

Implementation of The UNO Stacko Game to Improve Communication Skills

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Abstract: Communication skills are essential for interacting socially and conveying and receiving learning material well. This research aims to analyze the improvement of communication skills using the application of the UNO Stacko game. This research was conducted at SMP Negeri 56 Surabaya with a sample of 32 students during three meetings. The research method used is descriptive quantitative, and the research design uses a one-shot case study. Samples are carried out by purposive sampling. The data analysis technique used is by using questionnaires and observation. The research results showed increased students' communication skills, as observed from the questionnaires and observations carried out during three meetings. The results of questionnaires and observations are 86.12% and 85.15% in the outstanding category. So, it can be concluded that the UNO Stacko game media can be applied to improve students' communication skills.

Keywords: Communication Skills; , Education; UNO Stacko.

Introduction

Education includes the mind, physical, and social, while teachers are facilitators and motivators for the progress of education [1]. Education is something that can change human attitudes and minds through teachers as facilitators in education. One of the school activities is communication, which conveys material between teachers and students. Communication is a supporter of learning and a facilitator in delivering material [2]. Learning communication is a measure of the achievement of learning activities in school [3]. Communication skills increase if students are responsive in learning activities [4].

Communication will run well if the message recipient can understand the content of the message given. In contrast, if the recipient cannot understand the message sender's intentions, that person has communication obstacles, especially during the pandemic [5]. The COVID-19 pandemic also impacts students' learning process because facilities are inadequate, and students only study material at home [6]. Based on this statement, communication is essential in education, but there are obstacles due to the impact of the Covid-19 pandemic. The family plays a vital role in student communication through the relationships between parents and children. Lack of communication between children and parents will cause a breakdown in their relationship and impact their learning motivation [7]. Based on this statement, it can be concluded that students' communication skills are hampered due to the impact of the COVID-19 pandemic, so parents have a role in training communication skills and learning motivation to build relationships between parents and children.

The statement above states that it is essential to create a way to practice students' communication skills by implementing games in learning. Playing is a natural learning tool that can increase children's intellectual, moral, development, and growth values. At the same time, according to Vygotsky and Piaget, games can stimulate students' cognitive development excitingly and entertainingly [8]. Playing is a fun activity in social interaction to explore, express feelings, and learn [9]. Games also function as entertainment so that learning does not feel uninteresting, and they are a practical and interactive medium applied in the learning process [10]. Based on the function of the game described in the statement above, this research will use the UNO Stacko game to improve communication skills. The UNO Stacko game can effectively enhance speaking skills and is an attractive medium for students [11].

Research Methods

This research is quantitative and descriptive. This research design is a one-shot case study, namely a design that is carried out once. Sampling used a purposive sampling method: taking specific samples by research criteria. The research design can be seen in Table 1.

Table 1. One Shot Case Study Research Design

Treatment	Observation
X	O

[12]

Information:

X: Treatment is given by implementing the UNO Stacko game

O: Test given after treatment

How to Cite :

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This research was conducted at SMPN 56 Surabaya in the even semester of the 2023/2024 academic year in class VIII-C, with a sample size of 32 people. This research was conducted over three meetings in May 2024. The analysis techniques used were questionnaires and observation.

1. Questionnaire

The communication skills questionnaire is given once after learning. Students fill it in according to their conscience, without being influenced by others, to observe the effect of implementing the game on learning.

The statements on this questionnaire sheet use the Guttman scale; there are answers "Yes" and "No." The following is a score on the Guttman scale.

Table 2. Questionnaire Analysis Guttman Score

Observation	Score
Yes	1
No	0

[13]

The resulting data is then converted into a percentage using the formula in the equation.

$$\text{Percentage (\%)} = \frac{\sum \text{Score "YA"}}{\sum \text{Score Max}} \times 100\%$$

Then, the criteria are given according to Table 3.

