THE EFFECTIVENESS OF *UNO STACKO*

TO IMPROVE ENGLISH SPEAKING SKILLS

THESIS

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FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITY OF MUHAMMADIYAH MALANG

2024

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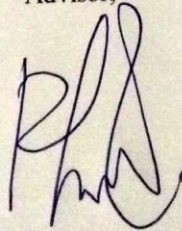# APPROVAL

This thesis was written by Nabila Anggie Savitri and was approved on

Tuesday, 24 December 2024.

By:

Nabila Anggie Savitri

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Rahmawati Khadijah Maro, S.Pd., M.PEd

This thesis was defended in front of the examiners of the Faculty of Teacher Training and Education of University of Muhammadiyah Malang and accepted as one of the requirements to achieve Bachelor's Degree in English Language Education on Tuesday, 24 December 2024.

Approved by:

Faculty of Teacher Training and Education

University of Muhammadiyah Malang

Dean,

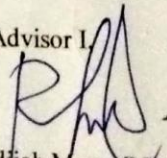Prof. Dr. Trisakti Handayani, M.M.

Examiners:	Signatures:
1. Dr. Santi Prastiyowati, M.Pd	1. ....
2. Adityo, S.S., M.A	2. ....

By:

Advisor I,

Rahmawati Khadijah Maro, S.Pd., M.PEd

MOTTO AND DEDICATION

Motto

"It may be that you dislike a thing and it is good for you, and that you like

a thing and it is bad for you. Allah knows, while you know not."

(Surah Al-Baqarah 2:216)

Dedication

I dedicate this thesis to:

1. My advisor

2. Myself

3. My family

4. Teacher and English Club Students at MTs Muhammadiyah 1 Malang

5. My friends and American Corner Peeps

AUTHOR'S DECLARATION OF ORIGINALITY

I hereby declare that the intellectual content of this thesis is the product of my own work and has not been submitted to any other University or Institution.

I certify that, to the best of my knowledge, my thesis does not infringe upon anyone's copyright nor violate any proprietary rights and that any ideas, techniques, quotations, or any other material from the work of other people included in my thesis, published or otherwise, are fully acknowledged in accordance with the standard referencing practices.

I also declare that this is a true copy of my thesis, as approved by my thesis committee and the English Language Education Department Office.

Malang, 24 December 2024

Nabila Anggie Savitri

THE EFFECTIVENESS OF *UNO STACKO*

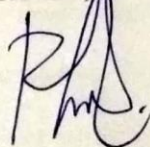## TO IMPROVE ENGLISH SPEAKING SKILLS

ABSTRACT

English speaking skills is a crucial aspect of language education in Indonesia, where English is treated as a foreign language. Despite its importance in global communication, students often face challenges such as limited vocabulary, lack of confidence, and insufficient practice opportunities due to traditional teaching methods. To address these issues, game-based learning (GBL) offers an innovative approach that combines educational benefits with engaging activities. This study investigates the use of UNO Stacko, a well-known game, as a tool to enhance English speaking skills among students participating in the English Club extracurricular at MTs Muhammadiyah 1 Malang.

The purpose of this research was to assess the impact of UNO Stacko on improving students' speaking abilities. Using Classroom Action Research (CAR) based on the Kemmis and McTaggart framework, the study was conducted in two cycles consisting of planning, implementation, observation, and reflection. Ten students participated as research subjects, with data collected through pre-tests, post-tests, and classroom observations. The study evaluated improvements in students' vocabulary, grammar, pronunciation, fluency, and task completion.

