

Developing a Modified UNO-Based Card Game to Enhance Eighth-Grade Students' Grammar in Narrative Texts

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Abstract

This study aims to develop a modified UNO card game as a learning medium to teach eighth-grade students' grammar in narrative text. The research employed a Research and Development (R&D) method using the ADDIE model, which consists of Analysis, Design, Development, Implementation, and Evaluation. The study was carried out at SMP Islam Baabussalaam, where a lack of interactive technology and a focus on textbook-based education made it difficult for students to learn grammar, especially the simple past tense. The product developed integrates grammar exercises into an interactive UNO card game to promote engagement and contextual learning. The validation results showed that the instrument, media, and material were highly valid, with scores of 93.75% (very valid), 97.05% (very valid), and 98.21% (very valid), respectively. The implementation results indicated positive student response, yielding a feasibility score of 84.31% (very feasible), classified as highly feasible. The findings indicate that the modified UNO card game serves as a feasible, practical, and effective instructional media that improves students' motivation and comprehension of grammar in narrative text.

Keywords: Game-Based Learning; Instructional Media; Uno Card Game; Grammar in Narrative Text

INTRODUCTION

English is recognized as a worldwide language essential for international communication, education, and business transactions. In Indonesia, English is mandated as a foreign language from junior high school through university to enhance communication ability (Gunawan, 2025). This competency encompasses proficiency in vocabulary, grammar, and the four language skills: speaking, listening, reading, and writing. Notwithstanding these endeavors, the English competence of Indonesian students remains comparatively low in relation to other Southeast Asian nations. This signifies a disparity between educational goals and actual learning results in English language instruction. A significant challenge in English learning in Indonesia is students' struggle to utilize grammatical knowledge in authentic communication. While students may comprehend grammatical principles theoretically, they frequently encounter difficulties in applying them successfully in writing and speech. This issue pertains to the disparity between grammatical education and communicative practice (Yulistiyani et al., 2025). Consequently, students often generate grammatically erroneous statements. This underscores the necessity for more pragmatic and interactive pedagogical methods in English language education.

In recent years, English Language Teaching (ELT) in Indonesia has transitioned from teacher-centered to student-centered methodologies. This transition corresponds with the *Kurikulum Merdeka*, which prioritizes autonomy, innovation, and critical thinking. Educators are urged to implement dynamic and stimulating pedagogical techniques that foster active student

involvement. One way is Game-Based Learning (GBL), which incorporates games into the educational process. Studies indicate that Game-Based Learning (GBL) improves motivation, confidence, and grammatical precision in students (Daep et al., 2025; Wahyuni et al., 2025). Game-Based Learning fosters a low-anxiety atmosphere conducive to language acquisition. Students often prioritize games over the apprehension of errors, hence enhancing learning results (Inayah et al., 2025; Zuhri et al., 2025). Research indicates that GBL enhances involvement and participation in EFL classrooms. Grammar games have been shown to markedly enhance students' comprehension of tenses and sentence structures (Putri et al., 2025). Consequently, including games into grammar instruction is regarded as an excellent educational method.

Observations at SMP Islam Baabussalaam indicate that students encounter considerable difficulties in mastering grammar. They particularly struggle with the simple past tense in narrative literature. This challenge aligns with prior research that identifies issues including first-language interference and insufficient contextual practice (Halijah et al., 2019; Listia & Febriyanti, 2020; Pasaribu, 2022). Moreover, instructional resources predominantly depend on textbooks that provide little contextual illustrations. As a result, kids struggle to internalize grammatical patterns. A further concern is the restricted utilisation of educational media and technology within the classroom. The Islamic boarding school system restricts students' access to digital gadgets, including smartphones and computers. This constraint diminishes access to interactive and multimedia educational resources. Studies indicate that technological integration can markedly improve motivation and learning results in EFL settings (Aisyiyah et al., 2024; Yanuarika et al., 2024). In the absence of such materials, instruction becomes less dynamic and interesting.

The demanding schedules of students in boarding school activities can impact their participation in English classes. Their constrained time and attention diminish prospects for proficient language exercise. Consequently, dependence on conventional textbook-based training proves inadequate. This results in diminished motivation and engagement among students. Consequently, fresh and engaging pedagogical practices are required to tackle these issues. Game-Based Learning is suggested as a remedy to enhance grammar acquisition. This methodology incorporates educational goals with gaming elements, rendering learning more significant and pleasurable. It redirects emphasis from rote memorisation to the pragmatic use of grammar. Research indicates that game-based learning (GBL) promotes emotional involvement and diminishes learning anxiety (Wahyuni et al., 2025). Furthermore, it corresponds with the student-centered learning ideas advocated in *Kurikulum Merdeka* (Gunawan, 2025).

