، واختبار T للعينات المقترنة، واختبار N-Gain. أظهرت نتائج تحليل البيانات أن اختبار التوزيع الطبيعي باستخدام شاير-ويلك أنتج قيمة دلالة إحصائية قدرها ٠.٩٤٧. للاختبار القبلي و٠.٦١٧ للاختبار البعدي، وكلاهما أكبر من ٠.٠٠٥، مما يشير إلى أن البيانات كانت موزعة بشكل طبيعي. أظهر اختبار التجانس باستخدام اختبار ليفين أيضًا أن البيانات كانت متجانسة بقيمة دلالة إحصائية قدرها ٠.٠٠٩٨ (< 0.005). علاوة على ذلك، أظهرت نتائج اختبار T للعينة المزدوجة قيمة دلالة إحصائية (ذات طرفين) قدرها ٠.٠٠٠٠ والتي كانت أصغر من ٠.٠٠٥. لذلك كان هناك فرق كبير بين درجات الاختبار القبلي والبعدي بعد معالجتها باستخدام لعبة مكعبات القصة. كما تم دعم التحسن في نتائج تعلم الطلاب من خلال نتائج اختبار N-Gain البالغة ٠.٦٤٩٠ أو ٦٤.٨٩٪، مقربة إلى ٦٥٪، والتي تم تضمينها في فئة "متوسطة". وصفيًا، ارتفع متوسط درجات الطلاب من ٣٦.٣٦ في الاختبار القبلي إلى ٩٧.١٤ في الاختبار البعدي. بناءً على هذه النتائج، يمكن الاستنتاج أن لعبة مكعبات القصة فعالة في تعليم كتابة الجمل باللغة الإنجليزية لطلاب الصف السابع في مدرسة المتوسطة الحكومية ٣٥ سنجائي.

الكلمات الأساسية: الفعالية، لعبة مكعبات القصة، كتابة الجمل

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CHAPTER I

INTRODUCTION

A. Background of the Research

In today's era of globalization, English language proficiency is crucial for the global community, including in Indonesia. English has become the most widely used international language in various sectors, such as education, trade, technology, and diplomacy. An individual's future success, both in career and education, often depends on their ability to communicate in this language. Therefore, teaching and mastering English should be one of the key competencies emphasized to students from an early age. In Indonesia, English has been involved in the curriculum as a subject (Aminah et al., 2023). English is taught as a mandatory foreign language in schools. English learning begins from elementary school level through to university level (Harmilawati, 2020). This shows that English plays a crucial role in the education system in Indonesia. As a mandatory subject, English is taught from elementary school to university level, indicating that proficiency in English is considered essential for preparing Indonesia's youth to face global competition.

In the context of English language learning, there are four main skills that students must master: listening, speaking, reading, and writing. Among these four skills, writing is often considered the most difficult skill for students to master, especially in the context of a foreign language (Sulistiyaningsih et al., 2023). This is because writing is a complex productive skill that involves various linguistic, cognitive, and socio-cultural aspects.

Writing is a complex skill in a second language (L2) because it requires both higher-level skills, like organizing and planning, and lower-level ones, like spelling and grammar (Hartina, 2023). Writing is an essential language skill used as a means of indirect interaction between individuals. This skill involves various stages in the writing process, aimed

at creating a work that successfully conveys ideas using language accurately. Writing is an activity of conveying a message or expressing an idea in written form (Wati & Sudigdo, 2019). Writing skills offer numerous benefits and have a significant impact across various aspects of life, making them essential to possess. This skill enables individuals to convey ideas and information clearly and accurately, which is crucial for daily communication, both in professional and personal settings. In the workplace, strong writing ability is an asset that can enhance career opportunities, as many jobs require skills in drafting reports, emails, and other documents. In the academic world, writing skills are also vital for expressing understanding of course material.

In the academic world, writing skills are also essential for expressing understanding of subject material. Students are often required to write essays and research reports that demand analysis and effective communication of ideas. Additionally, writing provides an opportunity for self-expression, whether through journals, poetry, or essays, allowing individuals to explore their identities and perspectives. The writing process involves analysis, planning, and revision, all of which contribute to the development of critical thinking skills. This helps writers understand the topics discussed and build logical arguments. Writing also serves as a means to document knowledge and experiences, ensuring that valuable information can be preserved and passed down to future generations.

The importance of developing writing skills aligns with the goals of national education as outlined in the Republic of Indonesia's Law No. 20 of 2003 on the national education system, Article 3. The law states that national education aims to "develop the potential of students to become people who are faithful and devoted to God Almighty, possess noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens" (Republik Indonesia, 2003). In this context, mastering English writing skills, particularly in writing descriptive texts, can be seen as an integral part of efforts to develop

students who are "knowledgeable" and "capable" and able to compete in the era of globalization. Allah says in the Qur'an, Surah Al-Kahf (18) verse 109, as follows:

كَلِمَاتُ تَنفَذَ أَنْ قَبْلَ الْبَحْرِ لَنفَدَ رَبِّي لِكَلِمَاتٍ مِدَادًا الْبَحْرُ كَانَ لَوْ قُلْ
مَدَدًا بِمِثْلِهِ جُنَّا وَلَوْ رَبِّي

"Say, 'If the sea were ink for [writing] the words of my Lord, the sea would be exhausted before the words of my Lord were exhausted, even if We brought the like of it as a supplement.'"

This verse emphasizes the greatness of Allah's knowledge and words. Even with an abundance of ink and pens, Allah's knowledge and words would never be fully exhausted or captured. It highlights how vast and deep Allah's knowledge is, as well as the importance of seeking knowledge and understanding His revelations.

In the context of this research, the verse can serve as a spiritual foundation and motivation for students to develop their writing skills, including in foreign languages such as English. Writing skills are not only important for academic and professional purposes but also as a means of spreading knowledge and positive values on a broader scale.

Based on the initial observations conducted by the researcher at SMP 35 Sinjai, several obstacles faced by students in the writing process were identified. These findings were obtained from interviews conducted on September 30 2024, with 10 seventh-grade students. They expressed that there are often mistakes in writing English vocabulary due to the differences between pronunciation and spelling. Moreover, students often find it difficult to start or develop their writing due to a lack of inspiration or clear guidance. The fear of making mistakes also becomes a hindrance, causing students to be reluctant to write or to lack confidence in developing their ideas. Febriani (2022) stated that the difference between pronunciation and spelling in English is one of the main factors

contributing to vocabulary writing errors among elementary and secondary school students (Febriani, 2023)

Story Cubes is a dice game designed to stimulate players' creativity and imagination. Players roll dice that have pictures or icons on them, and then they create sentences based on the images that appear. In the Story Cubes game, there are several picture dice. The goal of the game is to encourage all players to use their imagination by turning the images on the dice into a story (Sultan et al., 2020).

The Story Cubes game has become a useful tool for teaching English because it allows students to use their imagination to create unique sentences based on the images that appear on the dice. In addition, this medium helps players improve their language skills by building coherent narratives and constructing sentences.

Based on the research findings, the researcher discovered that some students did not know how to write words or sentences in English. In this case, the researcher first conducted an evaluation and then decided to do experiment by applying a medium called the Story Cubes game.

Therefore, this is the reason why the researcher chose to use the Story Cubes game as an experimental tool in the research titled "**The Effectiveness of the Story Cubes Game in Teaching English Sentence Writing At seventh 1 Grade Students of SMPN 35 Sinjai.**"

B. Research Questions

Based on the problem statement above, the research question for this research is as follows: Is the story cubes game effective in teaching English sentence writing at seventh 1 grade students of SMPN 35 Sinjai?

C. Objective of The Research

Based on the problem statement above, this research aims to determine the effectiveness of using story cubes game in teaching English sentence writing at seventh 1grade students of SMPN 35 Sinjai.

D. Significances of The Research

Based on the research objectives achieved, this research is expected to provide the following benefits:

1. Theoretical Benefits

This research demonstrates that the use of *Story Cubes* encourages students to develop their imagination and creativity, enabling them to build their understanding independently during the learning process. In the context of English language teaching, the findings contribute to the development of innovative teaching methods focused on improving writing skills and introduce game-based approaches as an effective way to enhance students' language abilities. Furthermore, the results of this research can serve as a valuable reference for future research on utilizing *Story Cubes* to develop other English language skills, such as speaking, reading, and listening.

2. Practical Benefits

The results of research can provide information and additional knowledge about the effectiveness of using the *Story Cubes* game in teaching English writing to 7th grade students at SMPN 35 Sinjai.

a. For Universities

This research is expected to be used or applied to influence student learning outcomes, making the teaching process more effective, especially in writing instruction.

b. For Teachers

This research is anticipated to enhance teachers' understanding and provide information for improving learning media that meet students' needs, particularly using the *Story Cubes* game.

c. For Students

This research aims to enhance students' learning experience using *Story Cubes*, which helps them understand the material, practice new vocabulary, and improve writing skills. Through the

game, students can collaborate and discuss, in line with social learning theory, which emphasizes interaction in the learning process.

d. For Researchers

This research aims to offer the researcher fresh insights and valuable experience in carrying out the research process, while also serving as a requirement for the completion of the thesis

CHAPTER II

THEORITICAL REVIEW

A. Literature Review

1. Theory of Effectiveness

a. Definition of Effectiveness

The word "effective" comes from English, meaning successful or something that is done successfully. According to Miarso (2004), learning effectiveness is a primary quality standard in potential education and is often assessed based on the achievement of goals. It can also be defined as the accuracy in managing a particular situation. Effective learning is a combination of people, materials, facilities, equipment, and procedures aimed at transforming students' behavior in a positive direction, aligning with their and individual differences, to achieve the established learning objectives (Ahmad, 2021).

Effectiveness as an aspect related to success, benefits, and the extent to which targets (quantity, quality, and time) have been achieved from an action applied to research subjects (Soraya, 2022). Meanwhile, according to Tasika and Giyarsi, effectiveness is essentially the achievement of the objectives of a curriculum program according to the original plan so that it can be useful both for curriculum program according to the original plan so that it can benefit both the perpetrators and the organizers (Tasika & Giyarsi, 2022).

Learning effectiveness can be defined as a measure of success in the learning process between students, or between students and teachers, in achieving learning objectives. The effectiveness of learning can be observed through student activities during lessons, student responses to learning, and student mastery of concepts. To achieve an effective and efficient learning process, a reciprocal relationship between students and teachers is

necessary to reach a common goal. Additionally, it must be adapted to the school environment, facilities and infrastructure, and learning media, which are essential in supporting the learning process (Tuasikal et al., 2021).

The effectiveness of learning is a measure of the success of an interaction process among students or between students and teachers in an educational setting to achieve learning objectives. The effectiveness of learning can be observed from students' activities during the learning process, their responses to the learning, and their mastery of concepts (Rohmawati, 2018).

Based on the explanation above, the researcher concludes that effectiveness is the extent to which a desired goal or outcome is achieved. It measures how well the resources, time, and effort invested produce outputs that meet established expectations or standards. In the context of learning, effectiveness is often associated with the success of the educational process in achieving predetermined learning objectives.

b. Indicators of Effectiveness in Teaching

Learning is considered effective when the desired targets have been achieved. Several indicators can be used to determine if learning is effective (Baharun et al., 2021) including:

1) Implementation of Learning

This includes the extent to which the story cubes game method can be executed in accordance with the established objectives. This means that all planned learning activities are carried out according to the schedule and methods that have been outlined.

2) Student Response

Positive student responses to learning indicate that they are engaged and motivated. This can be measured through surveys, interviews, or observations that record how active and

enthusiastic students are during the teaching and learning process.

3) Learning Outcomes

This indicator examines the results achieved by students after the learning process has taken place. Learning outcomes can be measured through tests, exams, or other evaluations that demonstrate the level of understanding and skills acquired by students (Sumarno et al., 2023).

Based on the description above, in this research, the researcher used three indicators proposed by Baharun et al. to measure the effectiveness of the Story Cubes Game Method in teaching sentence writing, namely: (1) Implementation of Learning, (2) Student Response, and (3) Learning Outcomes. These three indicators help the researcher to comprehensively analyze the effectiveness of the Story Cubes Game in teaching English writing at seventh 1 grade students of SMPN 35 Sinjai.

2. Definition of story cubes game

a. Understanding the story cubes game

Story Cubes is a game that uses picture dice to stimulate writing skills by encouraging players to connect the images on the dice into a sentence. This process involves group play, allowing each player to contribute to the sentence.

This game helps players hone their sentence-building skills, enrich their vocabulary, and construct coherent sentences. According to Strong & Amodei The use of Story Cubes can help students enrich their vocabulary, as they are encouraged to use new or more varied words when constructing a story (Strong & Amodei, 2024). Daniels found that Story Cubes are effective in fostering creativity and enriching children's vocabulary. In a research focused on the use of this tool in language learning, In their research, they emphasize that Story Cubes are an effective

tool for enhancing language skills, particularly in second language learning. With Story Cubes, participants are encouraged to speak and write sentences, which in turn stimulates creative thinking and enriches vocabulary (Pratiwi, 2018).

