



## THE IMPACT OF UTILIZING UNO STACKO ON ARABIC LEARNING VOCABULARY ACQUISITION

Ayu Anggraeni<sup>1\*</sup>, Muhammad Alfani<sup>2</sup>, Noorazi Rani<sup>3</sup>

<sup>1,2</sup> Universitas Negeri Malang, Indonesia

<sup>3</sup> Institut Pendidikan Guru Kampus Bahasa Antarabangsa, Malaysia

### ARTICLE INFORMATION

#### Article History:

Received : 16-September-2023  
Revised : 18-October-2023  
Accepted : 05-December-2023  
Published : 30-December-2023

#### Keywords:

Arabic Vocabulary Mastery, Eighth-Grade Students, Uno Stacko Game, Language Acquisition, Innovative Teaching Strategies

#### Articles Available Online:



### ABSTRACT

This research addresses the apparent deficiency in Arabic vocabulary mastery among eighth-grade students at MTsN 7 Blitar, as revealed through the researchers' observations. The identified challenges stem from the limited strategies and media implemented in the teaching process. This study proposes incorporating the uno stacko game as an innovative solution to enhance Arabic vocabulary acquisition. The primary objectives of this research are to assess the impact of the uno stacko game on Arabic vocabulary mastery and to explore students' perceptions regarding the game. The research design adopts a quantitative pre-experimental approach, employing a one-group pretest-posttest design to evaluate the effectiveness of the uno stacko game. Data collection methods include observation, interviews, tests, questionnaires, and documentation. The collected data exhibit normal distribution, indicating the suitability of the data for statistical analysis. The analysis reveals a significant difference in the average scores between the pretest and post-test, with a notable increase of 0.55. This change falls within the moderate category, signifying a positive influence of the uno stacko game on Arabic vocabulary acquisition. The percentage change of 56.53% further supports this conclusion, indicating a substantial impact, and the study delves into students' perceptions of the uno stacko game. The average percentage of student perceptions is 99.1667%, reflecting an overwhelmingly positive response. This high percentage categorizes student perceptions as very good, suggesting a favorable view of the uno stacko game as an effective and engaging tool for learning Arabic vocabulary. The findings of this research highlight the positive influence of the uno stacko game on enhancing Arabic vocabulary mastery among eighth-grade students. Additionally, the overwhelmingly positive student perceptions emphasize the game's potential as a valuable educational resource. Recommendations for further research could involve more in-depth analysis of specific aspects of using the uno stacko game, exploring variations in learning strategies, and evaluating the long-term impact on Arabic vocabulary acquisition.

#### Copyright:

© 2023 by the author (s).

This open-access article is distributed under the terms and conditions of the Creative Commons Attribution-ShareAlike (CC BY-SA) license (<https://creativecommons.org/licenses/by-sa/4.0/>).

### CORRESPONDING AUTHOR:

Ayu Anggraeni

Universitas Negeri Malang

Jl. Semarang No.5 Sumbersari, Kec. Lowokwaru, Kota Malang, Jawa Timur-Indonesia

Email: [ayu.anggraeni.1902316@students.um.ac.id](mailto:ayu.anggraeni.1902316@students.um.ac.id)

#### How to Cite:

Anggraeni, A., Alfani, M., & Rani, N. (2023). The Impact of Utilizing Uno Stacko on Arabic Learning Vocabulary Acquisition. *Ta'lim al-'Arabiyyah: Jurnal Pendidikan Bahasa Arab & Kebahasaaraban*, 7(2), 261-277. <https://doi.org/10.15575/jpba.v7i2.29740>



## INTRODUCTION

Vocabulary is the first initial stage of learning a new language. Students' language acquisition level can be addressed by observing how they use the vocabulary in their daily utterances (Riwanda et al., 2021). Mustofa stated that one of the vocabulary learning objectives is the ability to apply them in writing and daily expressions. To support this acquisition, Arabic vocabulary was always practiced in language skill learning (*mahārah*), including listening (*istima'*), speaking (*kalām*), reading (*qirā'ah*), and writing (*kitābah*). The urgency of learning Arabic to develop and improve language skills is one of the events that attracts teachers' attention to try to create effective vocabulary learning.

Playing games represents a valuable method for acquiring Arabic vocabulary within the learning activities. In the pedagogical context, games offer numerous advantages. As elucidated by Hidayat and Tatang in Asrori's study, games have the potential to alleviate boredom by providing an element of amusement (Asrori, 2015). Moreover, games foster a convivial environment where challenges are approached enthusiastically while promoting healthy competition. Furthermore, games serve as a trigger for igniting enthusiasm among students struggling with a slower learning pace and diminished motivation. Consequently, educators were also prompted to explore avenues of creative thinking.