The findings revealed significant progress in students' speaking skills, as the mean scores increased from 17.9 in the pre-test to 23.7 in the post-test. The integration of UNO Stacko not only enhanced vocabulary acquisition and fluency but also boosted students' confidence and created an engaging learning atmosphere. These results highlight the potential of GBL, specifically UNO Stacko, as an effective instructional strategy for teaching English. Further research is encouraged to explore its application in other areas and with larger groups of students.
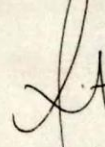
Keywords: *UNO Stacko, game-based learning, English speaking skills*

Advisor,

Rahmawati Khadijah Maro, S.Pd., M.PEd

The Researcher,

Nabila Anggie Savitri

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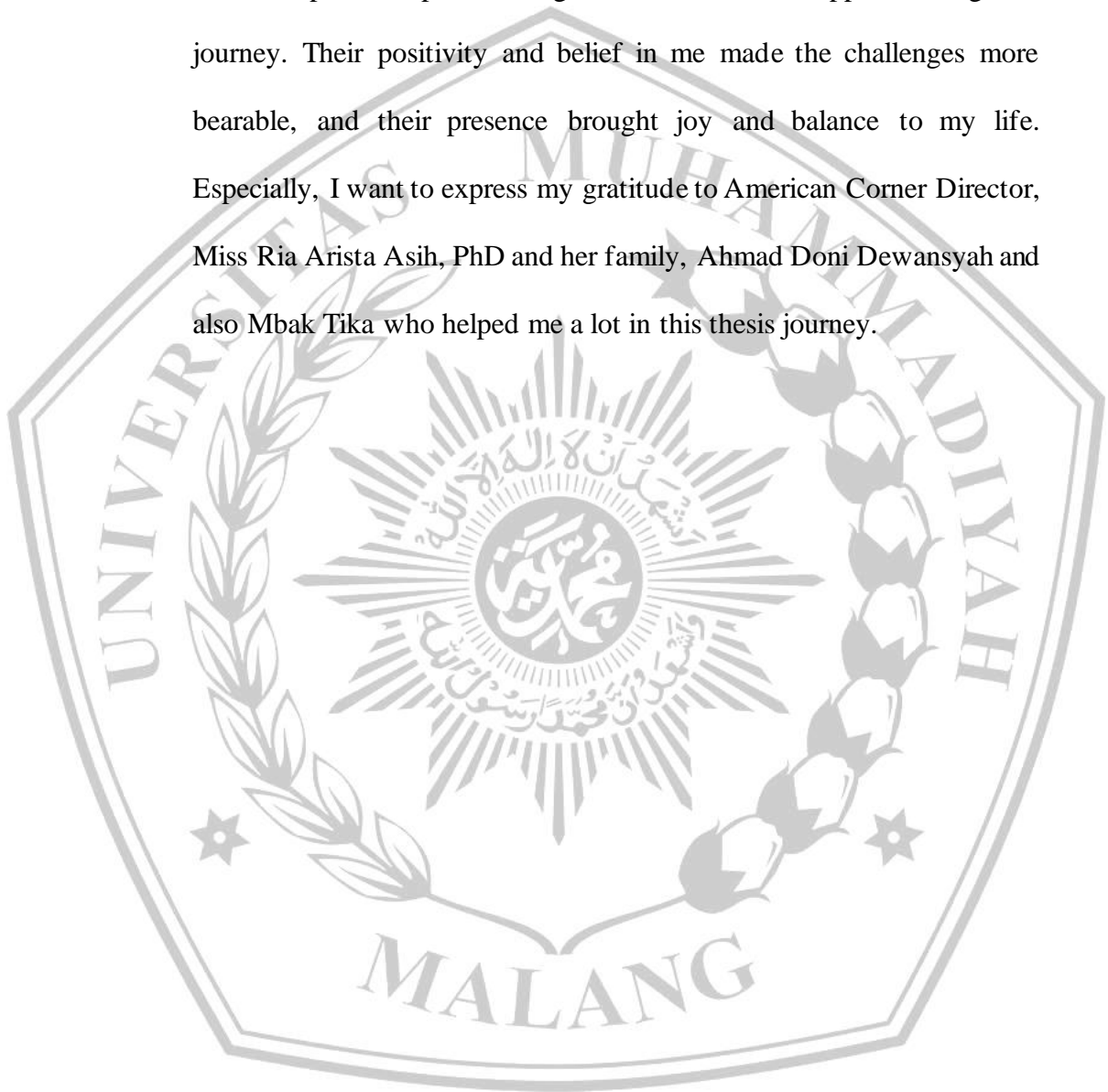
From the start of my thesis journey to its conclusion, a lot of people have assisted me in completing this final assignment. There are too many names to list them all. Therefore, I would like to express my sincere gratitude and admiration to the following:

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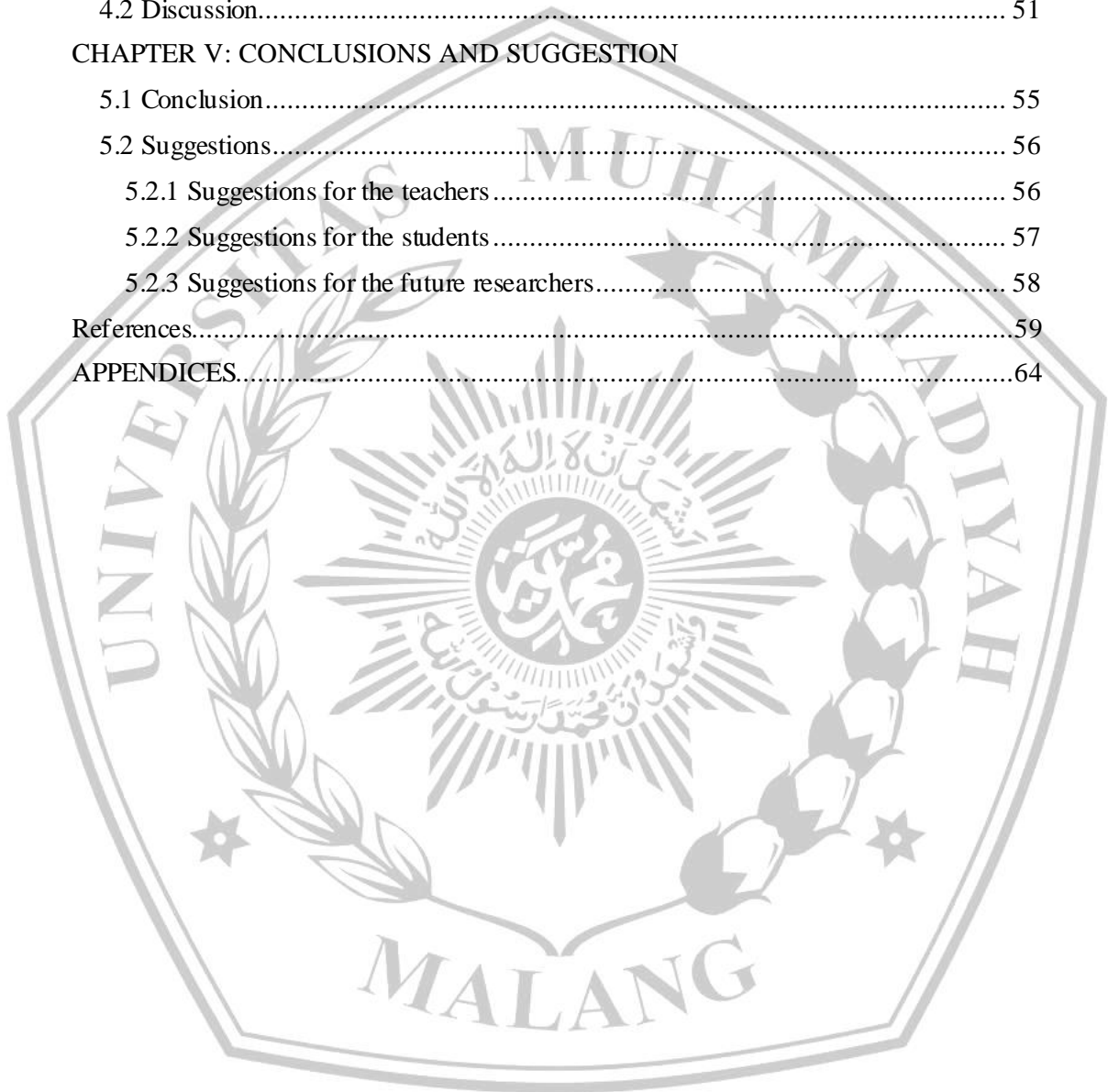and cooperation provided valuable insights and data, which were essential to the completion of this thesis.