From the above statement, it can be concluded that Story Cubes are an effective tool for stimulating creativity, improving language skills, and assisting in constructing sentences both orally and in writing. By using picture dice, players can connect the images into sentences, which in turn helps them enrich their vocabulary and develop more complex sentence structures.



Picture 1.1 Cubes

b. Advantages of the story cubes

Story cubes offer several advantages in the writing learning process:

1) Stimulates Creativity and Imagination

This game uses picture dice that stimulate students' imagination to connect images into a sentence. According to (Pratiwi, 2018), this game is very useful in enhancing creativity, because the pictures on the dice provide inspiration to generate unique and innovative story ideas.

2) Improving Sentence Structure

The use of Story Cubes in writing instruction can improve students' understanding of sentence structure and grammar.

Students who engage in learning using word games show improvement in their ability to construct correct and effective sentences. This is linked to an increased understanding of sentence structure through various word games (Witarsa, 2024)

3) Building Teamwork

Group-based games like Story Cubes can enhance students' teamwork skills. In this game, Students collaborate to build sentences together, strengthening their collaborative skills and allowing them to learn from each other's ideas.

The implementation of group learning can improve students' teamwork. This method allows students to think independently, discuss with a partner, and share ideas with the group, which in turn enhances teamwork skills (Leonardo, 2021)

Small group activities can be stimulating, provocative, and enjoyable, thus ensuring a more active and meaningful learning process (Bahrin, 2020)

c. Disadvantages of the story cubes game

Story cubes also have some drawbacks that should be considered in their use:

1) Limited time

In the context of using Story Cubes to form sentences, limited time can add challenges for students. The time constraints while writing may encourage productivity and efficiency, but it can also cause students to feel rushed and struggle with constructing more complex sentences or considering the correct sentence structure. (Andriani et al., 2023)

2) Difficulty for Beginner students

Students who are beginners or not yet accustomed to this game may find it difficult to connect the images into a complex sentence or understand the correct sentence structure. This can be due to limited vocabulary (Sultan & Muhammad, 2018).

3) Disruption of the learning environment

The interactive and collaborative nature of the game can make the classroom noisy, potentially disrupting the concentration of other students who may prefer working independently (Nur Anisa Rahman, 2024).

d. Procedure for Using the Story Cubes Game Method in Teaching English Writing (Febriyanti, 2018)

1) Preparation

- a) Prepare the story cubes to be used in the activity.
- b) Divide the students into small groups of 3-4 members each.
- c) The teacher explains the rules of the game, where each group must roll one die and then combine the images from each group's roll into a sentence.
- d) The teacher provides an example of how to connect the images into a sentence.

2) Writing process

- a) Each group starts by rolling the dice and observing the images that appear on the sides of the dice.
- b) The group will create a sentence by combining the elements depicted on the dice. Each group member will contribute based on the image that appears after rolling the dice.
- c) Each group will write a sentence using the images shown on the dice.

3) Completion

1. After the group writes their sentence, they revise it to ensure that it is coherent. Students can correct grammatical errors and refine their sentences.
2. Each group reads the sentence they created in front of the class. Other students may give feedback or suggestions.
3. The teacher provides feedback on the creative use of images and the fluency of vocabulary.

4. As a closing activity, students are asked to reflect and write briefly about their experience using Story Cubes and how it helped them in writing more creative sentences.

3. Definition of Teaching English

Teaching is a process of interaction between teachers and students that aims to transfer knowledge, skills, and values (Hiryanto, 2017). In addition, teaching is also seen as a professional activity that requires certain competencies from the teacher which includes an understanding of the curriculum, teaching methods, and the ability to adapt the approach to the needs of students (Muhammad, 2018). Teaching is the learning process carried out by an educator and is understood as a system consisting of interrelated components that work together to achieve predetermined objectives, where educators must possess skills in teaching methods and experience, with teachers playing a very important role in the overall process (Harahap et al., 2023).

Teaching is a planned process aimed at achieving specific objectives, developing students' personalities and skills, while considering the diversity of students' interests, talents, and learning styles in shaping their behavior (Ergawati et al., 2023). Teaching describes the tasks and activities carried out collaboratively by educators and their students, systematically designed by a teacher using appropriate methods and techniques to create an environment that facilitates the learning process (Jimry, 2020).

Hollins in (Firdaus et al., 2019) argue that teaching is a complex activity and a multidimensional process that requires in-depth knowledge and understanding across broad areas, as well as the ability to synthesize, integrate, and apply that knowledge in various situations under diverse conditions, with both groups and individuals who may differ widely.

Based on the various definitions above, it can be concluded that teaching is a professional process of interaction between teachers and students that aims to transfer knowledge, skills, and values in a planned and systematic manner. Teaching not only requires an understanding of subject matter and teaching methods, but also demands the teacher's ability to adapt approaches to the needs, characteristics, and diversity of students. As a complex and multidimensional process, teaching involves collaboration between teachers and students in creating an effective learning environment, with the teacher serving as the designer, implementer, and primary facilitator of the learning process.

4. Basic Concepts of Writing

a. Definition of Writing

Writing is one of the four basic skills in English, alongside reading, listening, and speaking. Writing involves the ability to express ideas, thoughts, and information in written form.

Writing can be defined as the activity of conveying ideas or thoughts using written language as the medium of communication (Kehidupan, 2021). Writing is an activity that involves expressing ideas or thoughts through a complex skill in an active and productive manner, using symbols of letters and numbers systematically so that they can be understood by others. In addition, writing is an activity that is often carried out by individuals to express their ideas through written text. In writing, several aspects need to be applied by the writer, namely grammar, vocabulary, and spelling, within a complete, logical, coherent, and systematic discourse (Rizkiani & Rifdah, 2022). Writing is an activity of expressing ideas and feelings in the form of letters, numbers, and linguistic symbols on a specific page using writing tools (Laila Qadaria et al., 2023).

Other definition from Sa'adah, Writing is the ability to express ideas, thoughts, and feelings in written form which includes the use of proper grammar, organization of ideas, and selection of appropriate words to convey messages clearly to readers (Sa'adah, 2020)

Based on these definitions, it can be concluded that writing is a complex process that involves an individual's ability to convey ideas, thoughts, and feelings in written form. This activity requires an understanding of written symbols, language skills, and adherence to established writing conventions. Additionally, writing demands time and consistent practice to be effectively mastered.

b. Objectives of Writing

In general, the purpose of writing is to convey information, express feelings and thoughts, influence or persuade the reader, entertain, and document information. Writing serves not only as a means of communication but also as a tool for developing thought and expressing oneself. The purpose of writing is to elicit the desired response from the reader. Every writing activity has specific objectives that the writer must and wants to achieve (Rahmanda, 2024). Additionally, the purpose of writing is to serve as a means of communication in written form. Each type of writing naturally has a variety of objectives (Pratiwi, 2018). a writer typically has a purpose from the moment the desire to write emerges. After reading a piece of writing, readers can more easily identify the author's intent, whether it is to inform, entertain, or persuade. Broadly speaking, the purposes of writing can be categorized into several groups: to inform, to persuade, to express oneself, to entertain, to create something, and to solve problems. It can be concluded that every writer has a purpose that underlies their desire to write, which may include providing information,

entertaining, influencing, or expressing themselves. The purpose of writing exists in the writer's mind before the writing process begins and can be identified by the reader after engaging with the text.

c. Elements of Writing

Writing is a skill in English that consists of several important and interrelated components. According to Annisah et al., these components include content, organization, vocabulary, writing techniques, and grammar (Annisah et al., 2021). In the writing process, there are several elements that must be considered:

1) Content

Writers need to carefully consider the material they present. This involves the process of selecting and developing the ideas that expressed in the writing.

2) Organization

A writer's ability to arrange sentences in their writing is crucial. Additionally, the writer must effectively organize the flow of thoughts (chronological order) so that readers can easily follow and understand the sequence of events or ideas presented in the text.

3) Vocabulary

The choice of precise and accurate words is essential. This helps to avoid ambiguity for the reader and facilitates interpretation of the content, meaning, and purpose of the writing.

4) Writing Techniques

This aspect relates to the proper use of punctuation. Mastery of this technical aspect enhance the clarity and readability of the writing.

5) Grammar

This element is the foundation of any piece of writing. Correct use of grammar significantly impacts the quality of other components, including content, organization, vocabulary, and technical aspects of the writing.

An understanding and mastery of these components are essential for developing writing skills. Each component plays an important role in creating effective, clear, and engaging writing. Skilled writers can harmoniously combine all these elements to produce high-quality written work.

d. Sentences

Definition of Sentence

In general, a sentence is the smallest unit of language that expresses a complete thought, either in spoken or written form. A sentence typically consists of a subject and a predicate, and is spoken or written with a certain intonation that indicates the end of the sentence.

According to several experts, a sentence is the smallest unit of language, in spoken or written form, that conveys a complete thought. In spoken form, a sentence is articulated with variations in pitch and loudness, interspersed with pauses, and concluded with a final intonation followed by a moment of silence, which prevents the occurrence of sound blending, assimilation, or other phonological processes. Another approach is presented by al-luhaibi, who examines sentences from two perspectives: structural and semantic. Structurally, a sentence is viewed as the highest grammatical unit that stands independently within a language system. Semantically, a sentence functions to convey a complete and coherent meaning to the reader or listener (Al-luhaibi, 2024).

From these various perspectives, it can be concluded that a sentence is the smallest unit of language that is grammatically complete and capable of expressing a single, coherent thought or idea. A sentence is composed of structural elements such as a subject and a predicate, marked by intonation or punctuation boundaries, and serves as a primary means of conveying meaning, both in spoken and written forms.

Tabel 2.1

Scoring Criteria for English Sentence Writing Using the Story Cubes Game

No	Creativity	score
1. Relevance to Image	a. The sentence matches the image on the cubes. b. The meaning of the sentence is clear.	1-4
2. Sentence Structure	a. The sentence contains a subject and a predicate. b. Basic grammar is used correctly.	1-4
3. vocabulary	a. Word choices are appropriate to the picture. b. No vocabulary errors.	1-4
4. mechanics	a. The sentence begins with a capital letter. b. The sentence ends with correct punctuation.	1-4
5. Creativity	a. The sentence is not directly copied from examples. b. The sentence shows imagination.	1-4

Adapted from (Nurmala et al., 2023)

Scoring

Score 4 = if 4 indicators are fulfilled

Score 3 = if 3 indicators are fulfilled

Score 2 = if 2 indicators are fulfilled

Score 1 = if only 1 indicator is fulfilled

Final Score = (score obtained / maximum score) x 10

B. Relevant Research

Several previous studies serve as sources or references for this research, including:

1. The first study was conducted by Nafa Nazwa Purba and colleagues with the title "*The Effect of Applying Cubes Story as a Teaching Media on the Students' Writing Skill Improvement in English Narrative Text*". This study concluded that the use of the Story Cubes game in the learning process can improve students' writing skills (Nafa Nazwa Purba and colleagues, 2024)

The similarity between the previous research and the current research lies in the use of the Story Cubes game in teaching writing. However, the difference lies in the research focus, where the previous study tested its impact, while the current study examines its effectiveness.

2. The second relevant study was conducted by Sultan and Muhammad, titled "*The Use of Story Cube Game on Narrative Writing Skills of Sixth-Grade Students at SDN 161 Pinrang.*" This study concluded that the use of Story Cube significantly impacts and improves students' writing skills (Sultan & Muhammad, 2018)

The similarity between the previous research and the current study lies in the use of the Story Cube game in teaching writing. Meanwhile, the difference lies in the focus on narrative writing.

3. The third relevant study was conducted by Sultan, titled "*Story Cube in Increasing Narrative Writing Skills.*" This study concluded that the use of Story Cube greatly aids the process of students' narrative writing (Sultan et al., 2020)

The similarity between the previous research and the current study lies in the teaching of writing. Meanwhile, the difference in the previous research is its focus on narrative writing.

C. Hypothesis

The research hypothesis are formulate as follows:

H0 : The use of Story cubes game is not effective in teaching English sentence writing at seventh 1 grade students of SMPN 35 Sinjai.

H1 : The use of story cubes game is effective in teaching English sentence Writing at seventh 1 grade students of SMPN 35 Sinjai.

CHAPTER III

RESEARCH METHOD

A. Type & Approach of The Research

1. Type of the Research

The type of the research employed is an experimental research.

Experimental research is the only type of research that is more accurate/comprehensive than other types of research in determining cause-and-effect relationships. Experimental research is the only type of research that offers greater accuracy and comprehensiveness compared to other methods in determining cause-and-effect relationships. This is because experimental research allows the researcher to control variables strictly, manipulate the treatment given, and compare changes that occur after the intervention. Consequently, experimental research provides stronger evidence of the effect of a treatment on specific variables and yields findings with high internal validity.