It has been proven that not all educators employ creative methodologies to foster a dynamic learning environment, including incorporating games. Drawing on observations conducted between August 9 and December 3, 2021, it was seen that learning activities in Class VIII MTsN 7 Blitar exhibited a dearth of instructional diversity. Teachers employed a memorizing teaching approach for imparting Arabic vocabulary, regrettably resulting in student disengagement. Using conventional teaching materials, such as textbooks, failed to evoke significant student interest in vocabulary acquisition. This was corroborated by the outcomes of the pretest, which yielded an average student score of 48,000. Concerted efforts are required to establish a joyous and enriching environment within the learning process (Wahyuningsih et al., 2021).

Consequently, it becomes imperative to introduce interventions as a solution to these challenges. One such approach involves the utilization of the uno stacko game. According to Cantika et al., referencing Schmorrow and Fidopiastis, uno stacko is an educational tool to enhance cognitive capacities among children. This game entailed blocks bearing diverse colors and symbols, facilitating cognitive development (Cantika et al., 2023). Furthermore, Kumala et al. state that the uno stacko game can improve social skills related to the ability to interact with others so that learning is not boring. This uno stacko game is designed with tools like guidebooks, question cards, and group answer sheets so that learning activities run effectively (Kumala et al., 2020). Research by Angelina and Hamdun (Angelina & Hamdun, 2019) study echoed this sentiment, having designed and employed uno stacko as a learning medium for Arabic instruction, resulting in positive learning outcomes.

Previous research overwhelmingly attested to the efficacy of the uno stacko game in learning contexts. Noteworthy findings from these studies include: (a) Angelina & Hamdun's post-test scores (Angelina & Hamdun, 2019) surpassed pretest scores by 80 and 64, respectively; (b) Cantika et al., yielded a commendable 92% success rate (Cantika et al., 2023); (c) Dina Ainis Syifa revealed a heightened learning motivation, cognitive advancement, increased student participation, and enhanced social skills due to the uno stacko game (Syifa, 2020); (d) Panji Sulung Prakoso and Agus Budi Santoso hypothesis confirmed student

outcomes exceeding the KKM score of 75 (Prakoso & Santoso, 2020); and (e) Kusmiyati highlighted the substantial influence of the uno stacko game on Indonesian language learning (Kusmiyati, 2021).

Commonalities between these five studies and the current research lie in their shared use of the Uno stacko game. However, distinctions arise in terms of (a) research typologies and educational levels, (b) subjects and academic tiers, (c) research types and subjects, (d) subjects and school levels, and (e) subjects of instruction. Therefore, this study endeavors to elucidate the impact of the Uno stacko game on Arabic vocabulary acquisition while also capturing students' perceptions of their engagement with the game in the context of Class VIII MTsN 7 Blitar.

**METHOD**

The research methodology in this study is an experimental approach, specifically a pre-experiment utilizing a one-group pretest-posttest design, which adheres to a quantitative framework. As articulated by Arikunto, the one-group pretest-posttest design involves a pretest prior to the treatment, followed by a post-test after treatment application. This design structure can be visualized through the following schematic representation:

**Table 1. One Group Pretest-Posttest Design**

<i>Pretest</i>	<i>Treatment</i>	<i>Post-test</i>
T <sub>1</sub>	X	T <sub>2</sub>

Source: (Musthafa & Hermawan, 2018)

Information:

T<sub>1</sub>: Pretest results

X: Treatment

T<sub>2</sub>: Post-test results

The research spanned four weeks, with activity implementation detailed as follows: (a) Pretest on October 24, 2022, with an elucidation of the Uno Stacko game's operational procedure; (b) Treatment 1 on October 31, 2022; (c) Treatment 2 on November 7, 2022; and (d) Post-test and questionnaire administration on November 14, 2022. The study was conducted at MTsN 7 Blitar, targeting Grade VIII students, with the research sample drawn from Class VIII 5. The dependent variable of the research pertained to Arabic vocabulary acquisition, while the independent variable was the implementation of the Uno stacko game. In this context, the independent variable can influence the dependent variable, which, conversely, is the entity affected by the interplay between variables (Musthafa & Hermawan, 2018).

