

DEVELOPMENT OF UNO CARD FOR TEACHING VOCABULARY AT JUNIOR HIGH SCHOOL STUDENTS

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Abstract

This study aims to how Uno cards can be used to enhance the vocabulary of seventh-grade students in understanding descriptive texts, focusing on both the development process and the outcomes achieved. Vocabulary is very important because it serves as the cornerstone of English language skills. Based on the findings of interviews, questionnaires and observations, there are still very many grade VII students who have difficulty in understanding English vocabulary. Researchers use the ADDIE R&D model in Raiser and Mollenda, researchers use 5 steps of ADDIE, namely: analysis, Product Design, development, implementation, evaluation. The difference with the previous researcher is the subject, material and purpose of the research. Validation provides the researcher with a score. The instrument gets a score of 85%, which signifies "valid", Media expert validation Receiving scores 82,5%, indicating "valid", and the validation of the subject matter expert Receiving scores 88,89%, means "very valid". Furthermore, based on the students' reactions to the media, they received an 88,22%, indicating "very valid".

Keywords: Descriptive Text; Teaching Vocabulary; Uno Card

INTRODUCTION

Vocabulary teaching is the basis of language and important component of language learning (Alqahtani, 2015). Without vocabulary, acquiring language is almost impossible, even communication between humans depends on words. Vocabulary development is a key component of language teaching, especially in English. One of the most discussed aspects of teaching English as a foreign language is teaching vocabulary (Widiawitasari et al., 2020). There will be problems with the teacher during the teaching and learning process if there is no vocabulary. They struggle with how to teach children in a way that produces acceptable learning outcomes (Johnston, 2004). Teachers need to be prepared and determine the best methods to use with children (Byrd & Alexander, 2020). A skilled teacher must be prepared to use various modern methods. Students must be able to understand the subject matter, and teachers must be able to involve them in the teaching and learning process in class. Teachers need to teach them vocabulary in their mother tongue. They should also consider how teaching English to young students differs from teaching it to adults. The quality of students must be known by the teacher. To achieve the goals of teaching vocabulary, they must also provide effective procedures and relevant resource (Susanto, 2017). Based in english teaching and learning process, the researcher found that teacher only used dictionaries to teach English and students found it difficult to master English vocabulary. In the absence of learning support media and the explanations given by the teacher to students are still minimal, and students still do not understand the material explained by the teacher, so that English lessons especially for increasing vocabulary are still low. In addition, questionnaire also distributed to students to get information about difficult in learning English. After the questionnaires analized, it was found that 95,83% of the 23 students from 24 students stated that vocabulary mastery was still very

difficult for students of class VII MTs Maarif NU Bacem. Vocabulary is the knowledge and meaning of words, This is the most fundamental basis in learning a language, because being able to understand and practice language begins with mastering words and then using them to communicate and express the thoughts we have to others, It is also crucial to comprehend the meaning (Al Khoiriyah et al., 2023). Vocabulary is crucial because it serves as the foundation for other language skills, such as sentence structure. It will be simpler for someone to read, write, listen, and speak english if they have a large vocabulary. it is hoped that it can increase student motivation and help students, especially in learning vocabulary so that learning objectives can be achieved properly (Ainaul Mardliyah et al., 2022). Descriptive text is a simple text type which describe a particular person, place or thing (Fauziah et al., 2018). Descriptive texts are very important for students who want descriptions. This will help the reader to provide information about someone or something similar and have a clearer understanding of the actual object. In writing descriptive text, it is important for the writer to be able to provide specific details about the object being described so that the reader can create an image of a person, place or object (Ismayanti & Kholiq, 2020). The characteristics of a particular animal, person, or object become the focus of the descriptive text. In conclusion is that students of class VII A mts Maarif NU Bacem are still lacking in mastering English vocabulary because there is still a lack of supporting media for learning. There are many media that can be used as supporting media for learning, namely pop ups, interactive maps, flash cards and UNO cards (Hikmah & Mustikawati, 2017). To support students in mastering vocabulary, the researcher created a media in the form of UNO cards. With the UNO card learning media, it will make it easier for students to remember the material delivered by the teacher because it is presented in an attractive display. In the UNO card game, students will play by taking one of the UNO cards that have been provided. On the card there will be vocabulary and pictures, and students will make sentences based on vocabulary with reference pictures available on the card. This makes students remember material faster and develop vocabulary. The selection of UNO card media in the learning process is based on the characteristics of students. So that, they are more relaxed in playing and can make students more participating, active, and willing to discuss in the learning process (Putri, 2022). UNO cards are media that can make students more interested in learning English because many young people play and know UNO and how to play it which is not far from a card game. Previous research conducted by (Lukas et al., 2020) with the title Using U-NO-ME Card Game to Enhance Primary One Pupils' Vocabulary This study aims to describe the potential of the U-NO-ME card game as an educational game in increasing elementary school students' vocabulary mastery. Similarity with this research is media and skill, the media used are cards and the skills developed are students vocabulary. The difference between articles and research is that research methods and class use use quasi-experimental methods and are for elementary school students, while researchers use development research methods and the class used for research is junior high school. Based on the problems faced by students, the current research is aimed to develop an UNO card media titled "Development of UNO Card for Teaching Vocabulary at MTs Ma'arif NU Bacem"

