Designing an Uno-Based English Game to Enhance Speaking Skills of Eighth Grade Students

Rita Nokiana[1], Tyas Alhim Mubarok[2], Siti Rofiah[3]

Universitas Nahdlatul Ulama Blitar, Indonesia
[1] ritanokiana@gmail.com, [2] tyasalhim@gmail.com, [3] sitirofiah.unublitar@gmail.com

Abstract

This study seeks to create an educational game called the UNO English Game as an innovative learning tool to enhance the speaking abilities of eighth-grade students. The research adopts the Research and Development (R&D) approach, used the ADDIE model, which consists of five phases: Analysis, Design, Development, Implementation, and Evaluation. The game was created by adapting the traditional UNO card game and integrating it with English learning content focused on speaking activities such as asking and answering questions, describing, and expressing opinions. The results of the implementation show that the UNO English Game enhances students' engagement, motivation, and confidence in speaking English. It also provides a fun and interactive learning environment that encourages students to practice speaking more actively. Based on the findings, the UNO English Game is considered an effective supplementary tool for enhancing speaking skills in junior high school English classes.

Keywords: Educational Media; Speaking Skills; UNO English Game

INTRODUCTION

English is a language that has been recognized as the international language. Therefore, this language is learned by many countries around the world, including Indonesia. Because of its international status, speakers of thousands of different languages recognize English as a universal language (Sari, 2019). Since English is a widely used language in business, politics, the legal system, industry, education, and entertainment, it is essential to become proficient in it English language proficiency improves job prospects and opens doors to higher education (Mubarok et al., 2023). The challenges posed by the disruptive era of industry 4.0 have led educators to focus on how to equip students with necessary skills to become competitive in the global workforce. This shift is driven by rapid technological advancements that have transformed the world into an interconnected global village, where traditional natiomal boundaries are becoming increasingly blurred (Lestari, 2019). English language skills are not only needed in academic contexts but also in the workplace and social interactions. For this reason, the teaching of English at the elementary education level, particularly in junior high schools (SMP), should be carried out in an effective and enjoyable way. In this regard, the teaching method plays a significant role.

Teaching method is the way in which a teacher conveys material to students in the form of practical and real-life exercises to achieve the learning objectives. Therefore, it is important to review and develop more innovative and effective teaching methods for teaching English. An approach that is currently gaining attention involves the use of communicative and contextual methods, which encourage greater student participation in the speaking learning process. In this context, the choice of learning media plays a crucial role in shaping a communicative and contextual learning environment. The learning media is a component that is interconnected with other components in order to create expected learning situations, abstracts the abstract to reduce

the occurrence of verbalism disease, increase student stimuli in learning activities, reduce misunderstandings of learners to the explanations given educators (Widodo & Wahyudin, 2018). Learning media have a crucial role in the teaching and learning process because they may be used as a conduit for communication, which helps to clarify the ambiguity of the content being presented (Faishol & Mashuri, 2022). The use of visual aids such as images, diagrams, videos, and 3D models can assist in connecting abstract ideas with students' real-world experiences. (Muhammad Arsyad, Mujahiddin, 2022)

In the current era of globalization, proficiency in spoken English has become a vital skill]that every individual should have. English is not only a tool for communication but also a bridge to access information, technology, and international culture. Consequently, among the four language skills, speaking is considered the most crucial for effective communication in today's globalized world. Since English is widely used around the world, students must learn how to communicate in English to succeed in the fields they choose (Rao, 2019). Comprehensive communication skills refer to discourse abilities, which involve the capacity to comprehend and produce both spoken and written communication, which are demonstrated through the four core language skills: listening, speaking, reading, and writing (Rofi'ah, 2018). Unfortunately, there are still barriers in English learning that can hinder students from mastering the language.

At MTs Ma'arif NU Bacem, the English learning process faces several obstacles. Research shows that 78,2% of eight grade students in this school lack confidence when speaking English and 69.5% of students feel that speaking in English is difficult. In addition, 91,3% of students sometimes feel that English lessons are boring, which further hinders their engagement. Some students also found it difficult to remember and use new vocabulary and felt that English was difficult to learn. These challenges often stem from monotonous and non- interactive teaching methods that lead to boredom and low engagement.

According to the questionnaire data and unstructured interviews collected by the researchers, 86,9% of students believe that learning through games would be enjoyable and could enhance their understanding of the material. Therefore, one approach that can be applied is the use of educational games. It has been demonstrated that games are powerful motivators that encourage people to engage in unpleasant activities, such as studying theoretical content. However, creating educational games that can stimulate motivated engagement is not an easy task. It has been demonstrated that games have strong motivators that encourage people to partake in unpleasant activities, such studying theoretical content (Laine & Lindberg, 2020).