A practical use of game-based learning in resource-constrained environments is the utilisation of adapted card games. The UNO card game, a widely enjoyed pastime, can be modified into an instructional resource. Students can engage in interactive practice of language skills by including grammatical features such as verbs and sentence structures. Card-based games facilitate visual and kinesthetic learning modalities. Research indicates that these games enhance cognitive engagement and reinforce grammatical structures (Sari, 2025). Previous research has explored the application of UNO card games in grammar acquisition. Novarisa et al. (2025) investigated the integration of UNO cards with part-of-speech games. Their research concentrated on students' proficiency in recognising grammatical categories, including nouns and verbs. Nonetheless, it primarily focused on grammar at the lexical level

rather than on contextual discourse. Moreover, the study did not encompass the creation of a thorough educational product.

Additional research underscores the efficacy of game-based media in English as a Foreign Language (EFL) situations. Muslimin & Harintama (Muslimin & Harintama, 2022) discovered that UNO-based games enhanced students' writing proficiency and participation. Hafis and Putra (2020) also proved that game-based learning enhances grammar acquisition, especially for tenses. These findings indicate that games might connect theoretical knowledge with practical application in grammar acquisition. Nevertheless, further investigation is required about the applicability of contextual grammar.

The current study addresses this gap by developing a modified UNO card game for teaching the simple past tense in narrative texts. Unlike previous studies, this approach emphasizes contextual grammar use rather than isolated rule recognition. It integrates storytelling elements to enhance meaningful communication. Research supports the importance of contextualized grammar learning, especially in low-tech environments (Zakaria et al., 2022). Thus, this study contributes both pedagogically and practically. The study explicitly delineates its research difficulties and objectives. The objective is to analyse the development process and outcomes of the altered UNO card game. The study aims to assess its efficacy in enhancing students' grammatical abilities. Moreover, it enhances both theoretical and practical dimensions of English instruction. The results are anticipated to endorse the utilisation of novel instructional media in EFL classes.

This study presents a modified UNO card game with grammar-based elements. The cards are classified into verb cards, sentence cards, action cards, and wild cards. Each card comprises grammatical exercises, including sentence reconstruction and verb transformation. Supporting materials comprise a rulebook, teacher guide, and student worksheets. The design adheres to the ideas of communicative language education and game-based learning.

The study ultimately recognises its limits and delineates essential terminology. It concentrates on eighth-grade students inside a particular educational setting for a restricted timeframe. The assessment prioritises immediate grammatical enhancement over enduring results. Fundamental principles, including the modified UNO card game, English language, and target learners, are explicitly delineated. The study presents a novel, low-tech approach to enhance grammar acquisition in Indonesian EFL settings.

METHOD

The study utilised a Research and Development (R&D) technique to create an educational product, namely a modified UNO card game for grammar acquisition. Research and Development (R&D) is characterised as a methodical procedure for the design, development, and assessment of instructional goods to guarantee both theoretical and practical efficacy (Sugiyono, 2023). This study employed the ADDIE model Analysis, Design, Development, Implementation, and Evaluation renowned for its systematic and adaptable methodology in instructional design (Manyo', 2025; Muryandari, 2025). This strategy guaranteed that product creation was based on actual educational requirements and consistent with curricular goals. The study sought to develop a validated and effective instrument for enhancing students' grammar proficiency in narrative texts.

The research methodology adhered to the progressive phases of the ADDIE model. During the Analysis phase, the researcher discerned students' learning challenges, curriculum necessities, and contextual limitations via observation, interviews, and questionnaires (Harja et al., 2025;

Roqima & Janattaka, 2025). The Design step converted these insights into a systematic framework, encompassing learning objectives, grammatical content, and game dynamics. In the Development phase, the revised UNO card game was created and evaluated by specialists in media, materials, and tools to guarantee precision and quality (Anggraini et al., 2025). The Implementation step entailed field testing with eighth-grade students to evaluate usability and engagement, whereas the Evaluation phase integrated formative and summative evaluations to enhance the product and validate its efficacy (Nasution & Taufik, 2025).

The research employed both qualitative and quantitative data to thoroughly assess the product. Qualitative data were gathered via observations, interviews, and field notes to investigate students' perspectives and classroom dynamics (Ary et al., 2018; Creswell & Guetterman, 2019). Quantitative data were collected using four-point Likert-scale questionnaires and validation sheets to statistically assess students' replies and expert evaluations (Creswell & Creswell, 2022; Sugiyono, 2023). The research sample comprised 14 eighth-grade students from SMP Islam Baabussalaam, chosen using complete sampling owing to the limited population size (Sugiyono, 2023). Data sources comprised students, teachers, and expert validators, hence providing methodological triangulation and augmenting the reliability and validity of the findings (Nasution & Taufik, 2025).