Table 3. Student Communication Questionnaire Criteria

Score	Criteria
81% - 100%	Very good
61% - 80%	Good
41% - 60%	Pretty good
21% - 40%	Not good
0% - 20%	Very less

[13]

2. Observation

Observers or observers complete observations during three meetings. This observation aims to analyze the acquisition of increased scores for communication skills through presentation activities and learning evaluations.

The statements on this observation sheet use the Guttman scale; there are answers "Yes" and "No." The following is a score on the Guttman scale.

Table 4. Observation Analysis Guttman Score

Observation	Score
Yes	1
No	0

[13]

The resulting data is then converted into a percentage using the formula in the equation.

$$\text{Percentage (\%)} = \frac{\sum \text{Score "YA"}}{\sum \text{Score Max}} \times 100\%$$

Then, the criteria are given according to Table 5.

Table 5. Student Communication Observation Criteria

Score	Criteria
81% - 100%	Very good
61% - 80%	Good
41% - 60%	Pretty good
21% - 40%	Not good
0% - 20%	Very less

[13]

Results And Discussion

Communication is the basis for conveying a message from the sender of the message to the recipient of the message, especially verbal communication. Oral communication includes expressing and listening, communicating ideas, and reporting learning results [14]. Based on this explanation, oral communication is essential in learning activities. The teaching and learning process will not run well if there is no communication in the classroom, so creating communication needs to be done. Communication skills form active learning and can train students' sense of empathy in receiving and conveying opinions and as a means of conveying information [15].

Improved communication was carried out by implementing a game in the form of UNO Stacko because it involved discussions to develop strategies so as not to drop the blocks and discussions to answer questions on the blocks. Based on research, educational games can be used as interactive learning media to improve students' concentration and thinking power, making them suitable for enhancing their communication skills, especially in oral communication [16].

This game is implemented in groups; one group contains six members. Group members have tasks in the game: task take Stacko blocks and take give. If picking up a block causes the tower to collapse, the group members will come forward to present the results of their discussion in front of the class. UNO Stacko is a medium with neatly arranged blocks with different colors and numbers. This game aims to train students to actively learn in an exciting and fun atmosphere [17]. Based on the application of UNO Stacko to improve communication skills proves that UNO Stacko has the advantage of being able to improve speaking skills. Still, it has an unaffordable price [18]. The application of UNO Stacko has increased communication indicators and can attract enthusiastic students to learn and communicate with their peers [19]. The UNO game will direct students to be communicative during the game [20].



Figure 1. Implementation Of the UNO Stacko Game



Figure 2. Answering The UNO Stacko Question



Figure 3. Group Presentation

Oral communication skills determine students' ability to express opinions in class. After discussing the assignment given, students must present and present the results of their work in front of the class. Several assessment aspects must be fulfilled to observe improvements in communication skills, both in presentations and in conveying class opinions during evaluations. From this aspect, the results are obtained in (Table 6).

Table 6. Student Oral Communication Questionnaire

Aspect	Score	Category
Openness	89.37	Very good
Focus	89.58	Very good
Empathy	82.81	Very good
Articulation	82.50	Very good
SCORE	86.06	Very good

Communication skills observed from the questionnaire results showed that openness was 89.37%, a very good criterion, empathy was 82.81%, a very good criterion, focus was 89.58%, a very good criterion, and articulation was 82.5%, a very good criterion. The average communication questionnaire score was 86.6%. The communication skills scores obtained are also presented in (Figure 1).