5. To my college and American Corner friends, I am sincerely grateful for their companionship, encouragement, and moral support during this journey. Their positivity and belief in me made the challenges more bearable, and their presence brought joy and balance to my life. Especially, I want to express my gratitude to American Corner Director, Miss Ria Arista Asih, PhD and her family, Ahmad Doni Dewansyah and also Mbak Tika who helped me a lot in this thesis journey.

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Appendix-1: Lesson Plan Cycle I

Lesson Plan Cycle I

A. Identify
School: MTs Muhammadiyah 1 Kota Malang
Class/Semester: English Club Extracurricular Students ; Class 7, 8 and 9
Topic: Type of Sentences (Simple and Compound Sentences)
Time Allocation: 2 x 45 Minutes (1 Meeting)

B. Learning Objectives
- Students are able to understand the action verb.
- Students are able to make a simple and compound sentence.
- Students are able to speak in simple and compound sentences.

C. Method
Game Based Learning

D. Material
Type of sentences (Simple and Compound Sentences)

E. Media
- White Board & Marker
- UNO Stacko that consist of challenge papers

Meeting 1

F. Teaching Procedure
Pre-Teaching (15 minutes)
- Pre-activity
  1) The teacher and the students greet each other and then proceed to pray.
  2) The teacher checks attendance.
- Apperception
  1) Ask questions that are related to the upcoming lesson.
     a) Have you ever made or thought about the type of sentence that you have in conversation with your friends?
     b) What is the type of sentence for the sentence "I am Nabila"
  2) Linking the material/theme/learning activities to the student's previous experiences.
  3) Convey the learning objectives.

Whilst-Teaching (60 minutes)
1) The teacher wrote the material on the board in front of the class.
2) After the teacher writes the material, the teacher explains the materials and gives the example.
3) While the students try to understand the material and have discussion sessions, the teacher sets up the UNO Stacko.
4) After that, the teacher asks students to count 1 and 2 repetitively.
5) The students who got the same number are in the same group.
6) One representative group will decide who goes first by rock, paper, and scissors.
7) The teacher explains the rules and how to play UNO Stacko.
   The steps to play UNO Stacko by the teacher:

1. First, the teacher and students arrange all the blocks until the tower is neatly arranged.
2. The students are divided into groups, each group consists of 5 students.
3. Then, the first player takes the first block whatever it is and takes the challenge paper.
4. The student puts the block to the top of UNO Stacko tower.
5. After that, the student read the verbs and type of sentences. The student speaks a sentence based on the challenge paper.
6. The teacher gives points based on the number in the blocks that the student takes.
7. The next player also does the same things as the first player. This happens until the tower collapses.
8. The group who gets the highest score is the winner.

Post-Teaching (15 minutes)
1) The teacher concludes today's lesson.
   a) The teacher explained action verbs, simple and compound sentences. This can be done orally or written on the board.
2) The teacher asks the students to reflect on today's activities.
3) The teacher conveys the activities that will be carried out in the next meeting.
4) The teacher invites students to pray before ending the lesson.
5) The teacher says closing greetings.

Appendix-2: Type of Sentence Material

Complex Sentence

Terdiri dari Independent Clause + Dependent Clause

Menggunakan subordinating conjunction, seperti because, even though/although, since, if, when, before, after, dsb.

Note:
Independent = bisa berdiri sendiri Dependent = tidak bisa berdiri sendiri

Contoh kalimat:

She stayed home, because she was feeling sick
Independent Clause   Dependent Clause

If you need help, just call me.

When he arrived, the meeting had already started.

Before I go to work, I always make sure to feed my cat.