The research design that used in this research is a one-group pretest-posttest design. The research is conducted on a single group (the experimental group) without a control group. This research design is measured using a pre-test before the treatment and a post-test after the treatment, allowing for a more accurate assessment of the results.

2. Research Approach

The research approach used in this research is a quantitative approach. The quantitative approach involves analyzing numerical data processed using statistical methods (Ahyar et al., 2020). The reason of the researcher chose a quantitative approach is to obtain an objective measurement of the effectiveness of using story cubes games. The numerical data generated can be helpful to analyze the extent to which story cubes games improve students' writing instruction. The primary objective of this research is to test the hypothesis that story cubes games are effective in students' writing learning. This quantitative approach focuses on the effectiveness of using story cubes games in teaching

writing sentence at seventh 1 grade students of SMPN 35 Sinjai. Here is the experimental research design, which can be seen in the table.

Tabel 3.1
One-Group Pretest-Posttest Design

Pre-test	Treatment	Post-test
O ₁	X	O ₂

(Sugiyono, 2017)

Notes:

O₁: Pre-test score (before treatment)

X: Treatment (story cubes)

O₂: Post-test score (after treatment)

An additional explanation of the research design is as follows:

a. Pre-test

The pre-test was conducted to assess the initial abilities of the student group before they receive treatment in the form of the learning model. The students were given a writing test as a initial assesment to evaluate their writing proficiency in English language learning.

b. Treatment

After the pre-test, students were treated with the learning model that had been implemented. In this session, students actively participate in a game designed to improve their writing sentence skills. This model uses Story Cubes to teach writing, with the treatment duration lasting 90 minutes over 6 meetings.

c. Post-test

The post-test was conducted after giving treatment to students. It determine the difference in results before and after the treatment to students.

B. Variable Definition

Variable comes from the English variable with the meaning: "change", "non-fixed factors", or "symptoms that can be changed". According to (Sugiyono, 2017), a variable is anything that the researcher determines to

research and from which conclusions are drawn. In this research, there are two variables: the Independent Variable and the Dependent Variable.

1. Independent Variable

An independent variable is a variable that influences or causes changes in the dependent variable (Agustian et al., 2019). In this research, the independent variable is the use of the story cubes game as a learning medium. This game-based method involves students interacting with various images and stories generated by the cubes, fostering creativity and helping students organize their ideas. Through this interaction, the story cubes game aims to improve students' English writing.

2. Dependent Variable

A dependent variable is the variable that is observed to determine whether there is an effect from the independent variable (Christalisana, 2018) . The dependent variable in this study is the teaching of English sentence writing for seventh 1 grade students of UPTD SMPN 35 Sinjai. Students received instruction on writing sentence, and from this instruction, it is expected that students improve their English writing. Sentence writing mastery refers to students ability to construct English sentences accurately and structurally, in terms of grammar, vocabulary, and coherence of meaning. This variable was measured through the results of the pre-test and post-test given before and after the treatment using the Story Cubes game.

C. Place and Time of Research

1. Place of The Research

This research was conducted at the seventh 1 grade classroom of SMPN 35 Sinjai, located at Jl. Petta Ponggawae, No. 54, Bongki Subdistrict, North Sinjai District, Sinjai Regency, South Sulawesi Province. The researcher choose this location because they had previously conducted research at this school as part of their coursework. The researcher observed that the students' writing skills in English were still lacking, which motivated them to conduct further research in this setting using media in writing instruction.

2. Time of Research

This research was conducted from May 2025 to June 2025. During this period, the researcher was able to collect and analyze data, as well as draw important conclusions regarding the students' learning outcomes related to the use of the Story Cubes game in teaching English writing sentence at seventh 1 grade students of SMPN 35 Sinjai, which was the main focus of this research

D. Population and Sample of The Research

1. Population

Population can be defined as all elements in a reserch, including objects and subjects with certain characteristics and characteristics (Amin et al., 2023). The population in this research focuses on seventh 1 grade students at UPTD SMP Negeri 35 Sinjai, totaling 18 students. The number of seventh 1 grade students at UPTD SMP Negeri 35 Sinjai can be seen in the table below.

Tabel 3.2

Class Seventh 1 Students at UPTD SMP Negeri 35 Sinjai

Female	Male	Total
6	12	18

(Documentation from UPTD SMP Negeri 35 sinjai)

2. Sample

A sample is a portion of the population that possesses certain characteristics (Sugiyono, 2017). The sample in this research consists of 18 students from class seventh 1 at SMP Negeri 35 Sinjai, selected using the total sampling method. According to Sugiyono in (Putri et al., 2018), “Total sampling is a method in which every member of the population is included as a sample”. The sample in this research was determine by considering that the students in the class have almost the same level of

knowledge in learning English, and many students in this class experience difficulties in writing in English.

E. Techniques of Data Collections

This research employed a quantitative research approach to gather and analyze data. Therefore, the data collection techniques used include observation, questionnaires, tests, and documentation

1. Observation

Observation is a process of direct observation of participants with a specific purpose (Adhandayani, 2020). In this reaearch, observation conduct as an initial research phase to determine how well students master the writing skills in English. The observation aims to assess the implementation of the story cubes game as a teaching medium for sentence writing among the seventh 1 students of SMPN 35 Sinjai.

2. Questionnaire

According to Sugiyono, a questionnaire is a data collection technique that involves giving several questions or written questions to respondents to answer (Sugiyono, 2017). When formulating questions in a questionnaire, the number of questions must be considered so that they are neither too few nor too many; what is important is that they contain essential indicators from the research. In this research, the questionnaire is administered with the aim of obtaining data regarding students writing learning.

The type of questionnaire used in this research is a closed questionnaire. A closed questionnaire is a questionnaire consisting of questions that can only be answered according to the responses provided by the researcher (Sugiyono, 2017). The scale used in the questionnaire is a Likert scale to measure students' opinions regarding writing learning in English.

3. Test

The data collection techniques using tests was carried out to determine the comparison of students' results before and after of story cubes game in writing instruction. The steps in administering the test consist of:

a. Pre-test

The pre-test is administered to measure students' initial ability in writing simple sentences before using the Story Cubes method. During the implementation, students are given 10 pictures, and each picture was used to create a sentence. The sentences must be meaningful and follow correct grammar. Afterward, the researcher collects the students' writings and evaluates them using the pre-determined assessment rubric. The pre-test question format is made uniform with the post-test to maintain the validity of the research. The pre-test consists of a written test with a total of 10 questions.

b. Treatment

After the pre-test, the researcher provides treatment to the students. The treatment used conduct using the story cubes game method. This treatment lasted place over three sessions, which was conducted over 5 meetings.. The steps taken during the treatment are as follows:

- 1) The researcher conducts lessons on English writing.
- 2) The researcher introduces the story cubes game to the students.
- 3) The researcher explains how to use the story cubes game to the students.
- 4) The researcher engages in learning together with the students using the story cubes.

c. Post-test

The post-test is administered to measure students' improvement after applying the Story Cubes game method. In its implementation, students are again given 10 images from the Story Cubes with the same question format as the pre-test and were asked to writing simple sentences. The sentences had to match the images and use correct grammar. As in the pre-test, the students' writing was evaluated using the same rubric to maintain consistency.

4. Documentation

In this research, the researcher collected various documents relevant to the research, such as examples of student writing produced during the learning process. In addition, the researcher also take photos and (with permission) during the learning process to provide a visual representation of the application of the Story Cubes game method in the classroom. This documentation helped the researcher analyze the learning process more deeply and provide concrete evidence regarding the of the Story Cubes game in teaching sentence writing.

F. Research Instruments

In research, instruments tools are commonly referred to as research instruments. Therefore, a research instrument is a tool used to measure the phenomena being studied (Sugiyono, 2017). The instruments in this research include observation sheets, test sheets, and documentation lists.

1. Observation Sheet

The instrument used for collecting observational data is an observation sheet, designed to record students' behavior and activities during the learning process. The observation is conducted directly without involving respondents, focusing on students' engagement, creativity, and ability to write English sentences. This instrument uses a Likert scale ranging from 1 to 4 and consists of 12 items. The scale allows for a more descriptive assessment of the intensity and quality of students' behavior, thus providing a deeper insight into the effectiveness of the learning process.

2. Question Sheet or Test

The data collection technique through testing was used to measure the changes or development in students' English language skills, particularly in sentence writing, before and after the implementation of the Story Cubes learning. The test was designed based on aspects of sentence structure and vocabulary use, utilizing images from the Story

Cubes as visual stimuli to encourage students to express their ideas in written form.

Each test item presented an image representing a specific vocabulary word or concept. Based on the image, students were asked to write one simple sentence that was relevant and meaningful. Students' responses were assessed based on the following five aspects:

- a. Sentence Structure Accuracy: The sentence is grammatically correct and follows the rules of English sentence construction.
- b. Relevance of Meaning to the Image: The sentence conveys a meaning that is appropriate and corresponds to the provided image.
- c. Appropriate Vocabulary Usage: The vocabulary used is contextually accurate and demonstrates the student's understanding of word meaning.
- d. Clarity and Readability of the Sentence: The sentence is clearly written, easy to understand, and free from errors that may hinder comprehension.
- e. Creativity: The sentence reflects variation and originality, indicating the student's creative thinking while maintaining clarity and relevance.

The test consisted of 10 picture-based items, where each student was required to write one sentence for each image. Each answer was scored with a maximum of 10 points, resulting in a total maximum score of 100. The test was administered in the form of a pre-test and post-test to compare the students' initial and final writing abilities after participating in the learning process using the Story Cubes media.

Therefore, the implementation of this test aimed to evaluate the effectiveness of using Story Cubes as a learning medium in improving English sentence writing skills among the seventh-grade students class seventh 1 of SMPN 35 Sinjai

3. Questionnaire Sheet

The next research instrument is a question sheet or test. If the data collection technique is through tests, of course the research instrument was be a question sheet or test. Question sheets or tests were distribute during the pre-test and post-test. The question sheet or test consists of 10 numbers in the form of short descriptions, and writing single sentences is required for each item.

4. Documentation List

The final research instrument is the documentation list. The documentation list includes various records collected as part of the documentation. This documentation consists of student attendance lists, observation sheets, questionnaire sheets, pre-test and post-test sheets, as well as photographs taken during the research.

G. Validity and Reliability

1. Validity

Before being used as data collection tools, the questionnaires and tests must be tested to determine their validity. The validity of a research is related to the extent to which a researcher measures what is supposed to be measured (Budiastuti & Bandur, 2018). An instrument is considered valid if the correlation coefficient between items is greater than 0.30 with a significance level of alpha 0.05. The validity test is conducted using SPSS (Statistical product and service solutions).

- a. Instrument items are said to be valid if the p-value < alpha 0.05
- b. An instrument item is said to be invalid if p-value > alpha 0.05

Validity tests have been carried out on all research instruments. The following is a description of the results of the validity test of students activities using the Story Cubes game in teaching English sentence writing.

Table 3.3
Validity Test of Students Activity Observation

Correlations			
No. Question Items	Pearson Correlation	R _{tabel} (Sig. 0,05)	Criteria
Q1	0,638	0,4683	Valid
Q2	0,680	0,4683	Valid
Q3	0,659	0,4683	Valid
Q4	0,618	0,4683	Valid
Q5	0,572	0,4683	Valid
Q6	0,500	0,4683	Valid
Q7	0,594	0,4683	Valid
Q8	0,533	0,4683	Valid
Q9	0,618	0,4683	Valid
Q10	0,481	0,4683	Valid
Q11	0,494	0,4683	Valid
Q12	0,485	0,4683	Valid

(Source: Results of data analysis with SPSS 21)

Table 3.3 shows that a statement item is considered valid if the obtained Pearson correlation value is higher than the r-table value at a 0.05 significance level. With a total of 18 respondents, the r-table value at this significance level is 0.4683. Since all 12 student activity statement items have correlation values exceeding this threshold, they are therefore declared valid.