METHOD

The method of this research is Research and Development (RnD). Researcher used ADDIE design models. That is because the ADDIE design model is suitable for this research was designing UNO cards for vocabulary skill. The ADDIE model is one of the learning models that will explain the basic steps of a system in a lesson that is simple and easy to understand (Dermawan, 2023).

This research used observation, questionnaires and interviews to explore information about students used uno cards as part of learned. The researcher provided a questionnaire in Indonesian to make it easier for students to understand the explanation.

This study utilizes both qualitative and quantitative data. Qualitative data from this study were obtained through observation. Meanwhile, quantitative data was obtained from questionnaires to validators and students which will be used to validate instruments, products, materials and questionnaires to students regarding English learning and student satisfaction was used the product.

The researcher validated media, and materials that the researcher used. The following formula calculated the average value according to (Arikunto, 2010) :

$$P = \frac{\sum x}{\sum xi} \times 100\%$$

Mean :

P = Validity

$\sum x$ = Number of assesment answer

$\sum xi$ = Highest number of answer

Tabel 1. Percentage Validity Criteria

Percentage	Classification
85% - 100%	Very Valid
70% - 84%	Valid
55% - 69%	Less Valid
40% - 45%	Invalid

The second questionnaire was delivered to pupils to get students' opinions on whether the media could employed in the learning process in the classroom, especially at MTs Maarif NU Bacem in grade 7th. The data gathered from students and product trials will be analyzed using a percentage-based technique derived from feasibility analysis utilizing the following formula (Arikunto, 2010):

$$\sum = \frac{x}{N} \times 100\%$$

Mean :

\sum = Eligibility X = Total Score Obtained N = Maximum Score

Tabel 2. Percentage of student response category

No	Percentage	Eligibility category
1	<21%	Very implorer
2	21% – 40%	Less feasible
3	41% – 60%	Decent enough
4	61% – 80%	Feasible
5	81% – 100%	Very feasible

The development of this research will be discontinued if the product is rated by the validator as suitable for use, valid, practical, and valid, with a proportion between 70% to 84%, as well as if the responses from students range from 61% to 80%.

RESULTS AND DISCUSSION

Results

The result is that the researcher developed Uno card to teach vocabulary in descriptive text material for seventh grade at MTs Ma'arif NU Bacem through several processes of use ADDIE Model. Researchers find out the problem by making observations and interviews with students. Researchers develop media to help students learn English language skills in explanatory text material. Media validated by Validator media and validator materials. The table below shows the result of validity media and material:

Tabel 3. Media Validation

No	Assessment Aspects	Indicator	Score	Total Score
1.	Media Size	a. Conformity of content size to existing standards	4	4
2.	Benefit	b. Media makes it easier for targets to learn	3	4
		c. Media is easy for Target to use	3	4
		d. Accurate font size	3	4
		e. Suitability of illustrations, drawings/photos	3	4
3.	Graphic feasibility	f. Media color suitability	4	4
		g. Layout suitability	4	4
		h. Image presentation	3	4
4.	Feasibility of presentation	i. Logical presentation	3	4
		j. Presentation sequence	3	4
Total			34	40

$$\begin{aligned}
 P &= \frac{\sum x}{\sum x_i} \times 100\% \\
 &= \frac{32}{40} \times 100\% = 82,5\%
 \end{aligned}$$

Based on the table above the score obtained is 82,5%. So it can be concluded in accordance with the table above that the validation result at this point are "Valid".

Table 4. Material Validation

No	Assessment Aspects	Indicator	Score	Total Score
1.	Eligibility of content	k. Suitability of material to learning objectives	4	4

2.	Benefit	l. Use of media in accordance with learning objectives	4	4
		m. The material presented uses vocabulary that is appropriate for students	3	4
		n. According to student needs	3	4
		o. Clarity in the use of words and language	3	4
		p. Can increase students' vocabulary	3	4
3.	Linguistic feasibility	q. Ease of understanding the flow of the material	4	4
		r. Use of language effectively and efficiently	4	4
		s. The language presented uses correct spelling	4	4
Total			32	36

$$P = \frac{\sum x}{\sum xi} \times 100\%$$

$$= \frac{32}{36} \times 100\% = 88,89 \%$$

Based on the table above the score obtained is 88,89%. So it can be concluded in accordance with the table above that the validation result at this point are "Very Valid"

Figure 1. Before and After Media



Figure 1 depicts the contrast between the preliminary media and the finalized media, which has undergone revision based on assessment by the media validator.