After I finished my homework, I play with my friends

Compound Complex Sentence

Contoh kalimat:

I want to go to the park, but it started raining before I could leave.
          Compound sentence   Complex sentence

She studied hard because she wanted to pass the exam, and she finally succeeded.

The dog bark loudly because see a stranger, but it stop when the stranger leave.

Although he is tired, he stay up late to finish the homework, and he feel satisfied.

Menggabungkan unsur dari compound dan complex sentence

Good luck!

Simple Sentence

Terdiri dari Subject + Verb

Jangan lupa!
I you they we gasuka es (contoh, go, study)
She he it suka s (contoh, goes, studies)

Contoh kalimat:

I drink
Subject   Verb

I like an orange

She studies Mathematics

He likes cookies

You go to the school

Compound Sentence

Contoh kalimat:

You can watch a movie, or you can listen to a song.

I study Math and my friend studies English

I like oranges, but my sister likes apples.

It started to rain, so we went inside.

Gabungan dari Simple Sentence + Simple Sentence

Digabungkan oleh Coordinating Conjunctiong, disingkat FANBOYS
1. For (to show reason)
2. And (to add information)
3. Nor (to add negative information)
4. But (to show contrast)
5. Or (give a choice)
6. Yet (to contrast)
7. So (to show result)

You got this!

Appendix-3: The Challenge Papers

Simple	Complex	Compound	Compound Complex
Accept	**Ask, Answer**	**Eat, Hungry**	**Explain, Understand**
Simple **Sleep**	Complex **Accept, Add**	Compound **Learn, Exam**	Compound Complex **Call, Miss**
Simple **Say**	Complex **Agree, Allow**	Compound **Like, Love**	Compound Complex **Believe, Hate**
Simple **Run**	Complex **Fall, Feel**	Compound **Close, Open**	Compound Complex **Borrow, Return**
Simple **Go**	Complex **Buy, Sell**	Compound **Pay, Give**	Compound Complex **Change, Check**
Simple **Leave**	Complex **Care, Carry**	Compound **Put, Throw**	Compound Complex **Take, Put**
Simple **Eat**	Complex **Go, Grow**	Compound **Read, Write**	Compound Complex **Cook, Buy**
Simple **Come**	Complex **Think, Give**	Compound **Hug, Care**	Compound Complex **Drive, Drunk**
Simple **Drink**	Complex **Jump, Walk**	Compound **Sleep, Run**	Compound Complex **Make, Sell**
Simple **Bring**	Complex **Forget, Remember**	Compound **Describe, Draw**	Compound Complex **Swim, Jump**

Appendix-4: Observation Checklist Cycle I

No	Observation Aspects	YES	NO	Comments
1.	Can students use UNO Stacko on their own?	v		Yes, almost all of them played UNO Stacko so they can use it independently. The new thing for them is they never used UNO Stacko for learning before this research.
2.	Do students actively speak when using UNO Stacko?	v		Yes, all of them were actively engaged in speaking while making a sentence by challenge paper on UNO Stacko.
3.	Does the student's skills to concentrate and pay attention during UNO Stacko speaking activities improve?	v		Yes, the student improved focus and attention and excitedly waited for their turn to play and made a sentence.
4.	Can students summarize or highlight a major point following a speaking activity using UNO Stacko?	v		Yes, the students actively made a summary of what they did and what they learned after playing UNO Stacko and made a sentence.
5.	Can students comprehend and construct a sentence using UNO Stacko?	v		Yes, the students were able to understand the challenge paper and made a sentence based on the challenge paper on UNO Stacko.
6.	Is UNO Stacko helping the students become more motivated to practice speaking?	v		Yes, the students felt the challenges and the colorfulness of UNO Stacko blocks made them more motivated to practice their speaking skill while treatments happened.
7.	Do students have a strong desire to use UNO Stacko as a teaching tool?	v		Yes, the students enthusiastically played and learned using UNO Stacko because the learning process is using familiar games for them.
8.	Can students recognize and talk about new words they learned while playing UNO Stacko?	v		Yes, each student can mention what is the most remembered vocabulary for them and tell the researcher what that means.
9.	Does it take the students more than 30 seconds to construct a sentence by the challenge paper on UNO Stacko?	v		Yes, sometimes the students need more than 30 seconds because this is the first time they learn about type of sentences and using UNO

				Stacko for learning.
10.	Has the student shown that they can apply the speaking skills they have acquired through UNO Stacko to conversations in real life?	v		Yes, because unconsciously learning by playing and the repetition of listening to other players on UNO Stacko make them comfortable to speak in real-life communication.

