

The Use of Uno Card in Learning English Grammar

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Abstract

In teaching foreign grammar, teachers should be able to find the right teaching method for students. The right method can help students achieve their goals in learning. The researcher conducted a trial of Game-based Learning (GBL) outcome assessment using UNO cards. UNO card is used with P.O.S card game. This research was conducted to test the appropriateness of using this method if used for junior high school students in learning English grammar with the topic of Parts of Speech. The students chosen were the seventh-grade students of At Taubah Junior High School. In this period, language development is developing well. This research uses qualitative methods by using questionnaires. Questionnaires were distributed to sixty-one students. From the results of the questionnaire calculated with Cronbach Alpha reliability number obtained a result of 0.826. It can be stated that P.O.S card is effectively used in teaching grammar of seventh grade students with the topic of Part of Speech. GBL is a reference method for the next choice of teaching English.

Keywords: Game Based Learning, UNO cards, Grammar.

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INTRODUCTION

In teaching English, the role of the teacher in determining the right learning method to use in teaching students is very necessary. There are various methods that can be applied to the classroom. One of the learning methods that involve students to be actively in the teaching and learning process is game-based learning. Game Based Learning is one of the learning methods in education that provides a perfect balance between subject matter and games, as well as students' ability to retain and apply that knowledge in real life (Ismaizam et al., 2022). It has advantages in classroom learning (Adipat et al., 2021).

Some research is in accordance with this statement. Fithriani (2018) said that game-based activities provide more opportunities for students to use their English communicatively especially speaking skills, besides that it also increases students' confidence in using English confidently to speak in a game-based learning atmosphere. Game-based learning is aimed at the student center in learning (Winatha & Setiawan, 2020). Students taught with game-based learning had good results such as increased motivation, interest in learning, increased effort to assimilate the material learned, and showed significantly higher learning outcomes (Liu et al., 2020). In line with the previous research, Dabbous et al., (2022) claimed

that students appear motivated to learn with this active learning style using game based learning (GBL). GBL offers additional pedagogical methods for teachers to encourage greater knowledge retention and skill development.

In this study, the researcher conducted a study using game-based learning method using UNO cards to research in junior high school class VII. UNO cards are used in learning English Grammar in grade VII junior high school students. Grammar learning is chosen to be researched using the game-based learning method because English grammar to junior high school students is taught by making task-based sentences to make students communicate in a structured manner (Andriani et al., 2021). Learning English in Indonesia as English as Second Language (ESL). Therefore, it is important for learners to express themselves confidently without feeling afraid and embarrassed of making grammatical mistakes. The study found that students in different stages face many difficulties and problems in learning English grammar, which can be traced back to the old teaching style, the inappropriate curriculum, and the unenthusiastic psychological state of students (Ajaj, 2022). Through UNO cards, it is expected that students are active in learning and can achieve the goal of grammar learning. This research wants to know the responses of At Taubah Junior High School in VII grade students after learning English by using UNO cards on the topic of Parts of Speech.

Learning using Parts of Speech Card (P.O.S Card) is a simple modification of the UNO card game. P.O.S Card is expected to help students in recognizing noun, verb, adjective, etc. P.O.S Card aims to improve English language skills. P.O.S Card contains 75 cards consisting of basic cards and expert cards. Basic cards contain Adjective, Noun, Verb. While the expert card contains Punishment Card, Special Card, Skip Card. This game can be played by 2 or more players.