Experimental research, as elucidated by Izzuddin Musthafa and Acep Hermawan, involves deliberately manipulating certain conditions on research subjects to observe the resulting outcomes (Musthafa & Hermawan, 2018). This study dispensed treatment as the uno stacko game, implemented twice. This approach resonates with Ria Nuryanti, who has made a dual treatment strategy demonstrating a significant effect. The uno stacko game consists of two rounds, incorporating uno stacko blocks, paper-based question and answer keys, group response sheets, stopwatches, and stationery (Nuryanti, 2019). The game encompasses particular rules, procedural steps, and task distribution, encapsulated within a game manual book designated for each group. Each group, consisting of four players, assumes distinct roles or tasks. The game's questions comprise exercises aimed at

memorizing vocabulary meaning, encompassing identification of vocabulary through presented images, discernment of vocabulary via synonyms or antonyms, and acquisition of vocabulary through definitions. This configuration was aligned with Muhammad Alfian et al., who delineated four exercises for vocabulary interpretation, encompassing image-based identification, plural form association, synonym or antonym analysis, and definition comprehension (Alfian et al., 2021).

The data for this research was obtained through grades or scores from pretest and post-test results, along with responses from Class VIII 5 MTsN 7 Blitar students through a perception questionnaire. Following Sugiyono, as Hariana et al. (2018) cited, research instruments—tools for measuring natural or social occurrences—are essential to investigate a particular phenomenon. The instruments employed here were tests and questionnaires. The test comprised 20 items for each pretest and post-test, centered on the subject *الساعة* in compliance with KMA Number 183 of 2019. The questionnaire contained a total of six questions. Before this, the researchers observed ongoing learning activities and interviewed several teachers to gain insights into Arabic instruction challenges within Class VIII MTsN 7 Blitar. Validity and reliability assessments were applied to the pretest and post-test (Hardani et al., 2020). Data collection techniques encompassed administering the pretest, post-test, and questionnaires to the research sample to ensure data alignment with research criteria.

Subsequently, data underwent analysis through the Statistical Product and Service Solution (SPSS) 23 software, involving normality testing, hypothesis testing, and gain testing. The normality test determines whether data distribution adheres to normalcy (Purba, 2021). Hypothesis testing discerns the presence or absence of discrepancies between average pretest and post-test scores (Sarwono, 2017). In the context of this study, the hypothesis posits  $H_0$ , indicating no substantial variance between average pretest and post-test scores, and  $H_1$  suggests a notable disparity. Furthermore, a gain test was administered to quantify the average pretest and post-test values alteration. The outcomes of the percentage increase in average pretest and post-test values are outlined in the ensuing table:

**Table 2. Pretest-Posttest Increase Percentage Formula**

$$\text{Percentage score increment} = \frac{(\text{Average posttest score} - \text{Average pretest score})}{\text{Average pretest score}} \times 100\%$$

Source: (Mauludin et al., 2017)

The disseminated questionnaire adhered to the Guttman Scale typology. The Guttman scale encompasses two distinct intervals corresponding to agreement and disagreement. In this configuration, responses align with a scoring system of 1 for affirmative or positive answers and 0 for opposing responses. Then, the percentage for each question was computed alongside calculating the mean percentage value employing the SPSS 23 software. To classify the outcomes, the percentage of student perceptions was referenced in the table below:

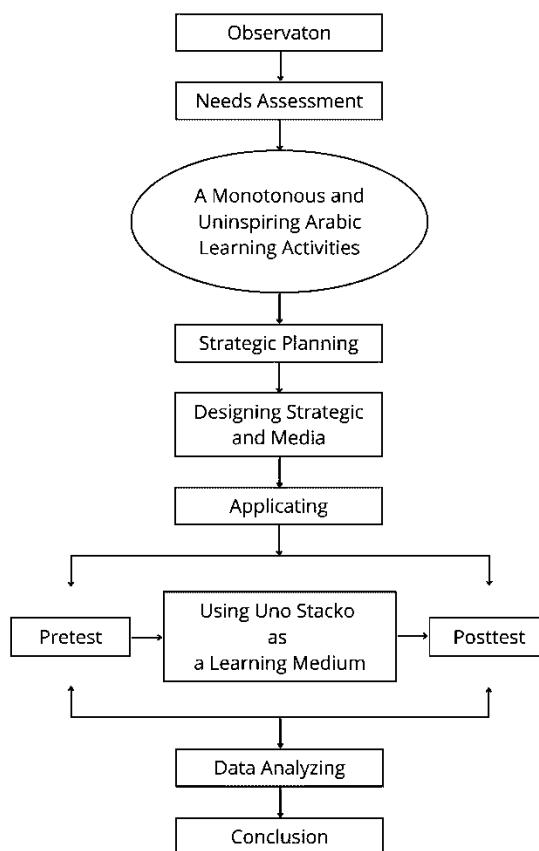
**Table 3. Four Scale Value Conversion**

No.	Score Intervals	Category
1.	$76 \leq X \leq 100$	Very Good
2.	$51 \leq X \leq 75$	Good
3.	$26 \leq X \leq 50$	Bad
4.	$0 \leq X \leq 25$	Very Bad

Source: (Utami et al., 2017)

It becomes feasible to derive conclusive insights upon procuring data from analyzing both tests and questionnaires.