Table 3.4
Result of Learning Process Observation

	Aspects	Assessment			
		1	2	3	4
1.	The teacher opens the learning activity with greetings.				√
2.	The teacher and students pray before starting the lesson.			√	
3.	The teacher asks for news and readiness to learn.				√
4.	The teacher asks for attendance and take attendance of students.				√
5.	The teacher asks about learners' experience in writing				√

	sentences.				
6.	The teacher explains the purpose and benefits of the Story Cubes method.			√	
7.	The teacher explains how to use Story Cubes and provides examples.				√
8.	Divides students into groups (3-4 students).				√
9.	The teacher gives a topic or theme for writing.				√
10.	Students roll the Story Cubes to generate ideas for sentences.				√
11.	Each group collaboratively writes sentences based on the Story Cubes.			√	
12.	Each group presents their sentences to the class.				√
13.	The teacher discusses the results of each group's presentation and provides feedback.				√
14.	The teacher and students reflect on the process and outcomes of using the Story Cubes method.				√
15.	The teacher assigns independent sentence-writing tasks based on Story Cubes.				√
16.	The students summarize what they learned during the activity.				√
17.	The teacher closes the lesson with a closing greeting.				√

Based on the observation instrument consisting of 17 assessment aspects, it was found that 14 aspects were implemented very well (score 4) and the remaining 3 aspects were implemented well (score 3). Overall, the learning process was carried out in accordance with the lesson plan. These findings indicate that the observation instrument used is effective in evaluating the quality of Story Cubes-based Learning and suggest that this method successfully creates an interactive and meaningful learning atmosphere for students.

Table 3.5
Validity test of Students Respons Questionnaire

Correlations			
No. Question Items	Pearson Correlation	R _{tabel} (Sig. 0,05)	Criteria
Q1	0,524	0,4683	Valid
Q2	0,519	0,4683	Valid
Q3	0,631	0,4683	Valid
Q4	0,524	0,4683	Valid
Q5	0,617	0,4683	Valid
Q6	0,559	0,4683	Valid
Q7	0,567	0,4683	Valid
Q8	0,519	0,4683	Valid
Q9	0,481	0,4683	Valid
Q10	0,519	0,4683	Valid
Q11	0,696	0,4683	Valid
Q12	0,567	0,4683	Valid
Q13	0,676	0,4683	Valid
Q14	0,500	0,4683	Valid
Q15	0,513	0,4683	Valid

(Source: Results of data analysis with SPSS 21)

From table 3.5, it can be seen that a statement item is considered valid if the result of the Pearson correlation calculation is greater than the r-table value (Sig. 0.05). To determine the r-table value (Sig. 0.05), it can be referred to the r-table. The significance level used is 0.05, and it is known that the r-table value for 18 respondents is 0.4683. Therefore, the comparison of the calculated r-values for each item in the student response questionnaire shows results greater than 0.4683, indicating that 15 student response statement items are declared valid.

Table 3.6
Validity test of Pre-test

Correlations			
No. Question Items	Pearson Correlation	R _{tabel} (Sig. 0,05)	Criteria
Q1	0,601	0,4683	Valid
Q2	0,649	0,4683	Valid
Q3	0,662	0,4683	Valid
Q4	0,570	0,4683	Valid
Q5	0,490	0,4683	Valid
Q6	0,568	0,4683	Valid
Q7	0,557	0,4683	Valid
Q8	0,565	0,4683	Valid
Q9	0,555	0,4683	Valid
Q10	0,489	0,4683	Valid

(Source: Results of data analysis with SPSS 21)

From table 3.6, it can be seen that a test item is considered valid if the result of the Pearson correlation calculation is greater than the r-table value (Sig. 0.05). To determine the r-table value (Sig. 0.05), it can be referred to the r-table. The significance level used is 0.05, and it is known that the r-table value for 18 respondents is 0.4683. Therefore, the comparison of the r-values of each pre-test item shows results greater than 0.4683, indicating that 10 pre-test questions are declared valid.

Table 3.7
Validity test of Post-test

Correlations			
No. Question Items	Pearson Correlation	R _{tabel} (Sig. 0,05)	Criteria
Q1	0,659	0,4683	Valid
Q2	0,682	0,4683	Valid
Q3	0,597	0,4683	Valid
Q4	0,584	0,4683	Valid
Q5	0,554	0,4683	Valid
Q6	0,640	0,4683	Valid
Q7	0,608	0,4683	Valid
Q8	0,683	0,4683	Valid
Q9	0,568	0,4683	Valid
Q10	0,630	0,4683	Valid

(Source: Results of data analysis with SPSS 21)

From table 3.7, it can be seen that a test item is considered valid if the result of the Pearson correlation calculation is greater than the r-table value (Sig. 0.05). To determine the r-table value (Sig. 0.05), it can be referred to the r-table. The significance level used is 0.05, and it is known that the r-table value for 18 respondents is 0.4683. Therefore, the comparison of the r-values of each post-test item shows results greater than 0.4683, indicating that 10 post-test questions are declared valid.

2. Reliability

Reliability testing in research is conducted to determine the consistency of the measurement tools used (questionnaires and tests), whether the tools can be relied upon and remain consistent when measurements are repeated (Ayunita, 2018). Therefore, a research instrument is said to be reliable if the students' responses to the questionnaires and tests are consistent and stable over time. The research instrument is considered reliable if the reliability coefficient (r_i) > 0.60 . Reliability can also be tested using SPSS 21.

In this research, the research instruments are student activity observation sheets, student response questionnaires, and pretest and

posttest questions that have been declared valid, then a reliability test is carried out. The following are the results of the reliability test of student activity observation sheets:

Table 3.8
Reliability Test of Students Activity Observation

Reliability Statistics

Cronbach's Alpha	N of Items
.814	12

(Source: Results of data analysis with SPSS 21)

Based on the output results in table 3.8 of the reliability test above, a Cronbach's Alpha value of 0.814 was obtained, which indicates that the value is greater than 0.60. Therefore, it can be concluded that all items in the student activity observation sheet are reliable.

The results of the reliability test on the student response questionnaire can be seen as follows:

Table 3.9
Reliability Test of Students Respons Questionnaire

Reliability Statistics

Cronbach's Alpha	N of Items
.916	15

(Source: Results of data analysis with SPSS 21)

Based on the output results in table 3.9 of the reliability test above, a Cronbach's Alpha value of 0.916 was obtained, which indicates that the value is greater than 0.60. Therefore, it can be concluded that all items in the student response questionnaire are reliable.

Furthermore, the results of the reliability test on the pretest and posttest questions can be seen in the following table:

Table 3.10
Reliability Test of Pre-test
 Reliability Statistics

Cronbach's Alpha	N of Items
.767	10

(Source: Results of data analysis with SPSS 21)

Based on the output results in table 3.10 of the reliability test above, a Cronbach Alpha value was obtained at 0.767 which shows that the Cronbach Alpha value is greater than 0.60 so that it can be said that all question items in the pretest test are reliable.

Table 3.11
Reliability Test of Post-test
 Reliability Statistics

Cronbach's Alpha	N of Items
.792	10

(Source: Results of data analysis with SPSS 21)

Based on the output results in table 3.11 of the reliability test above, a Cronbach Alpha value of 0.792 was obtained, which shows that the Cronbach Alpha value is greater than 0.60, so it can be said that all question items in the posttest test are reliable.

H. Data Analysis Techniques

After the data is collected, descriptive statistical analysis is conducted to calculate the mean, median, and score frequency in order to provide an overview of students' learning outcomes. To determine the effectiveness of the Story Cubes game, a paired sample t-test is used to analyze the differences in scores before and after the treatment. Next, a normality test is carried out to ensure the distribution of the score data, followed by a homogeneity test to

check whether the variances between the two groups (pre-test and post-test) are homogeneous.

1. Normality Test

To ensure the validity of the analysis, a normality test is conducted on the score data. This test, which can use the Kolmogorov-Smirnov or Shapiro-Wilk methods, aims to check whether the data is normally distributed. In this research, the researcher used SPSS One Sample Kolmogorov – Smirnov with a significance value (α) = 0.05. In (Nasrum, 2018) the results of the normality test are as follows:

- a. If the significance value is > 0.05 then the data is said to be normally distributed
- b. If the significance value is < 0.05 then the data is said to be not normally distributed

2. Homogeneity Test

The next step is to conduct a homogeneity test, usually using Levene's test, to determine whether the variances between the two groups (pre-test and post-test) are homogeneous. The significance level (α) used is 0.05. In (Sianturi, 2022), the decision-making in the homogeneity test is as follows in:

- a. If the significance value is > 0.05 , the data are considered to have equal variance (homogeneous).
- b. If the significance value is < 0.05 , the data are considered to have unequal variance (not homogeneous).

3. Paired Sample t-Test

The t-test was used in this research is the paired sample t-test. This test is conducted to compare the means of two related groups when both variables are measured on an interval or ratio scale. The paired sample t-test compares two sets of related data. In this case, the related data come from the same subjects, but they receive different treatments. The reason for using this test is that the research involves two paired samples from the

same subjects, who are measured before and after using the story cubes game in teaching writing.

4. Hypothesis Testing

After conducting the paired sample t-test, the final step in data analysis is to test the hypothesis to determine whether to accept or reject the null hypothesis. The process of deciding whether to reject or accept the null hypothesis is as follows:

- a. If the P-value (denoted as Sig (α)) > 0.05 , then H_0 is accepted and H_1 is rejected.
- b. If the P-value (denoted as Sig (α)) < 0.05 , then H_0 is rejected and H_1 is accepted.

After obtaining the pre-test and post-test scores, the researcher analyzes the scores. The analysis was the normality gain test. This test to determine the effectiveness of the treatment given.

$$N - Gain = \frac{S_{post} - S_{pre}}{S_{max} - S_{pre}}$$

Notes:

N -Gain is the normality gain test value

S_{post} is the posttest score

S_{pre} is the pretest score

S_{max} is the maximum score

The effectiveness criteria interpreted from the normality gain values can be seen in the following table:

Table 3.12
Clasification of Gain Normality Values

N-Gain Range	Effectiveness Level
$0.70 \leq N \leq 1.00$	High
$0.30 \leq N < 0.70$	Medium
$0.00 \leq N < 0.30$	Low

Source: (Sukarelawan et al., 2024)

CHAPTER IV

RESULT AND DISCUSSION OF THE RESEARCH

A. Result and Discussion of the Research

1. The Result of the Research

a. Data Analysis

1) Normality Test

The normality test is carried out as one of the requirements for using parametric statistical analysis. The purpose of this test is to determine whether the collected data is normally distributed. Since the number of respondents in this research is 18, which is still below 50, the Shapiro-Wilk test is used to test for normality. The testing process was conducted using SPSS version 21, and the results are presented in the following table:

Tests of Normality

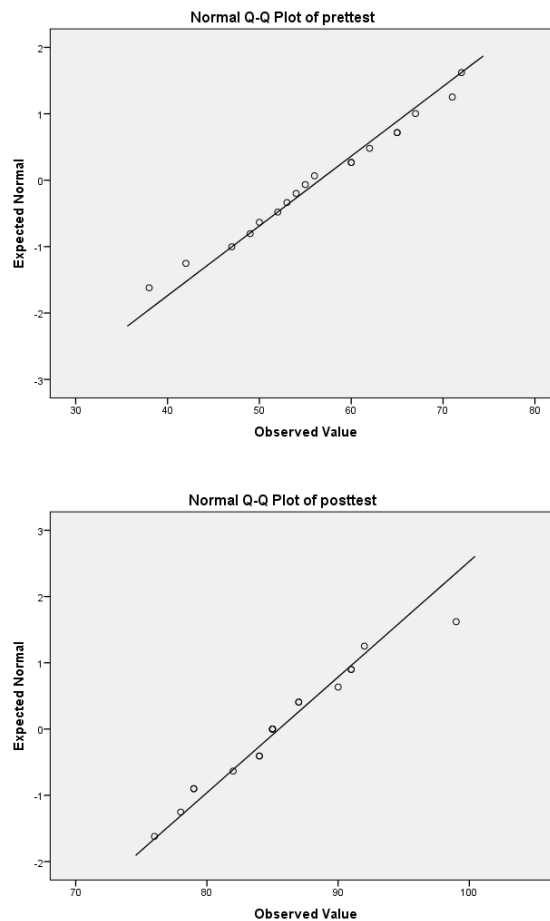
	Shapiro-Wilk		
	Statistic	Df	Sig.
PRETEST	.980	18	.947
POSTTEST	.961	18	.617

(Source: Result of data analysis with SPSS 21)

Based on the results of the Shapiro-Wilk normality test for the pretest and posttest data, it was found that the significance value (Sig.) for the pretest was 0.947 and for the posttest was 0.617. Since both values are greater than 0.05, it can be concluded that the pretest and posttest data are normally distributed.

Grafik 4.1

Q.Q Plot



(Source: Result of data analysis with SPSS 21)

Based on the results of the normality test using the Q-Q Plot for the pretest and posttest data, most of the points lie along the diagonal line. This indicates that the data tend to be normally distributed. In the pretest plot, there are a few points that slightly deviate from the line, especially at the upper and lower ends, but these deviations are still within a reasonable range. Meanwhile, in the posttest plot, the points appear more evenly distributed and follow the diagonal line more consistently. Therefore, it can be concluded that both the pretest and posttest data are normally distributed.

2) Homogeneity Tes

The homogeneity test is used to see whether the variances of the pretest and posttest data are equal. If the significance value is greater than 0.05, the data is considered to have equal or homogeneous variances.