The following is how to use POS Cards in teaching grammar to students:

1. Share cards
Shuffle the cards evenly. Deal 7 cards to each player. Leave a pile of cards in the center of the table as the pile to be drawn.
2. Start the game
Shuffle the cards evenly. Deal 7 cards to each player. Leave one pile of cards in the center of the table. The cards are referred to as the grab pile.
3. Playing cards
Each player whose turn it must remove one card from his/her hand while saying the word on the card. The card played must have the same type of word as the top card of the discard pile. If none of the cards match, the player must take one card from the discard pile. If there is only one card in hand, the player must shout "POSCARD!" If they forget, the player must take an additional card from the discard pile.
4. Special Cards
Skip: Skip to the next player's turn.
Draw 3: The next player draws 3 cards and loses their turn. If the next player also has a Draw 3 card, the effects will stack. For example, if the first player draws a Draw 3, and the second player also draws a Draw 3, then the third player must take 6 cards.
5. Score and Game Order

Each card has a score value. After one round is completed, calculate the total score of each player. The player with the highest score will start the game in the next round.

6. Win

The player who first exhausts all the cards in hand is the winner.

The following image illustrates the design and layout of the P.O.S Card used in this study. These cards are designed to make grammar learning more engaging and interactive. The image below provides an overview of the card types, including Basic Cards (Adjective, Noun, Verb) and Expert Cards (Punishment Card, Special Card, Skip Card), which are used in the game.