Based on this awareness, the researchers then explored previous research related to UNO Card Games. Because it is presented in an eye-catching manner, the UNO card learning media will help pupils retain the information that is taught to them. To participate in the UNO card game, kids will take one of the supplied cards (Fitri & Saifudin, 2024). The UNO card game can be modified into a chemical-themed version, offering an alternative educational tool that combines learning with engaging and enjoyable practice activities. By engaging in this game, students can take an active role in the learning process. (Dahlianis & Iswendi, 2023). The Uno card game was modified to create the UMATH (Uno Mathematics) card game medium. The U-MATH card game is an example of an advancement in visual-based print media, as it incorporates text, graphics, and images printed on each card during its production process. (Utami & Leonard, 2023). It is important for teachers to think about using games to get kids interested in studying English. because it's difficult to teach English to young students. To teach English in the classroom, teachers should look for and implement engaging, useful, and suitable games. UNO card is considered one of the most enjoyable and engaging games to play. (Nurjanah et al., 2022). UNO cards are a form of learning media, and the game is simple enough for players as young as seven to enjoy. (Hikmah & Indah Mustikawati, 2017)

Through this research, the researchers develop UNO English Games specifically designed to improve English speaking among junior high school students. With this interesting method, it

is anticipated that students will not only be able to remember new vocabulary it's better, but also be able to use the vocabulary correctly according to the context. This research aims to evaluate the effectiveness of using UNO English Games to enhance English speaking skills at the junior high school level and contribute to the development of more creative and angaging teaching methods. Therefore, this study is expected to offer a solution to the problem in junior high school students and provide recommendations for educators on how to implement more interesting and effective teaching methods.

METHOD

In collecting data, the researchers uses Qualitative and Quantitative data research. According to Sugiyono (2013) Qualitative and quantitative methods do not need to be contradicted because they complement each other. The participants in this study were 23 eighth-grade students from MTs Ma'arif NU Bacem, including 15 male and 8 female students, all from a single class that served as the subject for the media development research. The sampling technique employed was random sampling, tailored to meet the participants' need for improving their English-speaking skills. The media used included UNO cards and penalty cards containing modified tongue twister sentences to enhance vocabulary and train students' pronunciation. In the validation process, expert lecturers were involved in assessing the feasibility of the media used. In collecting data, researchers used several techniques, including unstructured interviews, observation, and questionnaire sheets. Unstructured interviews were conducted with teachers, students and validators to obtain information without having to rely on written questions that are more rigid. Additionally, a questionnaire was given to the students to gather the necessary information, assess their level of satisfaction with the media, and allow validators to evaluate the feasibility of both the questionnaire and the product for use.

This study uses a Research and Development (R&D) approach, chosen because its primary objective is to create a product that can be utilized in education specifically, the UNO English Games Card, designed to enhance students' English-speaking abilities. The model applied in this study is the ADDIE framework.. According to Waruwu (2024) The term "ADDIE" is an acronym representing the five stages: Analyze, Design, Develop, Implement, and Evaluate. This paradigm was developed in the 1970s and is typically used for product development or educational design. In this research, the researchers use a version adapted to focus on the development of UNO English Games media.

This study adopts the ADDIE development model, which includes five stages: Analyze, Design, Develop, Implement, and Evaluate. The focus of the research is to develop an educational medium specifically, the UNO card game as a tool to support the speaking skill development of eighth-grade students. The aim is to create a product that is both effective and engaging, making it a valuable and practical learning resource.
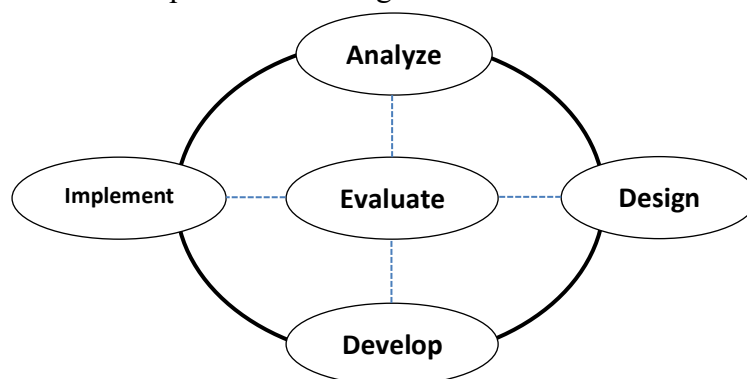

Figure 1. ADDIE Steps Sceme by (Branch, 2009)

The steps of the research process are as follows:

1. Analysis

    This stage involves analyzing the need for developing a new product or model, as well as assessing its feasibility. The development process is initiated due to issues identified in an existing product.