Appendix-5: Pre-Test Student's Transcription

Num	Name	Text
1.	A A R	My name is A A R. I don't like a hobby and I don't like pizza because I don't like junk food. I don't like a hamburger because I don't like junk food too. I don't have a brother and I don't have a sister. I don't like junk food because I'm scared disease. I like ice cream because its yummy. I like blue color and I like sleep. Thank you
2.	A S M	My name is A S M. You can call me S. I'm twelve years old. I was born in May 17. I'm seven grader from MTs Muhammadiyah 1 Malang. My hobbies are cooking, swimming, write a book, and listening music.. I live at Joyo Agung street Malang city. My dream is doctor. My favorite food is ice cream and fried noodle. My favorite drinks are mineral water, milk and sinom. My favorite color is soft blue.
3.	A Z D	My name is A Z D. You can call me A. I'm class seven. My hobbies are playing guitar, swimming and studying. My birthday is eight December 2011. I have a pet. His name is Abu. I love him because he is cute. I live with my lovely family. I have two brothers and two sisters. I have eight besties. I like color blue and I like ice cream.
4.	F G P	Hello everyone, my name is F G P. You can call me F. I don't have a brother and sister. Now, I live with my mother and grandmother. Where is my dad? My dad is work at outside javanese island. I live at Permata Hijau street Malang city, and I now seven grade. My hobbies are hiking, cooking, and hearing music, playing a drum and reading a book. My dreams are drummer, barista and roller skater.
5.	K W Y	Hi, my name is K W Y. I'm thirteen years old. I'm from Bandung, but now I live in Batu. I like fun and cool things. My hobbies are playing with computers, walking in nature, and building toy airplanes. I like listening to calm and happy music. I also like reading books about space because it's very interesting.
6.	M M Z H	I want to introduce myself, my name is M M Z H. I like Marvel movies. In marvel I like avengers team because they are so cool. I like pasta because its so creamy. I like watching movies and drawing. I have cats, their name is Emon, Oreo and Silverqueen. In this school I have a lot of friends but I have my favorite friends.
7.	P A F	Hi, my name is P A F. I'm thirteen years old. I love unique and creative things. My hobbies include coding, exploring nature, and building model airplanes. I enjoy listening to jazz and indie music. My favorite books are about science and space because the universe is so mysterious.
8.	S H M	Hello my name is S H M. I'm twelve years old. I'm from Jakarta, but now I live in Bukit Hijau Residence Tlogomas. I like cute and tomboy things. My hobby is playing fps games, making dragon puppets, drawing and listening to music. Some of my favorite music genres are rock and japanese music. I also like mystery novels like Sherlock Holmes and trio detective.

9.	S N M	Hello everyone, my name is S N M. My age is thirteen and my birthday is on 13 October 2011. I have some hobbies, hobbies that I like. One of them are drawing, listening to hip hop music. Not just hip hop music, I also like pop. For drawing, I like drawing some characters in cartoon.
10.	Z A P	My name is Z A P. I'm thirteen years old and my hobby is riding a bike. I like playing with the kitties that next to my house. They always came to my house every time I go to school and wake up. My favorite drinks are cold tea and cold orange juice. I have a sister, her name is __. I used to call her kakak because she is my sister. I live in Karangploso.

Appendix-6: Lesson Plan Cycle II

Lesson Plan Cycle II

A. Identify
    School: MTs Muhammadiyah 1 Kota Malang
    Class/Semester: English Club Extracurricular Students ; Class 7, 8 and 9
    Topic: Type of Sentences (Simple, Compound, Complex and Compound Complex Sentences)
    Time Allocation: 2 x 45 Minutes (1 Meeting)

B. Learning Objectives
    ● Students are able to understand the action verb.
    ● Students are able to make a simple, compound, complex and compound complex sentence.
    ● Students are able to speak in simple, compound, complex and compound complex sentences.

