CHAPTER I
INTRODUCTION

1.1 Background of Study

Communication is one of the ways to understand other human beings, share anything of what we know and to improve our knowledge. In order for humans to communicate with others in their surroundings, language is very important (Riadil, 2020). Effective communication is crucial to enhancing understanding and being understood by others. One of the main international languages, English is an essential tool for developing global connections. Speaking is an essential skill to acquire, and many people want to become fluent in English (Marzuki, 2021). People who are already familiar with English in their daily life will find it easier for them to gain more knowledge. The more communication you have with many people, the more you will share and get more knowledge. Speaking seems to be the most crucial English language talent to acquire since it is a productive verbal skill that may be utilized to showcase a learner's output (Alfatihah, 2022).

There are two types of English usage in non-native countries, both English as a second language and as a foreign language (EFL) (Riadil, 2020). Indonesia itself categorized English as foreign language. The use of English is only in the school when English lessons are going on. Students have limited time to train their English speaking skill, while the skill is the most important to have nowadays. English will always be used as a means of international communication, even though Indonesia is an EFL user (Farhani, 2020). When the students try to improve

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their English speaking skill, there are also people who say that they only show off their English skills. Sometimes we also find teachers that prioritize grammar when speaking, so students are afraid to learn English. Indonesia as an EFL country provides limited space for students to demonstrate their English language skills in everyday life.

One of the fun ways to learn language for any age is using games, because games are an enjoyable task with a measurable result and a challenge component based on a particular rule or rules for a certain purpose or purposes (Kocadere, 2016). When people hear the word games we always think that the activity will be fun, challenging, and not boring. Playing games in the classroom is one way to keep students from getting bored (Bakhsh, 2016). If the teachers want to make the students enjoy and understand the lesson, this method can be tried to use. The students not only know but also understand the lesson with full enjoyment. Like when playing games, learning has become a fun way to do things on your own without any force. The next generation of so-called *digital natives* is growing used to interacting in a digital world that is highly fun and intellectual (Greipl, 2020). This era demands the teachers move from teachers oriented and serious learning into students oriented and fun learning.

Since childhood, all of us have been used to playing games. The child uses games as an opportunity to express emotions and ideas and to learn a variety of experiences (Karakoc, 2020). On Game-based learning (GBL), teachers can utilize the learning and teaching process with very familiar games such as UNO Stacko, Cards, Scrabble, etc. The use of familiar games makes students easily acquire the

vocabulary which is the most important basic need to speak. Through the use of entertaining activities, GBL improves the acquisition of vocabulary in children, allowing them to not only learn new words but also respond to them naturally when they come across them later (Tang, 2020). GBL is the game-changer for the teaching and learning process. This method will reduce the learning anxiety of the students, so they can gain more knowledge and more confidence to show their English speaking skills.

Even with the increasing awareness of the importance of English language proficiency for people to this day, Indonesians who still consider the language to be a foreign language still struggle to speak English. The difficulties may come from themselves or external conditions. The speaker's comprehension of language skills like syntax, vocabulary, and pronunciation is referred to as language competence (Pratolo, et.al, 2019). Indonesian English teachers also encounter additional challenges, such as challenging classroom management, a rowdy classroom, and the inability to attend to every pupil (Jon, et.al, 2021). Students may also be inhibited from speaking actively by the classroom setting, unfavorable remarks made by friends, unequal participation, and discussion subjects (Pratolo, et.al, 2019).

One of the personal reasons for researching UNO Stacko is the researcher's own experience during a class that utilized UNO Stacko to learn comparative and superlative degrees. During the lesson, the researcher observed that classmates were interested and enjoyed the learning process. After the session ended, the researcher asked several classmates about their experience with the UNO Stacko-based

learning method. They responded that it was less stressful and enjoyable, and they felt motivated because the use of Uno Stacko made the learning process feel less like studying. In other words, what the researcher and classmates experienced was a combination of playing and learning simultaneously.