2. Design

    This stage focuses on designing the product to be developed. At this point, the design remains conceptual, serving as the foundation for the development process in the subsequent stage.

3. Development

    This stage involves developing the product to a point where it is ready for application or testing. During this phase, assessment tools are also created to evaluate the product's performance.

4. Implementation

    This stage involves implementing the developed product. During this phase, the researcher gathers feedback on the product's effectiveness and performance in practice.

5. Evaluation

    This stage focuses on evaluating the developed product or model by collecting feedback from its users. Here, the researcher assesses how well the product meets its intended development goals.

The developed product will undergo validation by instrument, media and language experts. This process ensures that the product meets the required standards and is suitable for use in the intended context, providing reliable and accurate results for research. The validity of the product will be assessed based on the following categories as outlined by (Arikunto, 2010):

$$\sum \frac{X}{N} x \ 100\%$$

Note:

$\sum$ = Percentage result

X = Total Score Obtained

N = Maximum Score

Table 1. Validity Category (Arikunto, 2010)

No.	Presentage %	Validity Category
1	82%-100%	Very Valid
2	71%-81%	Valid
3	60%-70%	Enough
4	49%-59%	Less Valid
5	<40	Invalid

RESULTS AND DISCUSSION

Results

This research is a research and development (R&D) that aims to develop English UNO cards as a teaching aid to improve speaking skills in grade 8 students at MTs Ma'arif NU Bacem. The purpose of this development is that this product can help students in learning English and of course in speaking skills. In addition, it is hoped that this product can help students in increasing

self-confidence, increasing vocabulary, and pronunciation to speak in English. In addition, this product is useful to help teachers in teaching English, especially in practising speaking. In addition, this product is a tool that can be used to increase creativity in teaching and practicing speaking. The media design is shown in the figure below. Figure 2 is the design of UNO English cards. Figure 3 is the design of the punishment card and figure 4 is the design of the guide book.

Figure 2. Design of UNO English Card

Figure 3. Design of Punisment Card

Figure 4. Design of Guide Book

After developing the product and validating it with linguists and media. Researchers conducted direct trials of products and questionnaire sheets to 8th grade students of MTs Ma'arif NU Bacem. The following is a table 1, the table is about student questionnaire results.

Table 1. Trial Learning Model

RESPONE	Questions										TOTAL SCORE
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	
A1	3	3	4	3	3	4	4	4	3	3	34
A2	3	3	3	4	4	4	3	4	3	4	35
A3	3	4	4	3	4	3	4	4	4	3	36
A4	3	3	4	3	4	4	3	3	3	3	33
A5	3	3	3	4	3	4	4	4	3	4	35
A6	3	4	3	4	3	4	4	3	3	3	34
A7	3	3	3	3	4	4	3	3	3	3	32
A8	3	3	4	3	3	4	3	3	4	4	34
A9	4	3	3	3	4	4	3	3	4	3	34
A10	3	4	3	3	4	3	3	3	3	4	33
A11	3	3	3	3	3	3	4	4	3	3	32
A12	3	4	4	3	4	3	2	3	3	3	34
A13	3	3	4	4	3	3	3	4	4	3	34
A14	3	3	3	4	3	3	3	2	3	4	31
A15	3	3	4	4	4	4	3	3	3	3	34
A16	3	4	3	4	4	4	3	3	3	3	34
A17	4	3	3	3	3	4	3	3	3	3	32
A19	4	4	3	4	3	4	3	4	4	4	37
A20	4	4	4	4	4	4	4	4	4	4	40
A21	3	2	3	3	3	4	4	3	3	3	31
A22	3	3	3	3	3	4	4	3	4	3	33
A23	3	3	3	3	3	3	4	4	3	4	33
TOTAL SCORE	745										
TOTAL MAXIMAL SCORE	920										
PERCENTAGE	80,97%										

The result of the questionnaire that 80.97% of students were interested in the learning model that the researchers developed. Product validation of the overall development model includes 4 aspects, namely aspects of instrument validity, media, material, and student response. The overall validation results can be seen as follows.