C. Method
    Game Based Learning

D. Material
    Type of sentences (Simple, Compound, Complex and Compound Complex Sentences)

E. Media
    ● White Board & Marker
    ● UNO Stacko that consist of challenge papers

Meeting 1

F. Teaching Procedure
    Pre-Teaching (15 minutes)
    ● Pre-activity
       1) The teacher and the students greet each other and then proceed to pray.
       2) The teacher checks attendance.
    ● Apperception
       1) Ask questions that are related to the upcoming lesson.
           a) Do you ever make a long sentence when talking with your friends? What is it?
       2) Linking the material/theme/learning activities to the student's previous experiences.
       3) Convey the learning objectives.
    Whilst-Teaching (60 minutes)
    1) The teacher gives the printed material to the students.
    2) After the teacher gives the material, the teacher explains the materials and gives the example.
    3) While the students try to understand the material and have discussion sessions, the teacher sets up the UNO Stacko.
    4) After that, the teacher asks students to gather with their group the same as the Cycle I.
    5) One representative group will decide who goes first by rock, paper, and scissors.
    6) The teacher explains the rules and how to play UNO Stacko.
        The steps to play UNO Stacko by the teacher:

1. First, the teacher and students arrange all the blocks until the tower is neatly arranged.
2. The students are divided into groups, each group consists of 5 students.
3. Then, the first player takes the first block whatever it is and takes the challenge paper.
4. The student puts the block to the top of UNO Stacko tower.
5. After that, the student read the verbs and type of sentences. The student speaks a sentence based on the challenge paper.
6. The teacher gives points based on the number in the blocks that the student takes.
7. The next player also does the same things as the first player. This happens until the tower collapses.
8. The group who gets the highest score is the winner.

Post-Teaching (15 minutes)
1) The teacher concludes today's lesson.
   a) The teacher explained action verbs, simple, compound, complex and compound complex sentences. This can be done orally or written on the board
2) The teacher asks the students to reflect on today's activities.
3) The teacher conveys the activities that will be carried out in the next meeting.
4) The teacher invites students to pray before ending the lesson.
5) The teacher says closing greetings.

Media: UNO Stacko

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Appendix-7: Observation Checklist

Cycle II

No	Observation Aspects	YES	NO	Comments
1.	Can students use UNO Stacko on their own?	v		Yes, all of them know how to use UNO Stacko and the challenge paper.
2.	Do students actively speak when using UNO Stacko?	v		Yes, all of them actively engaged with UNO Stacko. This also happened because the researcher added more material.
3.	Does the student's skills to concentrate and pay attention improve during UNO Stacko and make a sentence?	v		Yes, the students' attention and concentration increased because of the increase of challenge papers and material.
4.	Can students summarize or highlight a major point following a speaking activity using UNO Stacko?	v		Yes, the students can highlight what they got from making a sentence by challenging papers on UNO Stacko.
5.	Can students comprehend and construct a sentence using UNO Stacko?	v		Yes, even though the researcher adds more material, the students still can construct a sentence because there is printed material and they are also already familiar since the material is the repetition from Cycle I.
6.	Is UNO Stacko helping the students become more motivated to practice speaking?	v		Yes, the students feel more confident and less pressure to speak in English after treatments..
7.	Do students have a strong desire to use UNO Stacko as a teaching tool?	v		Yes, the students like to learn by UNO Stacko because it's enjoyable and less pressure.
8.	Can students recognize and talk about new words they learned while playing UNO Stacko?	v		Yes, because of the repetition of each the students make a sentence, the students learn new words and know how to construct the words into sentences.
9.	Does it take the students more than 30 seconds to construct a sentence by the challenge paper on UNO Stacko?		v	No, the students make a sentence in less than 30 seconds because they said it's easier to make the sentence since they learn it since Cycle I.
10.	Has the student shown that they can apply the speaking skills they			Yes, the students can apply their speaking skills from playing UNO

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have acquired through UNO Stacko to conversations in real life?	v	Stacko into real life because they feel more confident after the treatments.