Figure 1. Research Flowchart



Source: Documentation

## RESULT AND DISCUSSION

### The Impact of Utilizing Uno Stacko on Arabic Vocabulary Acquisition

#### a. Validity Test and Reliability Test

A set of pretest questions comprising 20 items and 20 post-test questions were meticulously prepared for subsequent assessment of their validity and reliability. Following Desinta Purba, the efficacy of a measuring instrument in acquiring accurate data is quantifiable through a validity assessment. An instrument attains validation when the observed correlation coefficient ( $r$  count) surpasses the critical value ( $r$  table) (Purba, 2021). The critical value ( $r$  table) can be ascertained using the degrees of freedom ( $df$ ) and a significance level 0.05. With  $N$  denoting 22 in this study, the computation yields  $r$  table =  $(22-2, 0.05) = 0.423$ . The outcome of the validity examination indicated that among the 20 pretest questions, three were deemed invalid, while in the case of the 20 post-test questions, eight were identified as invalid. Subsequently, the researcher took corrective measures to rectify the invalidated questions.

Presented below is a tabular representation of the outcomes derived from the validity assessment:

**Table 4. Table of Pretest and Post-test Validity Test Results**

Test	Valid	Invalid
Pretest	2, 3, 4, 5, 6, 7, 8, 9, 10, 13, 14, 15, 16, 17, 18, 19, 20	1, 11, 12
Post-test	1, 3, 4, 5, 7, 8, 9, 10, 11, 14, 15, 16	2, 6, 12, 13, 17, 18, 19, 20

Source: Calculations with the SPSS 23 Program

As elucidated by Desinta Purba, reliability is an index quantifying the degree to which a measuring instrument can be dependable. In the context of Cronbach's Alpha, the observed correlation coefficient ( $r$  count) for the pretest was determined to be 0.725, whereas for the post-test, it amounted to 0.771. This contrasts with the critical value ( $r$  table) of 0.432 at a 5% significance level. Therefore, the outcomes of the reliability assessment illustrate that the calculated correlation coefficient ( $r$  arithmetic) surpasses the critical value ( $r$  table), affirming the reliability of the questions. This reliability signifies a consistent and reliable measurement (Purba, 2021). Provided below are the findings derived from the reliability evaluation:

**Table 5. Pretest Reliability Test Results**

Reliability Statistics	
Cronbach's	
Alpha	N of Items
,725	22

Source: Calculations with the SPSS 23 Program

**Table 6. Post-test Reliability Test Results**

Reliability Statistics	
Cronbach's	
Alpha	N of Items
,771	23

Source: Calculations with the SPSS 23 Program

**b. Normality Test**

The normality test aims to ascertain the distribution pattern of the data and whether it adheres to a normal distribution (Purba, 2021). The analysis outcomes, conducted utilizing the Shapiro-Wilk formula, indicate that the p-values for both the pretest and post-test are more significant than the significance level of 0.05. Consequently, the pretest and post-test data can be deemed to exhibit a normal distribution.

**Table 7. Normality Test Result Data**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	,131	22	,200*	,946	22	,264

Posttest	,193	22	,031	,922	22	,084
----------	------	----	------	------	----	------

**c. Pretest and Posttest Results**

The outcomes of the normality test have confirmed the presence of a normal distribution within the data. Thus, a parametric statistical analysis was conducted to examine the hypothesis. The examination was executed through a paired sample t-test aimed at evaluating the disparity in mean values prior to and after the implementation of the uno stacko game (Mardhotillah & Rakimahwati, 2021). In this hypothesis test, the comparison revolves around the significance value (sig count), with the criteria set at sig count < 0.05. If the obtained significance value meets this criterion, the null hypothesis (H<sub>0</sub>) is rejected, and the alternate hypothesis (H<sub>1</sub>) is accepted. Conversely, when the calculated significance value (sig arithmetic) surpasses 0.05, the null hypothesis (H<sub>0</sub>) is accepted, and the alternate hypothesis (H<sub>1</sub>) is rejected (Sarwono, 2017).