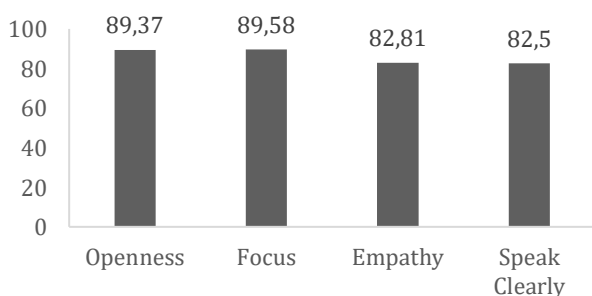


Figure 4. Student Communication Diagram

Communication observations were conducted for three days to observe the observer's improvement in communication skills from the beginning to the end of the lesson. Observation sheets were filled in at each meeting to see changes in student behavior. Based on the average results, 78.67 was obtained in the excellent category at the first meeting, 86.34 in the very good category at the second meeting, and 93.35 in the very good category at the third meeting. The overall average score was 86.12 in the very good category. Obtained observation scores on students' communication skills will be presented in the form of a bar chart, as in (Figure 5)

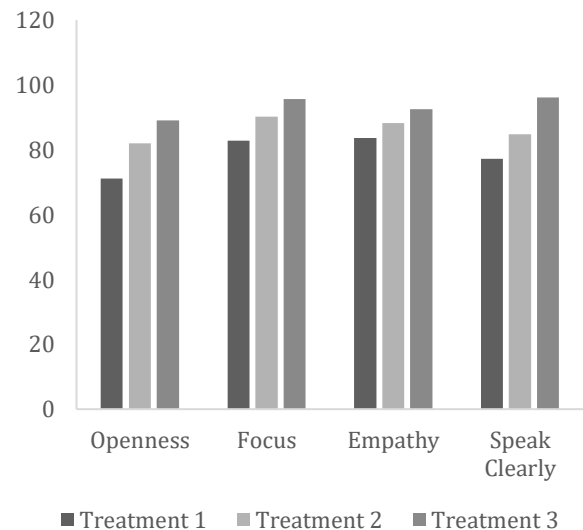


Figure 5. Communication Skills Observation Diagram

The aspect of openness has increased, with a score of 89.07% on the student questionnaire and an average score of 80.72% on the observation results. Openness is the feeling of conveying a personal message to someone so that it can be accepted by the surrounding environment [21]. This increase can be observed at the first meeting of the discussion session when students tend to be silent and embarrassed to answer questions given by the teacher; at the second meeting, students begin to be confident in answering the teacher's questions, even though some are not quite right. In the third meeting, students actively asked questions and answers to the teacher, and the answers also addressed the concepts being taught. Increasing the communication aspect of openness using games obtained a score of 80.72%, with the high category and the communication aspect in the high category [22].

Focus is concentrating on an object and ignoring other objects to achieve cognitive function [23]. The increased focus on this research can be seen from the results of the questionnaire scores, and the average observations during three consecutive meetings were 89.58% and 89.36%. Games in learning can train students' focus, stimulate problem-solving, and balance the learning atmosphere [24]. Increased focus on education can be proven by increasing students' understanding of the material.

Increased empathy obtained a score on the questionnaire of 82.81% and an average of 88.12% on observations. The drastically different scores obtained

between the questionnaire and observation were caused by differences in filling in the answers to the questionnaire and the observer's observations. Empathy is a feeling or emotion that is the same as another person's and is essential to feel and appreciate other people's feelings as fellow humans [25]. An increase in students' empathy is experienced when the game is applied in groups and has been recognized by the teacher if there is a change in students' behavior in the affective aspect or the behavior of sharing their feelings with others [26].

Students can also speak clearly because they are confident and in accordance with the concepts taught. Speaking is an essential ability for humans and is closely related to the ability to communicate [27]. The improvement in the speaking aspect can be observed from the questionnaire and observation scores, respectively 82.5% and 84.03%. The UNO Stacko game can effectively improve communication skills [28]. Games are considered to enhance communication, and they are fun learning tools. Media is an effective tool or technique used to improve communication and social interaction [29]. Based on these statements, it can be concluded that playing games in learning can improve communication skills.

Conclusion

The application of UNO Stacko can improve students' communication skills, as observed from the results of questionnaires and observations, with a questionnaire average of 86.12% and 85.15% in the very good category. This application can effectively increase students' focus through strategies for taking and arranging blocks and training students' communication interactions through group discussions to organize strategies for choosing blocks to take and answering questions.

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