The study employed validity testing and methodical data analysis procedures to assure rigour. Content and construct validity were evaluated by expert assessment to ensure conformity with grammar learning objectives and pedagogical principles (Nasution & Taufik, 2025). Qualitative data were examined by thematic analysis methods, which included data reduction, visualisation, and conclusion formulation (Braun & Clarke, 2021; Miles et al., 2020). Quantitative data were examined by descriptive statistics, computing percentage scores derived from Likert scales to assess validity and feasibility levels (Arikunto, 2021; Sugiyono, 2023). A product was considered valid if it surpassed 71% and practical if it exceeded 61%, so ensuring an objective assessment. These methods shown that the designed UNO card game is both pedagogically valid and practically effective for grammar training.

RESULTS AND DISCUSSION

Results

Analysis

The study commenced with analysis phase that pinpointed critical issues in grammar acquisition among eighth-grade students at SMP Islam Baabussalaam. Students particularly encountered difficulties with the simple past tense in narrative texts, and instructional approaches predominantly depended on textbooks with limited use of interactive technologies. The boarding school environment's restricted access to digital technologies further limited new pedagogical methods. Consequently, a distinct necessity emerged for a straightforward, captivating, and non-digital educational medium to enhance students' comprehension of grammar.

Design

During the design phase, the researcher formulated the notion of an adapted UNO card game as an instrument for grammar acquisition. The game was designed using Canva to incorporate grammatical aspects, including verbs, sentence fragments, and problems related to the simple past tense. Supplementary materials, including a rulebook, educator's handbook, and student worksheets, were also developed. The design sought to facilitate interactive, collaborative, and pleasurable learning experiences while enhancing grammar proficiency.

Development

Throughout the development phase, the product was evaluated by three experts: instrument validator, media validator, and material validator. The findings indicated exceptionally high validity scores: 93.75% (instrument), 97.05% (media), and 98.21% (content), all classified as “Very Valid.” The results demonstrate that the modified UNO card game is effectively developed, content-accurate, and appropriate for classroom application. The validation method confirmed that both the instructional quality and visual design adhered to educational requirements.

Instrument validation was performed to assess the practicality and comprehensibility of the research instruments utilized in this study. The validation was carried out by a validator from Nahdlatul Ulama University of Blitar. This validation sought to ensure that the research instruments were suitable and effective in gathering precise data pertinent to the development of the learning media. Table 1 provides the result of the validation.

Table 1. Instrument Validation Result

No.	Assessment Point	Score	Percent	Validity Criteria
1.	Relevance of each instrument	4	100%	Very Valid
2.	Clarity of each instrument	4	100%	Very Valid
3.	Clarity and logical consistency of the instrument	4	100%	Very Valid
4.	Clarity of the measured concept	3	75%	Valid
5.	Clarity of the language	3	75%	Valid
6.	Understandability of the language	4	100%	Very Valid
7.	The instruments are arranged in a systematic order	4	100%	Very Valid
8.	Clarity of the instructions for filling out the questionnaire	4	100%	Very Valid
9.	Clarity of the scoring scale	4	100%	Very Valid
10.	Understandability of the scoring scale	4	100%	Very Valid
11.	Feasibility of the instrument	3	75%	Valid
12.	Instrument reliability	4	100%	Very Valid
Total		45	93.75%	Very Valid

The instrument validation resulted in a total score of 45 out of 48, indicating that 93.75% of the data was deemed very valid. Media validation was conducted to assess the design and visual quality of the Modified UNO Card Game as a teaching instrument. The validation process was carried out by a validator from Nahdlatul Ulama University of Blitar. The aim of this validation was to confirm that the created media was visually appealing, user-friendly, as well as suitable for junior high school students. The detailed results obtained from the media validation are shown in the following table:

Table 2. Media Validation Result

No.	Assessment Point	Score	Percent	Validity Criteria
1.	Media design is attractive	4	100%	Very Valid
2.	Balance of design and elements	4	100%	Very Valid
3.	Clarity of the used fonts	4	100%	Very Valid