Table 4.2 test of homogeneity Test

PRETEST_POSTTEST			
Levene Statistic	df1	df2	Sig.
2.898	1	33	.098

(Source: Result of data analysis with SPSS 21)

Based on the results of Levene's Test, the significance value obtained was 0.098. Since this value is greater than 0.05, it can be concluded that the pretest and posttest data have equal variances or are homogeneous.

3) Hypothesis Testing

After conducting the prerequisite tests and confirming that the data is normally distributed, the next step is to carry out hypothesis testing to examine the validity of the assumption proposed in this reseach. This research uses the paired sample t-test because the data analyzed comes from the same group before and after the treatment was given. The purpose of this test is to determine the effectiveness of Story Cubes game in teaching English writing sentences at seventh 1 grade students of SMPN 35 Sinjai.

The paired sample t-test was conducted using the SPSS version 21.0 for Windows program. The results of the paired sample t-test can be seen in the following table:

Table 4.3 Results of The Paired Sample t-Test

Paired Samples Test

	Paired Differences					T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 PRETEST – POSTTEST	-28.944	11.415	2.690	-34.621	-23.268	-10.758	17	.000

(Source: Result of data analysis with SPSS 21)

Based on the table above, the Sig. (2-tailed) value is 0.000. This significance value is less than 0.05 ($0.000 < 0.05$), which means that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. Thus, it can be concluded that H_1 is accepted and H_0 is rejected. In other words, the use of the Story Cubes game is effective in teaching English sentence writing to seventh 1 grade students of SMPN 35 Sinjai.

4) N Gain

In this research, the N-Gain score test was conducted to determine the effectiveness of using the Story Cubes game in teaching English sentence writing to seventh 1 grade students of SMPN 35 Sinjai. The N-Gain score was calculated by finding the difference between the pretest and posttest scores (gain score), aiming to measure whether the use of the Story Cubes game led to a significant improvement in students' ability to write English sentences.

Table 4.4 Result of N-Gain

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
NGain_Score	18	.36	.97	.6490	.16751
NGain_Percentase	18	36.36	97.14	64.8992	16.75134
Valid N (listwise)	18				

(Source: Result of data analysis with SPSS 21)

From the table above, the mean N-Gain score is 0.6499 (65%).

This score falls within the currently category, based on the following Classification of Gain Normality Values:

Table 4.5 Classification of Gain Normality Values

N-Gain Range	Effectiveness Level
$0.70 \leq N \leq 1.00$	High
$0.30 \leq N < 0.70$	Medium
$0.00 \leq N < 0.30$	Low

Source: (Sukarelawan et al., 2024)

Based on the criteria, the obtained N-Gain score falls within the range of $0.30 \leq g \leq 0.70$, which is categorized as medium gain. This indicates that the improvement in students' writing ability from the pretest to the posttest can be classified as a currently-level improvement.

B. Discussions of the Research

Based on the data analysis results, the use of the Story Cubes game has proven to be effective in improving the English sentence writing skills of seventh-grade students at SMPN 35 Sinjai. This is evidenced by a significant difference between the pre-test and post-test scores, as well as the results of the normality test, homogeneity test, and paired sample t-test, all of which support the hypothesis that the Story Cubes game is effective in enhancing writing performance. The N-Gain score falls into the medium category, indicating an improvement in students' writing abilities after the implementation of the Story Cubes game.

This effectiveness is supported by the results of student activity observations, which included 12 statements during the implementation of the Story Cubes game. The findings indicate that the method was carried out effectively and in accordance with the instructional design. The average score achieved by the students fell into the “good” category (score range 37–44). This suggests that students not only enjoyed the game but were also able to participate in the learning activities optimally. These findings are in line with the research (Suhendar et al.,2024), which stated that the use of Story Cubes significantly improves students' creative writing skills, while also motivating

them and increasing their engagement in the learning process. The Story Cubes game provides students with opportunities to think critically and create imaginative sentences based on the images that appear. During the learning process, students also demonstrated high interest and enthusiasm for writing. This aligns with the view of (Beno et al,2022), who stated that such media encourages active participation, as students roll the dice and respond to the images together with their classmates.

Based on the results of the observation, it can be concluded that both teachers and students played an active role in the learning process using the Story Cubes game. The teacher was able to implement the learning strategy in a systematic and efficient manner, while the students demonstrated positive responses, high engagement, and increased motivation throughout the learning activities. This indicates that the two-way interaction between teacher and students is a crucial factor in the successful implementation of this learning media. Therefore, in terms of learning outcomes, student participation, and instructional implementation, the use of Story Cubes has proven to be effective in supporting a more engaging and meaningful process of writing English sentences.

In addition to observations, data from the student response questionnaire indicated that the use of the Story Cubes game received a very positive response. The results showed that the average student response fell into the "Strongly Agree" category. Students felt that the game helped them write sentences more easily, made the lessons more enjoyable, and increased their enthusiasm for learning English. Supporting evidence for this statement can be found in the research (Suhendar et al.,2024), which stated that the use of Story Cubes media significantly enhanced students' engagement in the writing process, motivated them to participate more actively, and created a more enjoyable and less monotonous learning environment.

Meanwhile, the results of the teacher activity observation based on the Learning Process Observation Sheet, which includes 17 aspects, show that the teacher consistently conducted the learning process in a systematic and

effective manner. The teacher's overall score falls into the "Excellent" category (68 points), indicating that the teacher successfully fulfilled the role as a facilitator of learning. The teacher's success in implementing all stages of the learning process demonstrates that this method not only engages students, but also requires the teacher's readiness and creativity in designing and guiding the learning activities. This finding is in line with the opinion of (Nasrullah et al., 2023), who stated that the use of Story Cubes allows teachers to create two-way interactions that guide students in using the language, enhance classroom participation and interaction, and foster a more enjoyable learning atmosphere.

This is also supported by the opinion of (Jamaliah et al., 2017), who stated that the teacher plays a crucial role not only as an instructor, but also as a model of proper English usage, creating an interactive environment, and supporting the development of students' communicative competence.

In addition to the observation, data from the student response questionnaire indicated that the use of the Story Cubes game received a very positive response. The results showed that the average student response fell into the "Strongly Agree" category. Students felt that the game helped them write sentences more easily, made the lesson more enjoyable, and increased their enthusiasm for learning English. These findings support the research conducted by (Suhendar et al., n.d.), which found that Story Cubes not only improved students' writing outcomes but also enhanced their engagement, motivation, and created a more enjoyable atmosphere during the writing process. In addition, the effectiveness of the learning process is also assessed based on the implementation of teaching strategies, student responses, and learning outcomes, as stated by (Azizah & Paksi, 2024), all of which were achieved in research.

This research is also supported by several other studies, such as the one conducted by (Nafa et al., 2024) entitled *"The Effect of Applying Cubes Story As a Teaching Media on The Students' Writing Skill Improvement in English Narrative Text"*, which showed that Story Cubes helped students write coherent

English sentences through the visual stimulation provided by the Story Cubes game.

These results are in line with the findings of this research, in which students demonstrated improvement in writing sentences creatively and logically. A research by (Suhendar et al., n.d.) also supports this finding, in which students stated that the media increased their motivation and creativity in writing. In addition, their engagement during the learning process improved, making the learning experience more enjoyable and less monotonous, while also facilitating the development of ideas and sentence structure in a smoother and more creative manner.

Although most previous studies have focused on improving writing skills in general, the results of this research strengthen the evidence that the Story Cubes game is highly suitable for teaching sentence writing at the junior high school level. However, the findings also indicate that the success of this method greatly depends on the context of implementation, student characteristics, and the teacher's role in guiding the learning activities. Therefore, it is important for teachers to consider media readiness, the stages of implementation, and the appropriate approach to ensure that the use of Story Cubes truly supports the achievement of learning objectives.

Thus, this research not only confirms the effectiveness of Story Cubes in improving sentence writing skills but also opens opportunities to explore its use in other areas of English learning, such as paragraph development, narrative writing, and project-based learning.

CHAPTER V

CLOSING

A. Conclusion of the Research

Based on the research conducted on the effectiveness of using the *Story Cubes* game in teaching English sentence writing to the seventh 1grade students of SMPN 35 Sinjai, the following conclusions can be drawn:

1. The *Story Cubes* game has been proven effective in improving students' ability to write English sentences. This is evident from the significant difference between the pretest and posttest results after the students received learning treatment using the game. The result of the *Paired Sample T-Test* shows a significance value (Sig. 2-tailed) of $0.000 < 0.05$, indicating that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. This means that the use of *Story Cubes* has a significant impact on students' writing skills. In addition, the N-Gain test results show an average score of 0.6490 or 65%, which falls into the medium effectiveness category. This indicates that the use of *Story Cubes* provides a fairly good improvement in students' sentence writing skills.
2. Based on the effectiveness indicators, which include the implementation of learning, student responses, and learning outcomes, the *Story Cubes* game is considered effective. This is shown through learning activities that proceed according to the plan, students' active participation during the learning process, and a significant increase in writing test scores after the implementation of the *Story Cubes* game.

B. Suggestions of the Research

Based on the findings of this research, the following suggestions are proposed:

1. For Teachers: The *Story Cubes* game can be used as an alternative and enjoyable teaching strategy in writing instruction, particularly at the junior high school level. Visual elements, such as the images on the dice, can help stimulate students' imagination and assist them in developing writing ideas.

2. For Schools: The application of game-based learning like *Story Cubes* can support the achievement of curriculum goals and enhance students' interest in learning English. Schools are encouraged to facilitate the development and use of creative learning media by teachers.
3. For Future Researchers: This research may serve as a reference for further research on the effectiveness of educational games in teaching writing or other language skills. Future researchers are also recommended to involve a larger sample or conduct long-term studies to obtain more comprehensive results.

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LAMPIRAN-LAMPIRAN

APPENDICES

Appendix 1: Student Activity Observation Sheet



STUDENT ACTIVITY OBSERVATION SHEET IN THE LEARNING PROCESS USING THE STORY CUBES METHOD IN WRITING

A. Respondent Identity

Name : A. Muh. Zainul Faris
Student ID Number : 7⁺
Semester :

B. Instructions

1. This research is conducted to fulfill one of the requirements for obtaining a Bachelor's degree (S1) at Islamic Ahmad Dahlan University in Sinjai. This is an experimental research aimed at determining the effectiveness of the Story Cubes method in teaching sentence writing.
2. Observe student activities during the sentence-writing learning process using the Story Cubes method. The observations on this sheet follow these procedures:
 - The observer comprehensively and objectively observes student activities.
 - Focus attention on each aspect listed in the observation sheet.
 - Provide scores according to the predetermined criteria.
 - Conduct observations from the beginning to the end of the lesson.
 - Mark with a check (✓) in the provided column based on the following assessment criteria: 4 = Very Good, 3 = Good, 2 = Sufficient, 1 = Poor

C. Observation Aspects

No	Aspects	Assessment			
		1	2	3	4
1.	Students understand the teacher's instructions on using Story Cubes.				✓
2.	Students actively participating in group formation.				✓
3.	Students actively prepare writing tools and organize the classroom.				✓
4.	Students roll the Story Cubes enthusiastically				✓
5.	Students write sentences based on the images shown on the Story Cubes.				✓
6.	Students discuss with group members to develop sentences.				✓
7.	Students demonstrate creativity in generating sentences based on the Story Cubes.				✓
8.	Students present the group's written results in front of the class and receive feedback.				✓
9.	Students actively provide comments and suggestions during group presentations.			✓	
10.	Students actively participate in revising and improving sentences.				✓
11.	Students listen carefully during the evaluation and final feedback from the teacher.			✓	
12.	Students summarize the results of writing activities using the Story Cubes method.				✓

46

Categories: Very good

Scoring Calculations:

1. Total indicators: 12 aspects
2. Maximum score per indicator: 4
3. Maximum total score: 48
4. Assessment Categories:
 - a) 45-48: Very Good
 - b) 37-44: Good
 - c) 25-36: Sufficient
 - d) 12-24: Poor

Appendix 2: Learning Process Observation Sheet



LEARNING PROCESS OBSERVATION SHEET USING STORY CUBES METHOD IN TEACHING SENTENCE WRITING

A. Respondent Identity

Name : Zakiah ulfa mufidah
Student ID Number : 7
Semester :

B. Instructions

1. This research is conducted to fulfill one of the requirements for obtaining a Bachelor's degree (S1) at Islamic Ahmad Dahlan University in Sinjai. This is an experimental research aimed at determining the effectiveness of the Story Cubes method in teaching sentence writing.
2. Provide an assessment of this method by correlating aspects with the following indicators by marking a check list (✓) in the provided column with the assessment criteria: **4 = Very Well Implemented, 3 = Well Implemented, 2 = Poorly Implemented, 1 = Not Implemented**