**Table 8. Paired Sample T-Test Results Data**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	48,000	22	23,3218	4,9722
	Posttest	75,136	22	16,3425	3,4842

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference				
Pair					Lower	Upper			
1	Pretest - Posttest	-27,1364	13,1703	2,8079	-32,9757	-21,2970	-9,664	21	,000

Source: Calculations with the SPSS 23 Program

The results indicated that it was determined that the calculated significance value (sig count) amounted to 0.000, signifying a value below the threshold of 0.05. Consequently, the null hypothesis (H<sub>0</sub>) is rejected, and the alternate hypothesis (H<sub>1</sub>) is embraced. This outcome underscores a substantial variance in mean values between the pretest and post-test. This conclusion harmonizes with the findings of Panji Sulung Prakoso and Agus Budi Santoso's investigation, wherein the implementation of the uno stacko game, assessed using a one-sample t-test, led to the rejection of H<sub>0</sub> and the acceptance of H<sub>1</sub> (Prakoso & Santoso, 2020). Furthermore, the examination revealed that the pretest's average value (mean) stood at 48,000, while the post-test recorded a mean of 75,136. These findings align with the results observed in Angelina & Hamdun (Angelina & Hamdun, 2019), which demonstrated a marked increase in average pretest and post-test scores—specifically, from 64 to 80—due to using the uno stacko game. Presented below is an outline of the outcomes gleaned from the one-group pretest-posttest design as executed within this study:



**Table 9. Results of the One Group Pretest-Posttest Design**

<i>Pretest</i>	<i>Treatment</i>	<i>Post-test</i>
48,000	X	75,136

Source: Calculations with the SPSS 23 Program

The average values for the pretest and post-test, denoted as  $T_1$  and  $T_2$ , respectively, were calculated to be 48,000 and 75,136. This computation reveals that the percentage alteration in the average pretest value to the post-test value amounts to 56,53%.

In addition, to quantify the extent of behavioral transformation between the pretest and post-test phases, a normalized gain test was conducted employing the normalized gain formula.

**Table 10. Gain Index Interpretation**

N-Gain Value	Interpretation
$0.00 < g < 0,30$	Low
$0,3 \leq g \leq 0,7$	Normal
$0,70 < g < 1,00$	High

Source:(Mira et al., 2020)

**Table 11. Gain Test Results**

	N	Minimum	Maximum	Mean	Std. Deviation
V6	22	0	1	,55	,178
Valid N (listwise)	22				

Source: Calculations with the SPSS 23 Program

The outcomes derived from computations using the SPSS 23 software indicate that the normalized gain test yields a value of 0.55, underscoring a discernible alteration in behavior from the pretest to the post-test phases within the context of the uno stacko game. This change falls within the realm of the medium category. The result parallels (Cantika et al., 2023), which also positioned it within the medium category, further corroborating the transformative influence of the uno stacko game.

The implementation of the Uno Stacko game within Class VIII of MTsN 7 Blitar transpired after students were imparted the requisite material by the instructor. The pretest averages were acquired after students had received their share of instructional content, with conventional learning delivering a mean score of 48,000. This underscores the purpose of testing the game's efficacy in influencing the acquisition of Arabic vocabulary. The game is structured to enable students to practice vocabulary within the framework of four distinct *mahārah*s encompassing language skills: *istimā'*, *mahārah al kalām*, *mahārah al qirā'ah*, and *mahārah al kitābah*. Experts in linguistics postulate that an individual's language proficiency is intricately linked with their mastery of vocabulary across these four linguistic dimensions (Hendri, 2017).



Figure 1. Uno Stacko Game



Figure 2. Implementation of The Uno Stacko Game

In the context of *mahārah al istimā'*, Player A reads aloud the questions sourced from the uno stacko arrangement. At the same time, Player D undertakes the responsibility of vocalizing the answer key. This dynamic constitutes a pivotal facet of Arabic vocabulary learning activities. When Player A vocalizes the queries, the remaining students must actively listen to the auditory presentation of the questions, ensuring each group's accurate response. Conversely, when Player D articulates the answer key, students must pay meticulous attention to rectifying their group's answers and evaluating their appropriateness. Listening profoundly aids student engagement, as successful communication hinges on effectively conveying messages (Nurhidayati et al., 2020). The application of the uno stacko game has been substantiated to significantly influence the acquisition of Arabic vocabulary, particularly within the *mahārah al istimā'* domain. This is evident through the rise in the average student scores, with pretest figures registering at 59,09% and post-test achievements at 77,27%.

The domain of *mahārah al kalām* is often gauged through students' articulation of Arabic vocabulary (Nur, 2017). In the execution of the uno stacko game, the collaborative engagement between Player A, responsible for presenting the questions, and Player C, entrusted with enunciating the answers, serves as an avenue for honing the pronunciation of Arabic vocabulary. One pedagogical approach for fostering speaking skills involves interactive conversational activities. This pedagogical principle is mirrored in the articulation exercises facilitated by Players A and C during the *Uno Stacko* game. The orchestrated activities within this context have demonstrably influenced the mastery of Arabic vocabulary, specifically in the *mahārah al kalām* domain. This assertion is substantiated by the percentage outcomes, with students recording an average score of 61,81% in the pretest and 71,81% in the post-test.