Table 4. The Results of Questionnaire from Students

No.	Assessment criteria	Score		Total Score
		Agree	Disagree	
1.	Are you interested in learning while playing?	24 (100%)	-	100%
2.	Are you interested in learning to use the Uno card game?	22 (91,6%)	2 (8,4%)	100%
3.	Do you like learning using Uno cards?	22 (91,6%)	2 (8,4%)	100%
4.	The physical appearance of this teaching material is very attractive, so I was interested in playing it.	21 (87,5%)	3 (12,5%)	100%
5.	The presentation of the material in Uno card media invites interest in playing it.	21 (87,5%)	3 (12,5%)	100%
6.	The Uno card media uses understandable English	21 (87,5%)	3 (12,5%)	100%
7.	The game instructions on the Uno card media are easy to understand.	20 (83%)	4 (17%)	100%
8.	The sentences in Uno card media are easy to understand so they can be played well.	20 (83%)	4 (17%)	100%
9.	The image of the Uno card media in the card can also be understood	21 (87,5%)	3 (12,5%)	100%
10.	Learning using Uno media cards makes me active in learning and encourages me to think critically.	20 (83%)	4 (17%)	100%
Total		882,2%	117,8%	1000%

$$\Sigma = \frac{x}{N} \times 100\%$$

$$\Sigma = \frac{882,2}{1000} \times 100\%$$

$$= 88,22\%$$

Based on the student questionnaire table, there are 88,22% of responses that support the uno card media. Based on the scores obtained from the student questionnaire, the material and media of the uno card were declared to be very feasible and valid.

Discussion

The purpose of this research is to develop uno card media by developing words to increase the learning motivation of grade VII students at MTs Maarif NU Bacem. students feel very bored and confused in learning English because most teachers only use media such as books and dictionaries. Starting from this problem, researchers developed the uno card is that it is played by groups for a large number of classes. This is because if done individually, it can take a lot of time and the material used is only one lesson. The advantage of this uno card media is that students can actively study and play so that they do not get bored quickly and can develop vocabulary. The researchers used the Uno card media to arouse children's interest in and choose according to the needs of the students. Uno card is UNO is one of the world-wide well-known and popular card games (Demaine et al., 2010), So that the Uno Card is widely liked by many

students. Focusing on the importance of vocabulary requires teachers to understand how children learn language and track their development, which entails (Hidayah et al., 2023) . So, researchers use Uno Card as a medium to develop vocabulary. The Uno card media development process used a research and development model ADDIE. The steps are as follows: **Needs analysis**, This stage is carried out by analyzing what students need. The purpose of needs analysis is to understand and find out information about students' learning needs and goals. The instruments used for needs analysis are observations, questionnaires and unstructured interviews regarding English language learning. Then the researchers found that vocabulary skills were the main obstacle during the learning process in class.

Design product, Tailor the design to your child's needs and interests. The researcher used UNO card media with a card size of 6 cm x 9 cm. Designed based on the core competencies and basic competencies of the 2013 curriculum.

Development product, Researcher develop media. The material is based on an analysis of needs and a learning framework. Furthermore, analyze whether it is feasible or not by asking experts or expert judgments, namely lecturer. In addition, experts also validate the content of the material whether it is valid or not.

Implement product, The researcher conducted a product trial, students were divided into several groups and each group of students was given a UNO card. Some of the vocabulary on the card was developed into a descriptive text.

Evaluation, The evaluation was carried out to improve the developed development product. From research, Researcher get a score from Instrument validation gets a score of 85% which means "valid", Media expert validation gets a score of 82,5 % which means "valid", and material expert validation gets a score 88,89% which means "very valid". In addition, from the students responses to the media got a score of 88,22% which means "very valid".

At this stage, the researcher compares the results of validation with previous research conducted by (Arsini & Kristiantari, 2022) the title (Media Kartu Kata dan Kartu Gambar pada Materi Kosakata Bahasa Indonesia). In previous studies, product validation also used individual and small group trial assessments and media are used to develop Indonesian vocabulary. In vocabulary learning activities using word card media, the content expert score was 92,5%, the percentage of design expert assessment was 89.75%, the media assessment obtained 87,5%, and the individual trial assessment obtained 92,77%. In this study, the validation results from media experts have a feasibility validation level value.

CONCLUSION

On the based of the results and discussion, it can be stated that the development research related to uno card media has been successful and is declared very feasible to increase the level of student satisfaction, which is 88.22%. This uno card media can be applied and used in the English learning process for seventh grade Descriptive Text material at MTS Maarif NU Bacem.

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