Table 2. Result of Accumulated Validation

No.	Aspect	Presentase	Category
1.	Instrument Validity	92,5%	Very Valid
2.	Media's Validity	85%	Very Valid
3.	Language Validity	90%	Vey Valid
4.	Student Respond	80,97%	Valid

The table 2 is the percentage of responses from 8th grade students of Mts Ma'arif NU Bacem as many as 23 students and the percentage of aspects that have been validated to validators through questionnaire sheets. The analysis of the student questionnaire yielded a total score of 745 out of a possible the maximum score of 920 and a percentage result of 80.97% which is said to be 'Valid' according to Arikunto (2010), with predetermined validation criteria. From table 3 it is evident that the assessment results show of instrument validation resulted in a percentage of 92.5% which is said to be 'Very Valid', media validation resulted in a percentage of 85% which is said to be 'Very Valid', and language validation of 90% which is also said to be 'Very Valid'. From the results of these assessments as a whole, it shows the media that has been developed can increase the interest and effectiveness of learning English speaking skills in grade 8 Mts Ma'arif NU Bacem students.

Discussion

As a fundamental components of the learning process, learning media is closely linked with other components to help create the desired learning environment. It serves to make abstract concepts more concrete, minimize excessive verbal explanations, enhance student engagement, and reduce misunderstandings of the material presented by educators (Widodo & Wahyudin, 2018). Learning media are tools used to deliver content of information during the teaching andlearning process. Incorporating media can help capture students attention and enhance their interest in the subject matter (Sholikah et al., 2023). Utilizing pictures, diagrams, videos, and three-dimensional models can help bridge the gap between abstract concepts and students' concrete experiences (Muhammad Arsyad, Mujahiddin, 2022). Learning media play a crucial role in the teaching and learning process because they may be used as a conduit for communication, which helps to clarify the ambiguity of the content being presented (Faishol & Mashuri, 2022). Communicative efficiency is the main objective of speaking skill instruction. This is because speaking is an essential component of language acquisition. (Bahrani & Soltani, 2012). Speaking is considered one of the most crucial aspects of second language instruction. However, most teachers consider that teaching speaking is only in the form of repetition of drills or memorization of dialogues (Kayi, 2003). Among the four language skills, speaking is the most essential for effective communication. Since English is widely used globally, developing speaking skills within the classroom environment is essential for students language growth and effective communication (Rao, 2019). Pronounciation is one of the subjects offered in the English Department. In language learning, it serves as a fundamental skill that supports the development of oral abilities, particularly speaking and listening (Siti Rofi'ah, 2019). Speaking and listening are the foundational abilities, and a sturdy foundation is necessary for a long-lasting structure. Children have a very natural opportunity to speak and listen in their mother tongue in their environment (Hussain, 2017)

However, there are many techniques and tactics for winning. When working in pairs, strategy and collaboration are also required. All ages are eager to play this exciting game, but young students are particularly interested. UNO English card is the English version of the popular card game UNO, which is played worldwide. This game uses a special deck of cards that consists of colored cards with numbers (0-9) and several special action cards. The UNO English card game is adapted from the standard UNO cards by incorporating English text descriptions on each card (Muslimin & Harintama, 2022). Games offer numerous benefits for teaching and learning, along with the intrinsic excitement they bring, ability to foster interactive learning, capacity to provide both direct and indirect feedback, relevance to social concepts, flexibility through adjustments to tools or rules, and ease of adaptation for different participants (Sumiati et al., 2024). Because some students expressed their understanding while playing the game, the teachers stated that they found that using games as an assessment technique produced more realistic results. One benefit of utilizing card games is that they are inexpensive, simple to create, and economical (Ong, 2021). The inclusion of nouns, adjectives, verbs, and adverbs as part of the cards adds a strong educational component. This setup allows players to learn and practice English vocabulary while playing, enhancing their language skills in a fun and interactive way.

CONCLUSION

Developing of the UNO English Game as a teaching medium for speaking skills has proven to be an innovative and effective approach for eighth grade students. Through the integration of educational content with engaging gameplay, the game successfully fosters a more interactive and enjoyable learning environment. It enhances students' confidence, encourages active participation, and provides meaningful opportunities for real-time communication in English. The results indicate that the game can serve as a valuable supplementary tool in the language learning process, particularly in improving students' speaking fluency, vocabulary usage, and motivation to speak. Therefore, the UNO English Game holds great potential for broader implementation in English language teaching, especially in junior high school contexts.

ACKNOWLEDGMENTS

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