RUBICORN

An English Vocabulary Learning Media

A. Instruction

Instructions for Use "Rubicorn"

1. Teachers form 6 groups in one class and determine the group name according to the color in the rubik
2. Each group will get rubik and answer sheet
3. Each group is required to complete one side of the color
4. Each group is required to write vocabulary that has been arranged into an answer sheet
5. Each group is given 3 minutes (optional) to complete the task
6. Once done, each group advances to the board to paste the results of their tasks onto the board to be corrected together
7. Each student is required to copy the correct answer to the subject notebook.

B. Background of Study

When it comes to learning new words, vocabulary acquisition practices are essential. Their importance is practically represented in all of the factors mentioned thus far. Vocabulary learning tactics involve making purposeful efforts to find new lexical elements, selective attending, context-based inferencing, and storing into long-term memory, among other things(Takac, 2008). In line with this, the topic of vocabulary acquisition ease and difficulty (learnability), as fascinating as it may be in and of itself, is equally important to the language teacher, who should make numerous choices regarding what to do to enhance learners' vocabularies(Laufer, 1990). One strategy for avoiding boredom in the classroom is to play games. In the teaching of any foreign language, they play a unique role. Implementing games into the classroom helps both students and teachers. Furthermore, using games to teach vocabulary can help teachers reach all of the learning goals. It means that whenever it comes to acquiring English vocabulary, vocabulary acquisition strategies are crucial. Playing games in the classroom is one way to overcome boredom(Bakhsh, 2016).

Rubik's cube is a type of scramble game developed by Prof. Erno Rubik in Hungary in 1974. Rubik's cube is a type of game with a goal that required a little bit of hard thought and focus to solve. The Rubik's cube, for example, is a cube-shaped puzzle. Some solvers, on the other hand, can solve the cube without using their eyes, which is known as the BLD solving approach. It indicates that solvers must memorize all of the colors and methods in order to solve the cube, and it demonstrates that the solver thinks, concentrates, and memorizes well(Shofiyuddin, 2016).

As previously said, Rubik's cube is part of a type of scrambled game that requires thought and focus. It indicates that as pupils solve the cube, they are also thinking about and memorizing the solution. Rubik's cube is also known as a wonderful game for exercising motor skills and thinking, increasing memorization, and allowing the solver to have fun. As a result, it is expected that employing the cube in memorizing will help students enjoy memorizing more and play the game more easily(Shofiyuddin, 2016)

Because of the above-mentioned facts, therefore, the researcher offers a tool not only as a game to enhance student's English vocabularies. The researcher wants to introduce a tool named "RUBICORN". It is a Rubik cube that uses to coalesced random nouns. This Rubik cube reveals a different group of colours and nouns on every side with pictures that portray every noun. In this game, the teacher not only gives instructions to complete the colors and groups of vocabularies, but the teacher also gives cards that must be filled with fills that match the vocabularies in the rubik.

Rubicorn's major goal is to design games that are not only entertaining but also can be utilized to help youngsters improve their language skills at any time and in any location. In the other hand, the use of rubicorn is to exploit the visual and kinesthetic intelligence of students, to combine the written with the visual form of a word to teach students about vocabulary, and to develop some principles of stem.

C. Experiment Procedure

The respondents of this research were the students of classes 4, 5 and 6 SDN 2 Maguwan. The amount sample has consisted of three classes with 8 students. In this experiment, the

developer focuses on the mastery of students' common vocabularies.

Figure 1. The developer explained about "Rubicorn" to the students

Before the test, the developer held a short training on how to solve the rubik. Therefore, the developer divided the students into 2 groups. Each group is given a card containing a blank

column according to the vocabulary and colour of the rubicorn.

Figure 2. the developer practiced the “Rubicorn” in front of the students

Then, the developer determined what color each group should arrange. Each group tried to arrange rubik under the supervision of researchers. Once students understand how to arrange rubies correctly, students are given time to solve rubies independently.

Figure 3. The students tried “Rubicorn” independently under the guidance of the developer

Once the rubik is arranged according to the color and vocabulary it is looking for, the

students write the vocabulary into the cards provided.

Figure 4. The students filled out the blank colour cards based on the “Rubocorn”

The final step, students and developer discuss pronunciation writing in English and Bahasa

Indonesia. If this rubicorn is played in a class, existing results can be copied on the board.

Figure 5. The students pronounce the vocabularies in front of class

D. Experiment Result

As a result of the trial's findings, the use of the Rubik's cube to educate learners about elements is thought to be a fun strategy that the students will like. It aids students in improving their command of the English language's vocabulary. At initially, it will require students who can play the Rubik's cube or teaching students how to solve it.

there are several pillars that reinforced by this game based on the experiment conducted by the developer. (1) First point is for **memorizing vocabularies.** This game enhances student’s comprehension of vocabularies with visual appearance. Because the memories for things and pictures is relatively dependable, and visual strategies can work as cues for recalling words, using objects can assist learners in retaining language more effectively(Takac, 2008). Visual

support helps learners understand the meaning and help to make the word more memorable. (2) The second point is enhancing the **kinesthetic intelligence** of students. The customized approach and inclusive physical games were really beneficial. This is proved by how students move their hands to rotate the rubik to get the appropriate color and how they think about the correct strategy in order to get the desired color. this activity will Increase the information retention and improve muscle memory(Mitchell & Kernodle, 2004) (3) The next point is improving the **critical thinking**. Rubik's Cube also helps students in critical thinking. this is demonstrated by how they look for possibilities to obtain. Critical thinking helps individuals find answer or solution to a person's confusions and problems is the ability to think clearly and rationally, understanding the logical connection between ideas(Thayer-Bacon, 1998). (4) Then, this game also train the competence of solve the problem**. Problem solving** is applying existing knowledge and skills to an unsolved question or troublesome circumstance, whereas challenge oriented learning entails students learning new skills while working on a complex problem comparable to those encountered in the real world(Doghonadze & Gorgiladze, 2008). This competence shows when students try to solve the color and vocabularies on the rubicorn and write it on the card. (5) The last point is enhancing **spatial intelligent**. Spatial intelligent is the ability to see and understand two or more objects in relation to oneself and to each other. Visual-spatial intelligence is a skill that allows people to visualize objects(Bossert, 1981). It means, this modified rubik is not only as a game but also as a learning tool which has many benefits. Besides, to overcome the overpowering method of mechanical rote learning of word lists, teachers should encourage students to experiment with a range of strategies(Takac, 2008).``