4.	Practicality of the media's shape and size	4	100%	Very Valid
5.	Compatibility of colour harmony	4	100%	Very Valid
6.	Media's design is comfortable to see	4	100%	Very Valid
7.	Clarity of symbols and icons	4	100%	Very Valid
8.	Pictures are clear and easy to understand	4	100%	Very Valid
9.	Media's informations are clear and easy to understand	3	75%	Valid
10.	Clarity of the guidelines book	3	75%	Valid
11.	Media is easy to use by students	4	100%	Very Valid
12.	Material is durable and can be reused multiple times	4	100%	Very Valid
13.	Media allows interaction among students	4	100%	Very Valid
14.	Media increases students' interest in learning	4	100%	Very Valid
15.	Product is clear and works well	4	100%	Very Valid
16.	Good media quality	4	100%	Very Valid
17.	Media can be used both inside and outside the classroom	4	100%	Very Valid
Total		66	97.05%	Very Valid

The media validation attained a total score of 66 out of 68, resulting in a validity rate of 97.05%, categorized as very valid.

Material validation has been conducted to evaluate the precision and suitability of the grammar materials incorporated in the modified UNO card game. The validation was performed by a teacher from SMP Islam Baabussalaam. This validation aimed to confirm the accuracy and suitability of the grammar materials utilized in the cards for eighth-grade students. The detailed results obtained from the material validation are shown in the following table:

Table 3. Material Validation Result

No.	Assessment Point	Score	Percent	Validity Criteria
1.	Grammar in the media conforms to the rules and conventions of the language	4	100%	Very Valid
2.	Relevancy of the material on the media	3	75%	Very Valid
3.	Material aligns with the curriculum	4	100%	Very Valid
4.	Material aligns with the learning objectives	4	100%	Very Valid
5.	Material help the use of grammar	4	100%	Very Valid
6.	Media use activities aligned with learning objectives	4	100%	Very Valid
7.	Material is presented in the context of everyday life	4	100%	Very Valid
8.	Material is suitable for the students' skill level	4	100%	Very Valid
9.	Materials encourage student participation	4	100%	Very Valid

10.	Clarity of the instructions in the material	4	100%	Very Valid
11.	Encouraging the use of grammar in communication	4	100%	Very Valid
12.	Encouraging the practical use of language	4	100%	Very Valid
13.	Effective for learning	4	100%	Very Valid
14.	The material helps achieve the learning objectives	4	100%	Very Valid
Total		55	98.21%	Very Valid

The final result for the material validation was 55 out of 56, indicating a high level of validity with a corresponding validity percentage of 95%.

Implementation

The implementation phase involved testing the modified UNO card game with 14 eighth-grade students at SMP Islam Baabussalaam. Students were divided into small groups and participated in the game-based learning activity following the designed rules, while the researcher acted as the teacher in a typical classroom setting. The purpose of this trial was to evaluate the feasibility of the game as a tool for teaching grammar, particularly in narrative texts. After the activity, data on students' responses were collected through questionnaires. These responses were used to assess students' perceptions of the effectiveness and engagement of the learning media.

The questionnaire had fourteen statements employing a Likert scale ranging from 1 to 4, designed to assess the practicality, attractiveness, and utility of the media. The following table displays the responses of the students:

Table 4. Students Response Result

Indicator	Total Score	Percentage	Category
Students' responses to learning media	661/784	84.31%	Very Feasible

The findings revealed that 84.31% of the students' replies to the questionnaire were deemed extremely realistic. The results indicated that the modified UNO Card Game was positively welcomed by students as an effective instrument for grammar acquisition in narrative text within the English teaching context.

Evaluation

The evaluation phase aimed to determine the effectiveness and practicality of the modified UNO card game in grammar learning. Data were collected through student questionnaires and feedback after the implementation. The evaluation focused on students' perceptions of the game's practicality, attractiveness, and usefulness. Results showed that most students responded positively to the learning media. Therefore, the modified UNO card game was considered appropriate and beneficial for teaching grammar in narrative texts.

Discussion

The discussion emphasizes that the modified UNO card game was effectively created utilizing the ADDIE methodology, encompassing analysis, design, development, implementation, and assessment phases. The analytical phase indicated that eighth-grade students encountered challenges in comprehending language, especially within narrative text. The issues primarily stemmed from repetitive instructional approaches and restricted utilization of interactive media. Consequently, students exhibited diminished motivation and passive engagement in classroom

activities. This corresponds with research indicating that teacher-centered methodologies frequently diminish student engagement in language acquisition (Rachman et al., 2024). The research emphasizes the necessity for novel pedagogical approaches to tackle these challenges. Game-Based Learning (GBL), exemplified by the adapted UNO card game, was implemented to enhance student motivation and engagement. This research explicitly targeted grammar in narrative texts, in contrast to prior studies that concentrated on components of speech. The revised UNO card game was created to facilitate active learning and contextual use of grammar.