Appendix-8: Post-Test Student's Transcription

Num	Name	Text
1.	A A R	A person I admired is mother, because she is my hero. My mother like support and give me help. My mother love family, she is always help and protect family. I very, very love my mother. Thank you mother for sacrifice.
2.	A S M	My name is A S M, and person that inspired me is my father. My father's name is A H, and reason why I choose my father to be 'the person that inspired me', because he is so inspired to me. I like my father so much. When I was a child, my father teach me how be a good person, and that inspire me to be a good person.
3.	A Z D	I inspired by a famous person, Soekarno, the first president of Indonesia. He was a great leader who fight for Indonesia's independence. His speech is full of passion and hope for our country's future. Soekarno's spirit and strong bring freedom to Indonesia make me proud. Even though he face many challenges, he never stop fighting for what he believed in. His love for Indonesia is something I want to remember.
4.	F G P	A person I admired is Mr Cloud because he known to be very kind, friendly, an athlete, and he is very pro at the playing a drums. I was inspired to learn a drums because of him. He is very skilled in a drum music. He also can plating metal drums music. That's why I started to play a drums.
5.	K W Y	The person that inspired me is Qian Kun. He is a leader of WayV, a group that based on China. He is so talented, he can do many things such as singing, dancing, writing lyrics, he can even fly a plane, and he has license for that! Amazing right! He is a hard worker too. He always motivate me to study hard and never give up. One of the lyrics that he wrote that always motivate me is "You don't need to walk this lonely road from unknown to the future, we gonna be alright.". He is such an amazing person, I love him.
6.	M M Z H	Person who inspired me is my teacher, Miss. A. She always encourages me to do my best in school. She is not just a good teacher, but also a kind person. Miss A always listen to her students and help us when we have problems. I remember once when I have trouble with math, she explain everything until I understand. Her patience and hard work made me want to try harder and not give up on learning.
7.	P A F	Hi my name is P A F. and right now, I want to tell you about someone that inspire me. I'm someone who really love my friends, but sometimes those feelings of love can be too overwhelming even for myself, and of course for my friends too. I had a friend who always remains patient, kind and calm in every situation he's going through. and that really amazed me. after he left, I aspire to be kind and patient in every situation just like him. I aspire to be calm and not snap if there's an irritating situation where normal people would usually do. my love for my friends makes me want to be like them. they make me who I am today. I am pieces of my friends, whether alive, or dead.

8.	S H M	The person that inspired me the most is zoster dragon. She is a youtuber. She inspired me to make dragon puppets. DP is a puppet made from paper or cardboard and that's new for me! So… I started to make some original DP. Her dragon puppet of course are very unique and pretty! Her Youtube channel also has a lot of subs… and I wish to be just like her one day!
9.	S N M	The person who inspired me is my mother. She is always there for me, no matter what happens. I admire her because she works so hard every day to support our family. Even though she is tired, she still manages to take care of us with love. She taught me to always be patient and kind, even when things are tough. I hope I can be as strong and caring as her someday.
10.	Z A P	My name is Z. The person is Albert Einstein. He so fantastic and smart at math. I want to be him because I like math and I want to be smart like him. And I have a second person he is Tom Holland. Tom is an actor, he great acting at his movie but he doesn't great at singing because his job is not singing hehe. I also want to be actor like Tom hehe.

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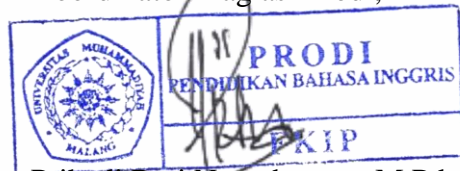
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CHAPTER I Introduction	3%
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CHAPTER IV Findings and Discussion	0%
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