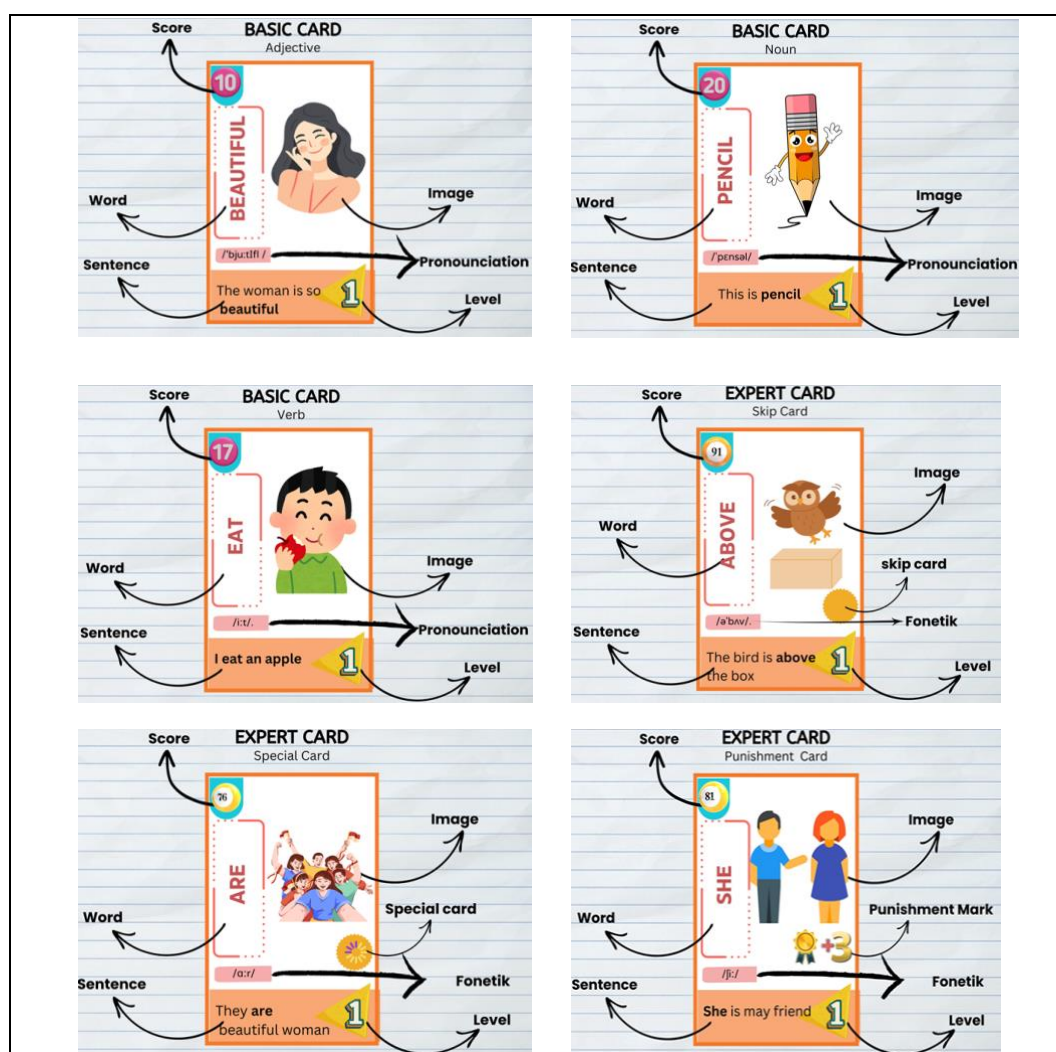


figure 1. Game Card Display

As shown in Figure 1, the P.O.S Cards are designed with distinct categories and colors to help students easily identify different parts of speech. The layout and rules of the game encourage students to actively participate in grammar learning through a structured yet enjoyable approach. The inclusion of special cards adds

an element of challenge, ensuring that students remain engaged throughout the learning process.

RESEARCH METHOD

The research conducted three months in class VII SMPS Islam At Taubah. Class VII in Indonesia is around 13-14 years old. Junior high school students are referred to as adolescents. The language development of adolescents in this period is increasing rapidly because it is influenced by cognitive development and the surrounding environment such as family, community, school, and peers (Harlin, 2019). The school used to collect data is At Taubah Junior High School, East Jakarta. Class VII at the school consists of sixty-one students. At Taubah Junior High School was chosen because based on discussions with the English teacher, students in the junior high school had difficulty in learning grammar. Data collection was carried out for two months.

This research uses quantitative method. Quantitative research is an approach to testing objective theories by examining the relationships between variables to be measured, usually with instruments, so that numerical data can be analyzed using statistical procedures (Creswell & Creswell, 2018). Quantitative data is taken from questionnaires given to students and tested by validators to be used to validate instruments, products, materials to students regarding English learning and student satisfaction using questionnaires (Fitri et al., 2024). Questionnaire are made by the researcher.

The research used a questionnaire include ten questions that will be calculated using a Likert scale. Likert interval 1-4 which represents strongly agree (SA), agree (A), disagree (D), and strongly disagree (SD). The Likert scale of “strongly agree” to “strongly disagree” is intended as a scale with theoretically equal intervals between responses (Creswell, 2012). On a Likert scale, the third point or so-called middle value should not be used because it will make respondents choose neutral or hesitate to express their true feelings or choose not to answer. This would indicate that the respondent lacks cooperation, does not care, or is reluctant to get involved. Therefore, in this study, the questionnaire should use a scale of 1 (Strongly Disagree) to 4 (Strongly Agree) and eliminate the neutral value to encourage respondents to make a more firm decision (Tanujaya et al., 2022). The questions were given through a google form application from the researcher to the teacher for students.

Questionnaire results were analyzed validity and reliability using Jasp. Theory of validity and reliability was used in this study to evaluate the quality of the research. If an examination tool meets two conditions, namely validity, accuracy, and reliability, or consistency, or consistency, the examination tool is considered to be of high quality (Erlinawati & Muslimah, 2021).

RESULTS AND DISCUSSION

In this study, the researcher made ten questionnaire items to be tested. The questionnaire was tested on thirty students who had been taught using P.O.S cards with the results of all questions being valid and reliable. Furthermore, the questionnaire was tested on sixty-one other students at At Taubah Junior High

School who had just been taught using P.O.S cards. The questions are given answer options using a Likert Scale.

The following is a table of questionnaire questions given to At Taubah Junior High School VII grade students.