It is clear from the foregoing that Game-based learning will have a different impact to the students for their learning activities, especially when it comes to speaking skills. The researcher had been conducting study at MTs Muhammadiyah 1 Malang with an emphasis on the use of UNO Stacko as a teaching and learning strategy.

Since the aim of the study is to determine how UNO Stacko improves students' speaking skills, the researcher expects that the findings will be helpful to the English Language Education Department (ELED) University of Muhammadiyah Malang (UMM) in the future. The data of this research will give consideration for the ELED students to determine the suitable teaching method.

The subject of this study was ten students in the English Club extracurricular at MTs Muhammadiyah 1 Malang. The reason was because the students consciously join the English Club extracurricular, which shows their high motivation and high interest in English.

1.2 Statement of Problem

Following consideration of the facts in the study's background, the following issue is brought up as "How was the effectiveness of UNO Stacko to improve English speaking skills of students in English Club extracurricular MTs Muhammadiyah 1 Malang?"

1.3 Research Purpose

Based on the problem, the purpose is to identify the effectiveness of UNO Stacko to improve English speaking skills of students in English Club extracurricular MTs Muhammadiyah 1 Malang.

1.4 Significance of Study

Theoretically, according to Kumala et al. (2020) developed Uno Stacko for physics education, reporting high validation scores from experts. Nadiya et al. (2022) developed a contextual-based Uno Stacko media for thematic learning in elementary schools, which proved to be valid, practical, and effective. The growing interest for Game-based learning has increased, especially because the students can learn with fun. Other than the enjoyable learning, the long-term memories are more permanent than usual teacher-centered learning. This is the most important thing, because vocabulary memory is one of the important things to have for speaking skills. Students can be more confident to share their thoughts, especially in speaking skills. This research has potential to suggest English teachers to consider acquiring UNO Stacko in their teaching learning, especially for speaking class. This study also provides academic evidence to strengthen the theories. The purpose of this study's findings is also to provide guidance to educators on how to use the GBL as an interactive teaching and learning method to improve speaking confidence and broaden vocabulary.

Practically, by using UNO Stacko for students of English extracurricular Junior High School, it is anticipated that the study's findings will improve the students' speaking skills. Their confidence is being shaped in this phase, that's why teachers need to use UNO Stacko to help them have confidence in their speaking

skills. Not only that, confidence and enjoyable learning methods also help them to increase their memory in vocabulary.

1.5 Scope and Limitation

The scope of this study was to find out whether or not the UNO Stacko improves speaking skill. The limitation of this study was ten students in the English Club extracurricular at MTs Muhammadiyah 1 Malang. The reason is the students consciously join the English Club extracurricular, which shows their motivation and interest in English.

1.6 Definition of Key Terms

Here are some definitions for the essential terms to help you comprehend the basic notion used in this research:

1. UNO Stacko

Uno Stacko is a popular game that has been adapted for educational purposes in various fields. It consists of 45 colored blocks with instructions and questions (Kumala et al., 2020). Based on Anggraini (2019), the steps to play UNO Stacko are:

1. First, the player arranges all the blocks until the tower is neatly arranged.

2. Then, the first player takes the first block whatever it is and puts the block to the top of UNO Stacko tower.

3. After that, the next player also does the same things as the first player. This happens until the tower collapses.

4. If the tower collapses while the player is pulling the block, the player loses the game.

2. MTs Muhammadiyah 1 Malang

MTs stands for Madrasah Tsanawiyah, a private school that is the same as junior high school. This school is located in Jl. Baiduri Sepah 27 Malang, Tlogomas, Lowokwaru, Malang City, East Java. This school has the motto to be Eco-Health School, and the students are able to explain their vision and mission using English. This school hopes that the English Club extracurricular can be the pioneer to other students to be able to explain this.

3. English Club

English Club is an English extracurricular in MTs Muhammadiyah 1 Malang. This extracurricular is held every Monday from 03.30 PM until 05.00 PM, for 1 hour 30 minutes. English Club 2024/2025 consist of ten students from 7th, 8th, and 9th grade. Every beginning of year, the students need to choose one elective extracurricular. The students consciously join the English Club extracurricular, which shows their motivation and interest in English.