C. Observation Aspects

	Aspects	Assessment			
		1	2	3	4
1.	The teacher opens the learning activity with greetings.				✓
2.	The teacher and students pray before starting the lesson.			✓	
3.	The teacher asks for news and readiness to learn.				✓
4.	The teacher asks for attendance and take attendance of				✓

	students.				
5.	The teacher asks about learners' experience in writing sentences.				✓
6.	The teacher explains the purpose and benefits of the Story Cubes method.			✓	
7.	The teacher explains how to use Story Cubes and provides examples.				✓
8.	Divides students into groups (3-4 students).				✓
9.	The teacher gives a topic or theme for writing.				✓
10.	Students roll the Story Cubes to generate ideas for sentences.				✓
11.	Each group collaboratively writes sentences based on the Story Cubes.			✓	
12.	Each group presents their sentences to the class.				✓
13.	The teacher discusses the results of each group's presentation and provides feedback.				✓
14.	The teacher and students reflect on the process and outcomes of using the Story Cubes method.				✓
15.	The teacher assigns independent sentence-writing tasks based on Story Cubes.				✓
16.	The students summarize what they learned during the activity.				✓
17.	The teacher closes the lesson with a closing greeting.				✓

65

categories : Very good

Scoring Calculation:

1. Total indicators: 17 aspects
2. Maximum score per indicator: 4
3. Maximum total score: 68

Assessment Categories:

- a) 53-68: Very Good
- b) 37-52: Good
- c) 25-36: Sufficient
- d) 17-24: Poor

Appendix 3: Student Response Questionnaire Sheet



STUDENT RESPONSE QUESTIONNAIRE STORY CUBES METHOD IN WRITING SENTENCES

A. Respondent Identity

Name : *Aldhil Angga Pratama*
Student ID Number : *21*
Semester :

B. Instructions

1. This research is conducted to fulfill one of the requirements for obtaining a Bachelor's degree (S1) at Islamic Ahmad Dahlan University in Sinjai. This is an experimental study aimed at determining the effectiveness of the Story Cubes method in sentence writing learning.
2. This questionnaire anonymous and your honest answers will greatly help the accuracy of this study.
3. For Statements (numbers 1-12), provide an assessment by checking (✓) the available column with the following assessment criteria: 4 = Strongly Agree (SA), 3 = Agree (A), 2 = Disagree (D), 1 = Strongly Disagree (SD).
4. For statements (numbers 13-15), provide an assessment by checking (✓) the available column with the following assessment criteria: 4 = Strongly Disagree (SD), 3 = Disagree (D), 2 = Agree (A), 1 = Strongly Agree (SA).

C. Observation Aspects

No	Statements	Assessment			
		SD	D	A	SA
1.	The Story Cubes method makes me more enthusiastic about writing lessons				✓
2.	I feel more confident in writing sentences after using this method				✓

3.	This method helps me develop my imagination and creativity				✓
4.	I can generate new ideas through the Story Cubes prompts				✓
5.	This method encourages me to actively participate in learning			✓	
6.	I become more motivated to write through this method				✓
7.	Using story cubes improves my creativity in sentence writing				✓
8.	This method helps me overcome difficulties whwn starting to write				✓
9.	I enjoy the writing activites using Story Cubes				✓
10.	This method makes the learning process more engaging				✓
11.	I learn to view a topic from various perspectives through Story Cubes				✓
12.	This method helps me work well with classmates in group activities			✓	
13.	The Story Cubes method makes me feel pressured to come up with ideas quickly				✓
14.	Using Story Cubes in class sometimes makes the environment noisy and disrupts concentration				✓
15.	Limited class time makes it hard for me to develop my ideas fully			✓	

57

categories : Very good

Scoring Calculation:

1. Total indicators: 15 aspects
2. Maximum score per indicator: 4
3. Maximum total score: 60

Assessment Categories:

- a) 49-60: Very Good
- b) 37-48: Good
- c) 25-36: Suffcient
- d) 13-24: Poor

Appendix 4: Pre-Test and Post-Test Sheet

PRETEST AND POSTTEST QUESTIONS

Story Cubes Game in Teaching Sentence Writing in English for Students

Ability to Write Sentences Based on Pictures

Name : Zakiyah ulfa mufidah
class : 7¹

65

Time Allocation: 90 minutes

Instructions:

- 1) The students are given 10 images.
- 2) The students must write a simple sentence that matches the given image.
- 3) The students must write clearly and follow the correct sentence structure.

Question:

1. Book



I read book 7

2. House



This house big 6

3. Sun



sun shine 5

4. Chair



He sits on a chair 8

5. Cat



The cat sleeping 7

6. Clock



there is clock on wall 6

7. Bag



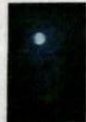
I bring bag 7

8. Garden



mother work in garden 7

9. Night



I sleep at night 7

10. Reading



She reading a book 5

b. Post-test

PRETEST AND POSTTEST QUESTIONS
Story Cubes Game in Teaching Sentence Writing in English for Students

Ability to Write Sentences Based on Pictures

Name : Zakriyah ulfa mufidah
class : 7¹

(99)

Time Allocation: 90 minutes
Instructions:

- 1) The students are given 10 images.
- 2) The students must write a simple sentence that matches the given image.
- 3) The students must write clearly and follow the correct sentence structure.

Question:

1. Book
 I read a book 10
2. House
 This is my house 10
3. Sun
 The sun is shining 10
4. Chair
 He sits on a chair 10

5. Cat



The cat is sleeping

10

6. Clock



There is a clock on the wall

10

7. Bag



I bring a bag

10

8. Garden



mother work in the garden

9

9. Night



I sleep at night

10

10. Reading



she is reading a book

10

Appendix 5 :Answer key story cubes game

No	Image	Example answer	Assessment score
1	Book	I read a book.	If the grammar and spelling are correct so the sentence is clear and easy to understand = 10 If there is a slight word variation, but the sentence is still fully correct = 9 If there is a minor grammar error, such as a missing article = 8 If there is a subject or article missing, but the sentence is understandable = 7 If there is a verb tense or agreement error, but the meaning is clear = 6 If the sentence has weak grammar and structure = 5 If the sentence is confusing and hard to follow = 4 If the sentence has many errors and is difficult to understand = 3
2	House	This is my house.	
3	Sun	The sun is shining.	
4	Chair	he sits on a chair.	
5	Cat	The cat is sleeping.	
6	Clock	There is a clock on the wall.	
7	Bag	I bring a bag to school	
8	Garden	My mother works in the garden.	
9	Night	I sleep at night.	
10	Reading	She is reading a book.	

Skor Maksimal= 100

$$\text{Score} = \frac{\text{Score Obtained}}{\text{Total Score}} \times 100$$

Notes:

A = 90-100

B = 80-89

C = 65-79

$$D = < 65$$

Appendix 6: Teaching Module

TEACHING MODULE

Using Story Cubes Game in Teaching Sentence Writing

I. MODULE IDENTIFICATION

Author	:	Putri Nuraura Alfiani
School	:	SMPN 35 Sinjai
Grade	:	VII 1 (Tujuh 1)
Subject	:	English
Time Allocation	:	5 sessions x 90 Minute per session
Year of Preparation	:	2025
Element	:	sentences writing

II. MODULE DESCRIPTION

This module is designed to improve students' sentence writing skills through the Story Cubes game. The game encourages students to understand vocabulary from images, construct simple sentences, and develop creativity as well as teamwork.

Students will:

Understand common vocabulary through the images on the dice.

Use related vocabulary to create sentences.

Deliver sentences orally and in writing based on the sequence of images

III. PANCASILA STUDENT PROFILE

Pancasila Student Profile, which include: 1) Have faith, fear of God Almighty, and have noble character. 2) Global Diversity, 3) Cooperative, 4) Independence, 5) Critical Thinking, 6) Creative.

IV. FACILITIES AND RESOURCES

1. Classroom
2. Stopwatch
3. Student Worksheets

4. Story cubes
5. Whiteboard and Spidol

V. STUDENT TARGET

Grade VII-1 students of SMPN 35 Sinjai.

VI. LEARNING MODEL

The learning process uses a Game-Based Learning approach. This strategy emphasizes the use of educational games to enhance students' motivation, engagement, and creative thinking skills.

Steps of the strategy:

1. Vocabulary Exploration through images
2. Sentence Application using words from the images
3. Playing and Creating with Story Cubes
4. Reflection and Feedback from both teacher and students

CORE COMPONENTS

I. LEARNING OBJECTIVES

1. Students are able to recognize and understand the vocabulary presented in the pictures.
2. Students are able to create simple sentences based on the sequence of pictures.
3. Students are able to develop their sentence-writing skills creatively and logically using the pictures as a reference.

II. MEANINGFUL UNDERSTANDING

The Story Cubes game helps students understand and remember vocabulary in an interactive and enjoyable way, allowing them to develop their sentence-writing skills creatively based on the pictures on the dice

III. ESSENTIAL QUESTIONS

1. What is a game story cubes?
2. How to play it?

IV. LEARNING ACTIVITIES

Meeting	Activity	Duration	Activities
Meeting 1 (Pre-test)	Preliminary Activities	15 Minutes	1. Teacher starts the class with a greeting 2. Students begin the lesson by reciting a prayer together. 3. Teacher checks the students' attendance. 4. Teacher explains today's agenda. 5. Teacher gives an ice-breaking activity.
	Core Activities	60 Minutes	1. Teacher distributes 10 pictures. 2. Students are asked to write 10 sentences based on the pictures
	Closing Activities	15 Minutes	1. Students submit their work. 2. Teacher ends the session with a brief reflection. 3. Students recite a closing prayer before going home.
Meeting	Activity	Duration	Activities
Meeting 2 (Introduction to Sentences)	Preliminary Activities	10 Minutes	1. Teacher starts the class with a greeting 2. Students begin the lesson by reciting a prayer together

and Story Cubes)			- Teacher checks the students' attendance - Teacher gives a brief overview of today's material and learning objectives - Teacher conducts an ice-breaking activity
	Core Activities	70 Minutes	- Teacher introduces Story Cubes and explains how to use them. - Students choose one image and write a simple sentence. - Teacher gives an example sentence based on an image, and students continue with their own images.
	Closing Activities	10 Minutes	- Several students read their written sentences aloud. - The teacher gives feedback and concludes today's lesson. - Students recite a closing prayer before leaving.
Meeting	Activity	Duration	Activities
Meeting 3 (Forming Sentences from the	Preliminary Activities	15 Minutes	- Teacher starts the class with a greeting - Students begin the lesson by reciting a prayer together. - Teacher checks the students'

Story Cubes Game)			attendance 4. Teacher reminds students about sentence structure and provides a simple example. 5. Teacher conducts an ice-breaking activity.
	Core Activities	65 Minutes	1. Teacher divides the students into 4 groups. 2. Teacher distributes 1 Story Cubes die to each group. 3. Each group rolls the die, and the images that appear will be combined with images from other groups. 4. Each group will construct a sentence based on the images. 5. The groups will present their results.
	Closing Activities	10 Minutes	1. Teacher provides feedback and corrects the use of sentence structure, offering motivation to be more creative. 2. Students close the lesson by reciting a closing prayer.
Meeting	Activity	Duration	Activities
Meeting 4 (Forming	Preliminary Activities	10 Minutes	1. Teacher starts the class with a greeting 2. The students begin the

Sentences from the Story Cubes Game)			lesson by reading a prayer together. 3. teacher checks the students' attendance. 4. The teacher provides an icebreaker activity for the students.
	Core Activities	70 Minutes	1. Teacher explains the rules of the Students join their previous group mates 2. The teacher continues the previous lesson by playing a game using Story Cubes. 3. The students are asked to create 4 sentences based on the images that appear
	Closing Activities	10 Minutes	1. The students are asked to write down the sentences they have created. 2. Each group reads their results aloud. 3. The teacher gives appreciation to each group. 4. The students close the lesson by reading a prayer.
Meeting	Activity	Duration	Activities
Meeting 5 (Post-test)	Preliminary Activities	10 Minutes	1. Teacher starts the class with a greeting 2. Teacher and students pray together

			- Teacher checks the students' attendance - Teacher asks review questions related to the Story Cubes game material learned in previous lessons
	Core Activities	70 Minutes	- Teacher provides a post-test sheet to assess students' vocabulary and sentence writing skills based on the Story Cubes game - Students complete the post-test using the experiences gained from previous games - Teacher collects the post-test sheets and evaluates them
	Closing Activities	10 Minutes	- Teacher appreciates the students' participation in the lessons - Teacher closes the lesson with greetings

V. LEARNING ASSESSMENT

Assessment Aspects:	1. Active Participation: Observing students during the activity. 2. Vocabulary Mastery: Using pre-test and post-test activity. 3. Teamwork: Observing group dynamics during the game.
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Appendix 7: Respondents