As Asy'ari (Asy'ari, 2013) underscored, reading activities were the primary resource for Arabic learning outside the classroom. Therefore, incorporating reading activities within the classroom setting becomes imperative. While within the classroom, teachers can introduce engaging exercises that involve students in practicing *mahārah al qirā'ah*. The execution of the uno stacko game involves distinct roles: Player A reads questions, Player C reads answers, and Player D reads answer keys. Each player gains valuable experience honing their Arabic vocabulary reading skills through this mechanism. The outcomes affirm that the implementation of the uno stacko game exerts a significant influence on Arabic vocabulary mastery within *mahārah al qirā'ah*. This is evidenced by the pretest and post-test average scores, which stood at 47,45% and 80,18%, respectively.

Among the four language skills, writing skills (*mahārah al kitābah*) stand out as the most intricate due to their complex nature (Munawarah & Zulkifli, 2021). In the Uno stacko game framework, Player B transcribes answers from group discussions. Writing Arabic vocabulary demands meticulous attention to letter accuracy and vowel placement, which are instrumental in mitigating critical challenges in writing (Makrufah, 2019). In a similar vein, the application of the uno stacko game underscores the significance of accurate writing, thereby influencing the outcomes. This facet of the game fosters Arabic vocabulary learning within the realm of *mahārah al kitābah*. Consequently, the percentage of students' average scores in the pretest and post-test were recorded as 23,63% and 71,27%, respectively.

In both the pretest and post-test activities, the researcher presented a set of 20 questions, systematically categorized into the four *mahārah*. Each *mahārah* encompasses five questions that students engage with: questions 1–5 correspond to *mahārah al istimā'*, questions 6–10 to *mahārah al kalām*, questions 11–15 to *mahārah al qirā'ah*, and questions 16–20 to *mahārah al kitābah*. A foundational grasp of vocabulary facilitated proficiency across the four *mahārahs*. Consequently, the strategic categorization of questions across the four *mahārahs* aims to gauge the application of vocabulary mastery skills (Azizah, 2018).

The questions presented in the pretest and post-test were designed following the vocabulary learning framework employed in the uno stacko game. These questions encompass explicit instructions, including tasks such as indicating correct or incorrect responses, verbal responses, and written answers. This concurs with the findings highlighting that test outcomes are intricately linked to the clarity of instructions provided (Choiroh, 2021). By assessing the results of these two tests, the researcher could ascertain the variance in vocabulary mastery pre and post-implementation of the uno stacko game.

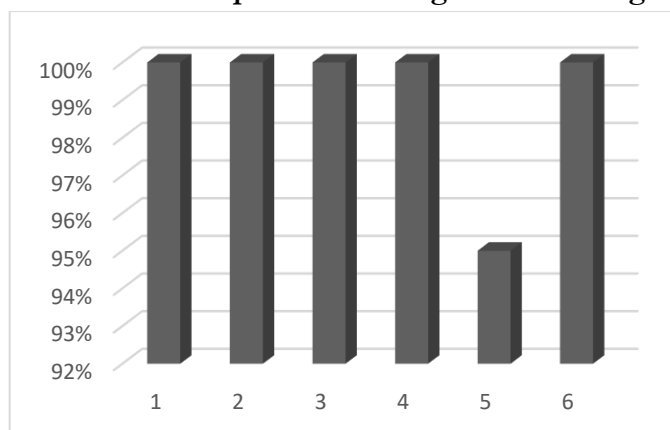
Distinct shifts in student attitudes during the pretest and post-test phases become evident, particularly concerning their approach to the provided questions and performance within each *mahārah* category. In the context of the pretest: (a) *mahārah al istimā'*, students frequently replayed the audio more than twice; (b) *mahārah al kalām*, students exhibited uncertainty in their answers; (c) *mahārah al qirā'ah*, some students demonstrated a lack of precision in answering questions, leading to inaccuracies; and (d) *mahārah al kitābah*, a notable proportion of students refrained from providing answers. In contrast, during the post-test phase: (a) *mahārah al istimā'*, students effectively utilized the audio feature with minimal repetition; (b) *mahārah al kalām*, students responded with increased confidence; (c) *mahārah al qirā'ah*, students displayed heightened attentiveness and diligence in addressing questions; and (d) *mahārah al kitābah*, students demonstrated the capability to produce written responses.