Table 1. Questionnaire Questions

No	Question	Strongly Agree	Agree	Disagree	Strongly Disagree
1	UNO card game is interesting to use in learning "Parts of Speech"				
2	UNO card game helps me understand "Parts of Speech"				
3	I feel happy when learning "Parts of Speech" using the UNO card game				
4	UNO card game makes it easier for me to remember the category "Parts of Speech"				
5	UNO card game is very relevant to the "Parts of Speech" material being taught				
6	I had a pleasant experience working together with my friends when using the UNO card game in the "Parts of Speech" material				
7	I feel I can learn more effectively when using the UNO card game in the "Parts of Speech" material				
8	I want the UNO card game to be used again for other learning materials				
9	I had no problems using the UNO card game to learn "Parts of Speech"				
10	Learning using the UNO card game still needs to be improved				

The researchers tested the validity and reliability of the answers given by sixty-one students. The researchers processed the answers with Alpha Coefficient or Cronbach Alpha as a measure to illustrate the correlation between the scale created and all existing variable scales. Taber (2018) claimed that Cronbach's Alpha was used as the development of scales to measure attitudes, other affective constructs, and reports on the development of tests of student knowledge and understanding as

indicators of instrument quality. Cronbach's alpha measurement is used to prove the instrument's dependability and demonstrate internal consistency. Raharjanti et al., (2022) stated if the Cronbach's alpha coefficient value of an item exceeds 0.6, then the item is considered reliable.

Table 2. Frequentist Scale Reliability Statistics

Estimate	McDonald's ω	Cronbach's α
Point estimate	0.823	0.826
95% CI lower bound	0.754	0.747
95% CI upper bound	0.891	0.884

From the results of the above calculations, the Cronbach Alpha reliability number exceeds 0.6. This means that the instrument used is reliable. The questionnaire used for research results can be trusted and can be used. The following are the values of each question:

Table 3. Frequentist Individual Item Reliability Statistics

Item	If item dropped	
	Cronbach's α	Item-rest correlation
V3	0.807	0.612
V4	0.812	0.488
V3_3	0.810	0.522
V4_4	0.803	0.585
V3_5	0.803	0.607
V4_6	0.808	0.539
V3_7	0.802	0.591
V4_8	0.811	0.500
V4_9	0.829	0.447
V4_10	0.816	0.495

The following is a description of the results obtained in each question:

1. UNO card game can be used for various purposes such as an interesting learning tool. Quoting a statement from Akdogan (2020), fun and interactive games enhance cognitive skills and encourage critical thinking. The use of UNO cards in learning Parts of Speech has been proven effective with a Cronbach Alpha value of 0.807. This means that UNO game as a learning media is reliable and effective to teach language with Parts of Speech theme.
2. UNO cards are used with the aim of making the learning process more fun and interactive. Ghazal and Singh (2022) stated that classroom language instruction can be greatly enhanced by game-based learning. Students can more easily identify and understand the meaning of different types of words in English. According to Metom (2019) To make grammar courses more

engaging, enjoyable, inspiring, and successful, games are advised. From the measurement results with the Cronbach Alpha value, a value of 0.807 is generated, which means that the UNO card game makes learning more fun, helps students understand and recognize various types of Parts of Speech words.