N0	L/P	NAME
1	p	A. ALIYA AZZAHRAH
2	L	A. MUH. ZAINUL FARIS
3	P	A.NABILA MEIRZELIA
4	L	ABIF AL MUBARAQ
5	P	ADAWIA
6	L	AFIF FAUZAN AHMAD
7	L	AIDHIL ANGGA PPRATAMA
8	P	ALIFA FAKHRUNNISA
9	L	ARIYA DWI YULIANTO
10	L	FAJRI ADRIANSYAH
11	L	HERWIN
12	L	MUH. AHJAR ASWADI RAZAK
13	L	MUH. FATURRAHMAN
14	L	NUR AWAL RAMADHAN
15	P	NUR SEPTIANI
16	L	RIZKY ADITYA
17	L	SULFIKAR
18	P	ZAKIYAH ULYA MUFIDAH

Appendix 8: Result of Observation Sheet

Students activity

Respon den	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q11	Skor Total
R1	4	4	3	4	4	4	4	3	4	3	4	3	44
R2	4	4	4	4	4	4	4	4	3	4	3	4	46
R3	4	4	4	4	3	4	4	4	4	4	4	4	47
R4	3	3	4	3	3	3	4	4	4	4	4	4	43
R5	4	4	4	4	4	4	4	4	4	4	4	4	48
R6	4	4	4	4	4	4	4	4	4	4	4	4	48
R7	4	4	4	4	4	4	4	4	4	4	4	4	48
R8	3	3	3	3	3	3	3	3	3	4	4	4	39
R9	4	3	3	4	4	3	4	4	3	4	3	4	43
R10	4	4	4	4	3	3	4	3	4	4	4	4	45
R11	3	3	3	3	3	4	3	3	3	3	3	3	37
R12	4	4	4	4	4	4	3	4	4	4	4	4	47
R13	3	3	4	3	4	4	4	4	4	4	4	4	45
R14	4	4	4	4	4	4	4	3	4	4	4	4	47
R15	4	3	4	4	4	4	4	4	4	4	4	4	47
R16	4	3	3	3	4	3	4	4	4	4	4	4	44
R17	4	3	4	4	3	3	3	3	4	4	3	4	42
R18	4	3	4	4	4	3	4	4	3	4	3	3	43

Appendix 9: Result of the Questionnaire

Responden	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	P13	P14	P15	Skor Total
R1	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	57
R2	3	3	3	4	3	3	3	4	3	3	3	3	3	3	3	51
R3	4	4	3	4	4	4	3	4	4	4	4	3	4	4	3	56
R4	4	4	3	3	3	3	3	3	3	4	3	3	3	3	3	51
R5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	55
R6	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	56
R7	4	4	4	4	3	4	4	4	4	4	4	3	4	4	3	57
R8	4	4	4	4	4	4	4	4	3	4	4	4	3	4	4	56
R9	3	4	4	3	3	4	3	4	3	4	4	4	3	3	4	54
R10	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	59
R11	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	56
R12	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	54
R13	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	58
R14	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	56
R15	4	4	4	4	4	4	4	4	4	4	4	4	4	3	4	59
R16	4	4	4	4	4	3	4	4	4	4	4	4	4	4	4	57
R17	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	59
R18	4	4	4	4	4	3	4	4	3	4	3	4	4	4	4	55

Appendix 10: Students Sentence Writing Test Results

N0	NAME	PRETEST	POSTTEST
1	A. ALIYA AZZAHRAH	38	92
2	A. MUH. ZAINUL FARIS	52	91
3	A.NABILA MEIRZELIA	47	85
4	ABIF AL MUBARAQ	50	87
5	ADAWIA	42	84
6	AFIF FAUZAN AHMAD	53	76
7	AIDHIL ANGGA PPRATAMA	62	82
8	ALIFA FAKHRUNNISA	56	78
9	ARIYA DWI YULIANTO	49	85
10	FAJRI ADRIANSYAH	54	85
11	HERWIN	60	79
12	MUH. AHJAR ASWADI RAZAK	55	87
13	MUH. FATURRAHMAN	60	91
14	NUR AWAL RAMADHAN	71	85
15	NUR SEPTIANI	65	90
16	RIZKY ADITYA	67	79
17	SULFIKAR	72	84
18	ZAKIYAH ULYA MUFIDAH	65	99

Appendix 11: The Output of SPSS

a. r Table

Tabel r untuk df = 1 - 50

df = (N-2)	Tingkat signifikansi untuk uji satu arah				
	0.05	0.025	0.01	0.005	0.0005
	Tingkat signifikansi untuk uji dua arah				
	0.1	0.05	0.02	0.01	0.001
1	0.9877	0.9969	0.9995	0.9999	1.0000
2	0.9000	0.9500	0.9800	0.9900	0.9990
3	0.8054	0.8783	0.9343	0.9587	0.9911
4	0.7293	0.8114	0.8822	0.9172	0.9741
5	0.6694	0.7545	0.8329	0.8745	0.9509
6	0.6215	0.7067	0.7887	0.8343	0.9249
7	0.5822	0.6664	0.7498	0.7977	0.8983
8	0.5494	0.6319	0.7155	0.7646	0.8721
9	0.5214	0.6021	0.6851	0.7348	0.8470
10	0.4973	0.5760	0.6581	0.7079	0.8233
11	0.4762	0.5529	0.6339	0.6835	0.8010
12	0.4575	0.5324	0.6120	0.6614	0.7800
13	0.4409	0.5140	0.5923	0.6411	0.7604
14	0.4259	0.4973	0.5742	0.6226	0.7419
15	0.4124	0.4821	0.5577	0.6055	0.7247
16	0.4000	0.4683	0.5425	0.5897	0.7084
17	0.3887	0.4555	0.5285	0.5751	0.6932
18	0.3783	0.4438	0.5155	0.5614	0.6788
19	0.3687	0.4329	0.5034	0.5487	0.6652
20	0.3598	0.4227	0.4921	0.5368	0.6524
21	0.3515	0.4132	0.4815	0.5256	0.6402
22	0.3438	0.4044	0.4716	0.5151	0.6287
23	0.3365	0.3961	0.4622	0.5052	0.6178
24	0.3297	0.3882	0.4534	0.4958	0.6074
25	0.3233	0.3809	0.4451	0.4869	0.5974
26	0.3172	0.3739	0.4372	0.4785	0.5880
27	0.3115	0.3673	0.4297	0.4705	0.5790
28	0.3061	0.3610	0.4226	0.4629	0.5703
29	0.3009	0.3550	0.4158	0.4556	0.5620
30	0.2960	0.3494	0.4093	0.4487	0.5541
31	0.2913	0.3440	0.4032	0.4421	0.5465
32	0.2869	0.3388	0.3972	0.4357	0.5392
33	0.2826	0.3338	0.3916	0.4296	0.5322
34	0.2785	0.3291	0.3862	0.4238	0.5254
35	0.2746	0.3246	0.3810	0.4182	0.5189
36	0.2709	0.3202	0.3760	0.4128	0.5126
37	0.2673	0.3160	0.3712	0.4076	0.5066
38	0.2638	0.3120	0.3665	0.4026	0.5007
39	0.2605	0.3081	0.3621	0.3978	0.4950
40	0.2573	0.3044	0.3578	0.3932	0.4896
41	0.2542	0.3008	0.3536	0.3887	0.4843
42	0.2512	0.2973	0.3496	0.3843	0.4791
43	0.2483	0.2940	0.3457	0.3801	0.4742
44	0.2455	0.2907	0.3420	0.3761	0.4694
45	0.2429	0.2876	0.3384	0.3721	0.4647
46	0.2403	0.2845	0.3348	0.3683	0.4601
47	0.2377	0.2816	0.3314	0.3646	0.4557
48	0.2353	0.2787	0.3281	0.3610	0.4514
49	0.2329	0.2759	0.3249	0.3575	0.4473
50	0.2306	0.2732	0.3218	0.3542	0.4432

b. Student Activity Validity Test

correlations

		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	TOTAL
Q1	Pearson	1	.535*	.265	.862**	.472*	.122	.357	.189	.265	.236	-.033	.120	.639**
	Correlation													
	Sig. (2-tailed)		.022	.288	.000	.048	.630	.146	.453	.288	.345	.896	.637	.004
Q2	N	18	18	18	18	18	18	18	18	18	18	18	18	18
	Pearson	.535*	1	.372	.620**	.236	.570*	.267	.000	.372	.000	.372	.149	.680**
	Correlation													
Q3	Sig. (2-tailed)	.022		.128	.006	.346	.014	.284	1.000	.128	1.000	.128	.555	.002
	N	18	18	18	18	18	18	18	18	18	18	18	18	18
	Pearson	.265	.372	1	.446	.088	.269	.265	.351	.446	.570*	.169	.388	.659**
Q4	Correlation													
	Sig. (2-tailed)	.288	.128		.063	.729	.281	.288	.153	.063	.014	.502	.111	.003
	N	18	18	18	18	18	18	18	18	18	18	18	18	18
Q5	Pearson	.862**	.620**	.446	1	.351	.269	.265	.088	.169	.175	-.108	.055	.618**
	Correlation													
	Sig. (2-tailed)	.000	.006	.063		.153	.281	.288	.729	.502	.486	.671	.827	.006
Q6	N	18	18	18	18	18	18	18	18	18	18	18	18	18
	Pearson	.472*	.236	.088	.351	1	.403	.472*	.500*	.088	.125	.088	.000	.572*
	Correlation													
Q7	Sig. (2-tailed)	.048	.346	.729	.153		.097	.048	.035	.729	.621	.729	1.000	.013
	N	18	18	18	18	18	18	18	18	18	18	18	18	18
	Pearson	.122	.146	.048	.630	.146	.453	.288	.345	.896	.637	.004	.639**	.004
Q8	Correlation													
	Sig. (2-tailed)	.630	.288	.345	.896	.637	.004	.639**	.004	.639**	.004	.639**	.004	.004
	N	18	18	18	18	18	18	18	18	18	18	18	18	18
Q9	Pearson	.265	.236	-.033	.120	.639**	.004	.639**	.004	.639**	.004	.639**	.004	.004
	Correlation													
	Sig. (2-tailed)	.288	.345	.896	.637	.004	.639**	.004	.639**	.004	.639**	.004	.639**	.004
Q10	N	18	18	18	18	18	18	18	18	18	18	18	18	18
	Pearson	.372	.000	.372	.149	.680**	.002	.680**	.002	.680**	.002	.680**	.002	.002
	Correlation													
Q11	Sig. (2-tailed)	.372	.000	.372	.149	.680**	.002	.680**	.002	.680**	.002	.680**	.002	.002
	N	18	18	18	18	18	18	18	18	18	18	18	18	18
	Pearson	.128	.555	.002	.002	.002	.002	.002	.002	.002	.002	.002	.002	.002
Q12	Correlation													
	Sig. (2-tailed)	.128	.555	.002	.002	.002	.002	.002	.002	.002	.002	.002	.002	.002
	N	18	18	18	18	18	18	18	18	18	18	18	18	18
TOTAL	Pearson	.169	.388	.659**	.003	.003	.003	.003	.003	.003	.003	.003	.003	.003
	Correlation													
	Sig. (2-tailed)	.502	.111	.003	.003	.003	.003	.003	.003	.003	.003	.003	.003	.003

Q6	N	18	18	18	18	18	18	18	18	18	18	18	18	18
	Pearson	.122	.570*	.269	.269	.403	1	.122	.161	.269	-.282	.269	-.051	.501*
	Correlation													
	Sig. (2-tailed)	.630	.014	.281	.281	.097		.630	.523	.281	.257	.281	.841	.034
Q7	N	18	18	18	18	18	18	18	18	18	18	18	18	18
	Pearson	.357	.267	.265	.265	.472*	.122	1	.472*	.265	.236	.265	.120	.595**
	Correlation													
	Sig. (2-tailed)	.146	.284	.288	.288	.048	.630		.048	.288	.345	.288	.637	.009
Q8	N	18	18	18	18	18	18	18	18	18	18	18	18	18
	Pearson	.189	.000	.351	.088	.500*	.161	.472*	1	.088	.500*	.088	.316	.533*
	Correlation													
	Sig. (2-tailed)	.453	1.000	.153	.729	.035	.523	.048		.729	.035	.729	.201	.023
Q9	N	18	18	18	18	18	18	18	18	18	18	18	18	18
	Pearson	.265	.372	.446	.169	.088	.269	.265	.088	1	.175	.723**	.388	.618**
	Correlation													
	Sig. (2-tailed)	.288	.128	.063	.502	.729	.281	.288	.729		.486	.001	.111	.006
Q10	N	18	18	18	18	18	18	18	18	18	18	18	18	18
	Pearson	.236	.000	.570*	.175	.125	-.282	.236	.500*	.175	1	.175	.791**	.481*
	Correlation													
	Sig. (2-tailed)	.345	1.000	.014	.486	.621	.257	.345	.035	.486		.486	.000	.043
Q11	N	18	18	18	18	18	18	18	18	18	18	18	18	18
	Pearson	-.033	.372	.169	-.108	.088	.269	.265	.088	.723**	.175	1	.388	.495*
	Correlation													
	Sig. (2-tailed)	.896	.128	.502	.671	.729	.281	.288	.729	.001	.486		.111	.037