Throughout the development phase, the product underwent experts validation to ascertain its quality and feasibility. The instrument validation score attained 93.75%, signifying that the research tools were exceptionally valid for data collecting. This guarantees that the assessment procedure precisely evaluates the efficacy of the created media. Valid tools are crucial in R&D studies to ensure research dependability. Consequently, the work exhibits substantial methodological rigor. The media validation result attained 97.05%, classified as highly valid. This signifies that the design, layout, color scheme, and usability of the revised UNO card game were very suitable for educational settings. Visually appealing and well-structured media are recognized to improve learning efficacy and student engagement (Arsyad, 2019). The elevated score indicates that the game is aesthetically pleasing and user-friendly. This substantially enhances its efficacy as an educational instrument.

Furthermore, the material validation score attained 98.21%, indicating that the grammatical content was precise, pertinent, and consistent with the learning objectives. This guarantees that the teaching material enhances students' comprehension of narrative literature. Alignment with curriculum objectives is crucial for effective instruction. The certification verifies that the game adheres to educational standards. Consequently, the product is both pedagogically and academically robust. The validation results indicate that the generated media satisfies the standards for high-quality educational materials. Validation is essential for confirming the efficacy and reliability of instructional materials (Fitriyana et al., 2023). The product was enhanced through expert assessment to augment its educational efficacy. This procedure enhances the validity of the research outcomes.

The modified UNO card game was implemented in an actual classroom setting during the execution phase. Students actively engaged in group activities, participating in debates and resolving grammar exercises. The game promoted cooperation and engagement among students. Interactive learning environments are recognized for improving engagement and communication abilities (Utama et al., 2025). This illustrates the practical efficacy of the produced media. The study also shows that game-based activities can improve students' motivation and participation. The modified UNO card game integrates elements of competition, cooperation, and communication. These elements make learning more enjoyable and meaningful. Unlike previous studies that focused on grammar identification, this research emphasizes sentence construction and contextual understanding. This approach helps students apply grammar in real communication contexts (Novarisa et al., 2025).

The findings of the student satisfaction survey further corroborate the efficacy of the game. The final score of 84.31% categorizes as “very feasible,” signifying robust affirmative replies. Students indicated that the game was engaging, pleasurable, and beneficial for comprehending language. This discovery aligns with research indicating that card games foster a comfortable

and engaging educational atmosphere (Sholeha, 2017). Consequently, the game effectively improves both motivation and educational results.

The study concludes that the modified UNO card game is an excellent and practical instrument for teaching grammar in narrative texts. The elevated validation scores and favorable student feedback indicate its quality and utility. The results align with prior studies emphasizing the advantages of game-based learning in enhancing language proficiency (Rachman et al., 2024; Xu et al., 2020). This research advances the area by creating and evaluating a contextual grammar learning instrument. The revised UNO card game is proposed as a novel alternative for English language instruction (Novarisa et al., 2025).

CONCLUSION

The research finds that the adapted UNO card game was effectively created as a pedagogical instrument for grammar instruction in narrative texts, utilizing the ADDIE methodology, encompassing analysis, design, development, implementation, and evaluation phases. The preliminary research indicated that students struggled with grammatical comprehension, particularly the simple past tense, and that classroom instruction was deficient in interactive media. A game-based learning medium was developed to enhance engagement and significance in the learning process. The final product incorporates grammatical exercises within an interactive card game, rendering it appropriate for eighth-grade kids. The revised UNO card game functions as a novel method for enhancing grammar acquisition.

The results indicate that the revised UNO card game is both methodologically robust and pedagogically effective, as it effectively converts abstract grammar ideas into engaging and significant learning experiences. The extensive expert validation, along with favorable student involvement, suggests that the game successfully connects theoretical grammar knowledge with practical application. This indicates that effectively crafted game-based media can concurrently improve motivation, engagement, and understanding. Furthermore, the findings underscore the efficacy of low-tech instructional aids in resource-constrained educational environments. The revised UNO card game possesses significant promise for wider use as an accessible, entertaining, and versatile technique in English language instruction.

Based on these findings, several suggestions are put out. Teachers are advised to utilize the modified UNO card game as an alternate instructional tool to foster a more engaging and fun classroom atmosphere. Educators are also urged to use creativity in modifying the game to align with students' requirements and educational goals. Students are urged to actively participate in the game to enhance their comprehension of grammar and bolster their confidence in utilizing English. Collaborative learning via gameplay can augment their educational experience.

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