3. It is in line with the Self-Determination Theory (SDT) by Ryan and Deci (2022) that enhancing intrinsic motivation through the creation of a learning environment that promotes competence, autonomy, and relatedness can make learning more pleasurable and fulfilling. The UNO card game is effective in supporting these principles through an engaging and interactive way for students to learn Parts of Speech which can reinforce their sense of competence and enjoyment. This statement on the questionnaire received a Cronbach Alpha value of 0.810. This indicates that the UNO card game is a reliable tool to assess students' engagement and satisfaction during the learning process. This is in line with Zhang's (2022) statement that these results reinforce the idea that the UNO card game is one of the instructional methods needed to stimulate students' interest in learning and improve teaching effectiveness.
4. The Cronbach Alpha value is 0.803. This refers to the application of games in learning can significantly improve students' ability to retain and remember language concepts. This is in line with the Cognitive Load Theory by Sweller (2020) asserts that presenting information in a method that doesn't overwhelm the learner's cognitive capacity will improve learning effectiveness. By integrating the UNO card game into the learning process applies to students a more interactive and fun way to master the Parts of Speech category. Therefore, allowing students to absorb and recall information more efficiently. Jenner and Jebakumar (2024) said games like UNO cards are useful resources for adding interest and entertainment to sessions, which enhances the language learning process.
5. The Cronbach Alpha value is 0.803. This game can provide an interactive, fun, and effective learning experience in understanding basic language concepts, namely nouns, verbs, adjectives, and others. The gamification theory by Clark (2021) states game-based learning is the process of achieving specific learning objectives through gameplay and game material. It improves learning by providing learners—who are also players—with challenging tasks and compelling problem-solving environments that make them feel accomplished. This is in line with Ellis' (2023) statement that students can interact with and employ target grammatical forms in a more engaging and natural way when they play language games.
6. Rudawska (2017) highlighted that group projects and teamwork are widely used teaching methods due to their many benefits. They promote collective learning through problem-solving, idea development, knowledge exchange, and increased student engagement. Similarly, Zhao et al. (2022) emphasize fostering critical thinking and problem-solving interactively and enjoyably, with immediate feedback and rewards to motivate students. Furthermore, learning Part of Speech through teamwork using the UNO game offers significant benefits, allowing students to solve problems, develop ideas, and share knowledge with peers.

7. According to Jamaatthuddin & Or-Kan (2021) using educational games in college English classes boosts students' enthusiasm, reduces fatigue, and improves their English skills. Games in learning can increase interest in learning, inspire students, and help passive students become more active in learning activities. Sa'adan et al. (2019) also noted that language games provide students with a more fun and engaging way to communicate their thoughts and creativity while reducing the number of possible intimidating interactions. Therefore, games such as UNO cards can provide a fun atmosphere and increase students' enthusiasm for learning.
8. Ak Lukas et al. (2020) say that unique materials can help students learn new vocabulary and improve their skills. The UNO card game can hone students' skills such as reading, speaking, and listening skills. Furthermore, Fitri & Saifudin (2024) said that in the UNO card game students are free to choose cards with vocabulary words and pictures and then use the words and visuals to construct sentences. The positive impact is that their vocabulary increases, and they can remember information faster. During the UNO card game, students are allowed to take cards containing vocabulary words and pictures, then make sentences based on the pictures and words they get. This makes it easier for them to master the material faster and expand their vocabulary.
9. Referring to Hanindya et al. (2024), UNO cards are an interesting and easy-to-use learning media with a simple and easy-to-understand way of playing. Adding symbols or questions to the cards can help students to practice and understand interactive learning concepts. Mardi et al. (2024) emphasized that UNO cards are a simple card game, making it suitable for students to play.
10. Hafeez (2022) states that game-based learning has disadvantages, for example, inconsistent game design, can distract students, and sometimes the learning objectives cannot be delivered on target. This is in line with Dimitra et al. (2020) who claim using UNO cards as a learning tool can cause distractions in learning, learning outcomes that do not reach the target, and the risk of addiction to playing games. It can be concluded that the use of UNO cards in learning still has several limitations that must be overcome and improved to make it a more effective educational media and in accordance with learning objectives.

From the results of the questionnaire and the description above, we can conclude that in learning "Part of Speech", UNO cards can be used as a learning media with teacher guidance. Therefore, it can be concluded that the use of UNO cards in this material is highly recommended. With the accuracy of teaching methods and media, it is expected to help students in achieving learning targets.

CONCLUSION

This study investigates the Game Based Learning (GBL) method using UNO cards in an English grammar lesson on the topic of Parts of Speech. This quantitative method study collected data by distributing questionnaires to sixty-one students of At Taubah Junior High School, East Jakarta. There were ten questions in the

questionnaire. The answers from the questionnaire were calculated using Cronbach Alpha using Jasp. The results obtained are all answers are above the value of 0.6 which means reliable. All students showed positive responses.

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