Implementing the uno stacko game unequivocally positively influences the mastery of Arabic vocabulary among the 8th-grade students at MTsN 7 Blitar. This assertion is substantiated by the discernible impact observed in each achievement indicator across the four *mahārah* categories: (a) in *mahārah al istimā'*, students exhibit the ability to respond to questions presented audibly accurately; (b) in *mahārah al kalām*, students proficiently articulate correct answers orally, (c) within *mahārah al qirā'ah*, students adeptly address questions presented in written form with precision, and (d) in *mahārah al kitābah*, students demonstrate the capability to provide accurate written answers. These accomplishments concur with Zubaidi, highlighting the importance of assessing student competence based on well-defined indicators (Zubaidi, 2015).

### Student Perceptions of the Application of the Uno Stacko Game

During the execution of the uno stacko game, insights into student perceptions were garnered through the distribution of questionnaires. Students engaged with the questionnaire by marking the corresponding column for each question aspect, providing responses resonating with their perspectives. The questionnaire encompassed a total of 6 questions. The distribution of percentage outcomes for each question aspect can be visually represented through the following diagram:

**Figure 2. Student Perception Percentage Results Diagram**



Source: Calculations with the SPSS 23 Program

The initial diagram segment illustrates that 100% of students express contentment with the efficacy of the instructional employment of the Uno Stacko game for imparting Arabic vocabulary, categorizing the satisfaction as 'very good.' This observation confirms that selecting pedagogical methods or learning strategies significantly influences students' reception and comprehension of educational content (Fauziah & Latifah, 2020). Consequently, the interrelation between the chosen strategy and the conveyed material becomes evident. Notably, among the eighth-grade students at MTsN 7 Blitar, a sense of incomprehension regarding the vocabulary instruction conducted through the employed approach is prevalent.

Transitioning to the subsequent section of the diagram, it is noteworthy that the same diagram shows an identical 100% of students expressing high satisfaction with the learning environment encompassing Arabic vocabulary acquisition facilitated by the Uno Stacko game, warranting a 'perfect' categorization. Tedium during learning endeavors is a prevalent concern among students, even when engaging with Arabic vocabulary acquisition within the

confines of the eighth-grade classroom at MTsN 7 Blitar. This matter finds corroboration in Nasrulloh et al.'s assertion that recreational activities, exemplified by gameplay, offer a viable solution. By actively participating in such activities, students can engender an engaging and stimulating atmosphere, thus fostering challenges and amusement (Nasrulloh et al., 2020).

Throughout game implementation, students have exhibited a commendable level of engagement, evident in their active participation in assigned roles. The delegation of tasks to respective players, such as Player A retrieving blocks from the uno stacko arrangement and reading the corresponding questions, Player B transcribing answers onto the group answer sheet, Player C verbalizing answers following group discussions, and Player D enunciating the answer key while recording scores, has facilitated a collaborative and interactive learning environment. This collaborative spirit is congruent with Hanifah's statement that cooperation is fundamental in language games (Hanifah, 2016).

The subsequent block within the diagram underscores the compelling outcome of the percentage results in Arabic vocabulary acquisition – a remarkable 100% – achieved through the captivating game. This accomplishment attains the highest tier, denoting a "perfect" categorization. Uliyah & Isnawati emphasized the role of games as specific scenarios wherein individuals seek enjoyment while engaging in activities aimed at skill enhancement (Uliyah & Isnawati, 2019). Consequently, it can be inferred that students evince keen interest when learning is entwined with playful engagement, a concept particularly pronounced in the context of Arabic vocabulary acquisition.

The succeeding block accentuates that the uno stacko game is an exciting learning vehicle, earning a resolute 100% classification within the "excellent" category. This resonance aligns with Sakat et al.'s observations, as cited in Fara et al., positing that the presentation of games, complemented by appropriate learning media tools, captures and elevates students' interest, attention, thoughts, and emotions (Walimatul Fara et al., 2021).

As elucidated by Hanifah, a hallmark of a well-designed game is the clarity and adherence to directions and rules (Hanifah, 2016). This trait seamlessly aligns with the uno stacko game, necessitating students' comprehension of the stipulated steps and regulations in the provided game manual. This meticulous adherence ensures the smooth execution of the game, amplifying its educational efficacy. Beyond the uno stacko blocks, the game incorporates other essential components, such as question sheets and answer sheets, augmenting the complexity and challenges presented within the learning framework.

The ensuing block underscores the motivational boost conferred by the uno stacko game, propelling a notable 95% of students towards heightened learning enthusiasm. Meliza Budiarti established a positive correlation between language learning strategies and motivation. In the uno stacko game context, students can delve into strategic and explorative undertakings, particularly block selection within the uno stacko arrangement (Budiarti, 2018).