[illegible]

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

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

c.Students Response Questionnaire Validity Test

Correlations

[illegible]

Q2	Pearson Correlation	.686**	1	.542*	-.086	.454	.454	.391	-.059	.343	1.000**	.542*	.391	.454	.454	.391	.519*
	Sig. (2-tailed)	.002		.020	.735	.059	.059	.109	.817	.163	.000	.020	.109	.059	.059	.109	.027
	N	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18
Q3	Pearson Correlation	.316	.542*	1	.316	.478*	.478*	.721**	.542*	.316	.542*	.600**	.721**	.478*	.478*	.721**	.631**
	Sig. (2-tailed)	.201	.020		.201	.045	.045	.001	.020	.201	.020	.008	.001	.045	.045	.001	.005
	N	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18
Q4	Pearson Correlation	.438	-.086	.316	1	.661**	.236	.570*	.686*	.500*	-.086	.316	.175	.661**	.661**	.175	.525*
	Sig. (2-tailed)	.069	.735	.201		.003	.345	.014	.002	.035	.735	.201	.486	.003	.003	.486	.025
	N	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18
Q5	Pearson Correlation	.661**	.454	.478*	.661**	1	.357	.564*	.454	.472*	.454	.478*	.564*	.679**	.679**	.564*	.618**
	Sig. (2-tailed)	.003	.059	.045	.003		.146	.015	.059	.048	.059	.045	.015	.002	.002	.015	.006
	N	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18
Q6	Pearson Correlation	.236	.454	.478*	.236	.357	1	.265	.454	.472*	.454	.837**	.265	.357	.357	.265	.559*
	Sig. (2-tailed)	.345	.059	.045	.345	.146		.288	.059	.048	.059	.000	.288	.146	.146	.288	.016

	N	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18
	Pearson Correlation	.570*	.391	.721*	.570*	.564*	.265	1	.391	.351	.391	.388	.446	.564*	.564*	.446	.568*
Q7	Sig. (2-tailed)	.014	.109	.001	.014	.015	.288		.109	.153	.109	.111	.063	.015	.015	.063	.014
	N	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18
	Pearson Correlation	-.086	-.059	.542*	.686**	.454	.454	.391	1	.343	-.059	.542*	.391	.454	.454	.391	.519*
Q8	Sig. (2-tailed)	.735	.817	.020	.002	.059	.059	.109		.163	.817	.020	.109	.059	.059	.109	.027
	N	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18
	Pearson Correlation	.500*	.343	.316	.500*	.472*	.472*	.351	.343	1	.343	.632**	.088	.756**	.472*	.088	.482*
Q9	Sig. (2-tailed)	.035	.163	.201	.035	.048	.048	.153	.163		.163	.005	.729	.000	.048	.729	.043
	N	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18
	Pearson Correlation	.686**	1.00 0**	.542*	-.086	.454	.454	.391	-.059	.343	1	.542*	.391	.454	.454	.391	.519*
Q10	Sig. (2-tailed)	.002	.000	.020	.735	.059	.059	.109	.817	.163		.020	.109	.059	.059	.109	.027
	N	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18
Q11	Pearson Correlation	.316	.542*	.600*	.316	.478*	.837**	.388	.542*	.632*	.542*	1	.388	.478*	.478*	.388	.697**

[illegible]

TOTAL	Pearson Correlation	.525*	.519*	.631*	.525*	.618**	.559*	.568*	.519*	.482*	.519*	.697**	.568*	.677**	.501*	.513*	1
	Sig. (2-tailed)	.025	.027	.005	.025	.006	.016	.014	.027	.043	.027	.001	.014	.002	.034	.029	
	N	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18

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

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

d. Test Sheet Validity Test (Pre-Test)

Correlations

		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	TOTAL
Q1	Pearson Correlation	1	.493*	.447	.070	.384	.346	.069	.402	.199	.071	.601**
	Sig. (2-tailed)		.038	.063	.781	.116	.159	.785	.098	.428	.779	.008
	N	18	18	18	18	18	18	18	18	18	18	18
Q2	Pearson Correlation	.493*	1	.202	.216	.315	.302	.212	.208	.732**	-.006	.649**
	Sig. (2-tailed)	.038		.421	.390	.203	.223	.398	.409	.001	.981	.004

	N	18	18	18	18	18	18	18	18	18	18	18
	Pearson Correlation	.447	.202	1	.625**	.404	.264	.325	.109	.152	.271	.662**
Q3	Sig. (2-tailed)	.063	.421		.006	.096	.290	.188	.666	.548	.277	.003
	N	18	18	18	18	18	18	18	18	18	18	18
	Pearson Correlation	.070	.216	.625**	1	.264	.281	.222	-.041	.351	.238	.571*
Q4	Sig. (2-tailed)	.781	.390	.006		.290	.259	.376	.872	.154	.342	.013
	N	18	18	18	18	18	18	18	18	18	18	18
	Pearson Correlation	.384	.315	.404	.264	1	.609**	-.007	.009	.022	.022	.491*
Q5	Sig. (2-tailed)	.116	.203	.096	.290		.007	.977	.973	.930	.931	.039
	N	18	18	18	18	18	18	18	18	18	18	18
	Pearson Correlation	.346	.302	.264	.281	.609**	1	.227	.472*	-.049	.048	.569*
Q6	Sig. (2-tailed)	.159	.223	.290	.259	.007		.365	.048	.848	.850	.014
	N	18	18	18	18	18	18	18	18	18	18	18
	Pearson Correlation	.069	.212	.325	.222	-.007	.227	1	.662**	.095	.321	.557*
Q7	Sig. (2-tailed)	.785	.398	.188	.376	.977	.365		.003	.708	.194	.016
	N	18	18	18	18	18	18	18	18	18	18	18
	Pearson Correlation	.402	.208	.109	-.041	.009	.472*	.662**	1	.117	.319	.565*
Q8	Sig. (2-tailed)	.098	.409	.666	.872	.973	.048	.003		.643	.197	.014
	N	18	18	18	18	18	18	18	18	18	18	18
	Pearson Correlation	.199	.732**	.152	.351	.022	-.049	.095	.117	1	.368	.556*
Q9	Sig. (2-tailed)	.428	.001	.548	.154	.930	.848	.708	.643		.132	.017
	N	18	18	18	18	18	18	18	18	18	18	18
	Pearson Correlation	.071	-.006	.271	.238	.022	.048	.321	.319	.368	1	.489*
Q10	Sig. (2-tailed)	.779	.981	.277	.342	.931	.850	.194	.197	.132		.039

	N	18	18	18	18	18	18	18	18	18	18	18
	Pearson Correlation	.601**	.649**	.662**	.571*	.491*	.569*	.557*	.565*	.556*	.489*	1
TOTAL	Sig. (2-tailed)	.008	.004	.003	.013	.039	.014	.016	.014	.017	.039	
	N	18	18	18	18	18	18	18	18	18	18	18

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

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

e. Test Sheet Validity Test (Post-Test)

Correlations

		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	TOTAL
	Pearson Correlation	1	.980**	.052	.195	.042	.462	.322	.673**	.080	.166	.660**
Q1	Sig. (2-tailed)		.000	.837	.438	.868	.054	.192	.002	.752	.510	.003
	N	18	18	18	18	18	18	18	18	18	18	18
Q2	Pearson Correlation	.980**	1	.046	.219	.033	.515*	.348	.743**	.090	.186	.682**

Q3	Sig. (2-tailed)	.000		.856	.383	.898	.029	.157	.000	.723	.459	.002
	N	18	18	18	18	18	18	18	18	18	18	18
	Pearson Correlation	.052	.046	1	.280	.321	.228	.206	.226	.548*	.538*	.597**
Q4	Sig. (2-tailed)	.837	.856		.260	.194	.364	.411	.368	.018	.021	.009
	N	18	18	18	18	18	18	18	18	18	18	18
	Pearson Correlation	.195	.219	.280	1	.440	.189	.428	.241	.256	.208	.584*
Q5	Sig. (2-tailed)	.438	.383	.260		.068	.453	.077	.334	.306	.408	.011
	N	18	18	18	18	18	18	18	18	18	18	18
	Pearson Correlation	.042	.033	.321	.440	1	.465	.364	-.021	.526*	.477*	.555*
Q6	Sig. (2-tailed)	.868	.898	.194	.068		.052	.138	.936	.025	.045	.017
	N	18	18	18	18	18	18	18	18	18	18	18
	Pearson Correlation	.462	.515*	.228	.189	.465	1	.319	.408	.177	.367	.640**
Q7	Sig. (2-tailed)	.054	.029	.364	.453	.052		.198	.093	.481	.134	.004
	N	18	18	18	18	18	18	18	18	18	18	18
	Pearson Correlation	.322	.348	.206	.428	.364	.319	1	.408	.251	.521*	.608**
Q8	Sig. (2-tailed)	.192	.157	.411	.077	.138	.198		.093	.315	.027	.007
	N	18	18	18	18	18	18	18	18	18	18	18
	Pearson Correlation	.673**	.743**	.226	.241	-.021	.408	.408	1	.355	.338	.684**
Q9	Sig. (2-tailed)	.002	.000	.368	.334	.936	.093	.093		.149	.170	.002
	N	18	18	18	18	18	18	18	18	18	18	18
	Pearson Correlation	.080	.090	.548*	.256	.526*	.177	.251	.355	1	.377	.568*
Q10	Sig. (2-tailed)	.752	.723	.018	.306	.025	.481	.315	.149		.123	.014
	N	18	18	18	18	18	18	18	18	18	18	18
	Pearson Correlation	.166	.186	.538*	.208	.477*	.367	.521*	.338	.377	1	.631**

	Sig. (2-tailed)	.510	.459	.021	.408	.045	.134	.027	.170	.123		.005
	N	18	18	18	18	18	18	18	18	18	18	18
	Pearson Correlation	.660**	.682**	.597**	.584*	.555*	.640**	.608**	.684**	.568*	.631**	1
TOTAL	Sig. (2-tailed)	.003	.002	.009	.011	.017	.004	.007	.002	.014	.005	
	N	18	18	18	18	18	18	18	18	18	18	18

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

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

Appendix 13: Documentation

1. Pre-test



2. Treatment



3. Post-test



Appendix 14 : Correspondences

**UIAD** UNIVERSITAS ISLAM
AHMAD DAHLAN

FAKULTAS TARBIYAH
DAN ILMU KEGURUAN

SURAT KEPUTUSAN
NOMOR: 786.D1/III.3.AU/F/KEP/2024

TENTANG
DOSEN PEMBIMBING PENULISAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN T.A. 2024/2025

DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
UNIVERSITAS ISLAM AHMAD DAHLAN

Menimbang :

1. Bahwa untuk penulisan Skripsi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Ahmad Dahlan Tahun Akademik 2024/2025, maka dipandang perlu ditetapkan Dosen Pembimbing penulisan Skripsi dalam Surat Keputusan.
2. Bahwa nama-nama yang tercantum dalam Surat Keputusan ini dipandang cakap dan memenuhi syarat untuk melaksanakan tugas yang di amanahkan kepadanya.

Mengingat :

- a. Anggaran Dasar dan Anggaran Rumah Tangga Muhammadiyah.
- b. Undang-undang No. 20 tahun 2003 tentang Sisdiknas.
- c. Undang-Undang R.I No. 12 Tahun 2012, tentang Pendidikan Tinggi.
- d. Keputusan Menteri Agama R.I No. 1502 Tahun 2022, tentang perubahan nama Institut Agama Islam Muhammadiyah Sinjai menjadi Universitas Islam Ahmad Dahlan.
- e. Pedoman PP. Muhammadiyah No. 02/PED/1.0/B/2012 tentang Perguruan Tinggi Muhammadiyah.
- f. Statuta Universitas Islam Ahmad Dahlan.

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NIM : 210110009
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : The Effectiveness of Story Cubes Game in Teaching English Writing at Seventh Grade Students of SMP Negeri 35 Sinjai

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30 Oktober 2024 M

Dekan,

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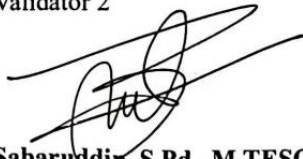
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Semester : VIII (Delapan)

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Sehubungan dengan hal tersebut di atas dimohon kiranya yang bersangkutan dapat diberikan izin melaksanakan penelitian di **SMP Negeri 35 Sinjai**.

Atas perhatian dan kerjasama yang baik diucapkan terima kasih.

Wassalamu'alaikum Warahmatullahi Wabarakatuh.



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