The penultimate block underscores the profound positive impact the *Uno stacko* game imparts upon students' perception of their instructor's teaching methodology. A compelling 100% of students express their appreciation for the teacher's pedagogical approach, categorizing it as "very good." Nurul Isnaini and Nurul Huda reinforced this observation, highlighting how creative and innovative games tailored for learning Arabic vocabulary could bolster students' learning motivation (Isnaini & Huda, 2020). The teacher's instructional style undeniably influences students' attitudes, and when students develop an affinity for the teacher's teaching methods, their enthusiasm and engagement naturally flourish.

The culmination of these blocks collectively demonstrates that every dimension encompassed within the student perception questionnaire achieves the pinnacle of the "excellent" category. Employing the SPSS 23 program, the comprehensive average percentage of student perceptions registers at an impressive 99,1667%, thereby unequivocally signifying an "excellent" level of student perception within the score interval of  $76 \leq X \leq 100$ . In congruence with Cantika, student perceptions resonate positively, underscoring a 92% approval rate (Cantika et al., 2023).

## CONCLUSION

In conclusion, the findings of this study provide compelling evidence of the positive impact of the uno stacko game on Arabic vocabulary acquisition among Grade VIII students at MTsN 7 Blitar. The observed normal distribution of data enhances the robustness and reliability of the results, adding credibility to the efficacy of integrating the uno stacko game into language instruction. The substantial effect size of 0.55, denoting a moderate category shift, underscores the game's commendable influence, with a 56.53% increase in average scores between the pretest and post-test. Equally significant is the overwhelmingly positive response from students, with an average perception percentage of 99.1667%, categorizing the uno stacko game as "very good." This enthusiastic endorsement reflects a favorable view of the game as an effective and engaging tool for Arabic vocabulary learning. As a result, instructors are highly recommended to use the uno stacko game as a useful tool for creating an engaging and interactive learning environment in Arabic language classes. Additionally, this study creates opportunities for more research, especially in terms of improving and growing the usage of instructional media. These findings can be expanded upon by future academics in order to create cutting-edge teaching resources that further improve Arabic language instruction. The uno stacko game's effectiveness in this study points to a possible path for future investigation and advancement in the field of language instruction. Despite the promising findings, it is essential to acknowledge the limitations of this study. The research was conducted in a specific context, focusing on Grade VIII students at MTsN 7 Blitar. Generalizing the results to a broader population requires caution. The study's duration and the absence of a control group limit the ability to draw definitive causal relationships. Moreover, while the uno stacko game demonstrated efficacy in enhancing vocabulary acquisition, its long-term impact and adaptability to different educational settings warrant further investigation. Future studies could address these limitations by employing more extensive and diverse samples, incorporating control groups, and conducting longitudinal analyses to assess sustained benefits. Additionally, considering other contextual factors and exploring the potential influence of individual differences among students would contribute to a more comprehensive understanding of the uno stacko game's applicability in diverse language learning environments. The favorable results of this study offer several suggestions for instructors and other researchers in the future. First and foremost, teachers are urged to incorporate the uno stacko game into their Arabic language lessons, taking advantage of its potent ability to improve vocabulary acquisition. Training programs and workshops can be organized to familiarize instructors with the game's implementation, ensuring its optimal use in diverse classroom settings. Additionally, collaborative efforts among educators may facilitate the exchange of best practices, fostering a community of learning centered around innovative language teaching tools.

## ACKNOWLEDGMENT

Our heartfelt appreciation goes to the faculty at MTsN 7 Blitar for their steadfast support and motivation during our research on "The Impact of Utilizing UNO Stacko on Arabic Learning Vocabulary Acquisition." Your dedication to creating a supportive learning environment has been essential to the accomplishment of this study. We sincerely thank the hardworking writers and the editorial board of *Jurnal Ta'lim al-'Arabiyyah* for their priceless contributions to the academic conversation. Their diligent work expanding the Arabic language instruction and learning field has dramatically improved academia. We would also like to express our gratitude to my research supervisor, whose advice and knowledge have greatly influenced the direction and style of this study. Your dedication to achieving academic success has

## AUTHOR CONTRIBUTIONS STATEMENT

As the primary author, AA was pivotal in the research and writing. She took responsibility for conceptualizing ideas, structuring the manuscript, and crafting the content. Additionally, AA was involved in data collection, including research, experiments, or surveys, depending on the research methodology. She conducted data analysis, encompassing statistical processing, result interpretation, and creating supporting graphics and tables. AA also curated and organized the reference list, ensuring proper acknowledgment of all utilized sources. Her involvement extended to meticulous editing and revising, refining sentence structures, grammar, and overall document formatting. MA, in his role as a supervisor, provided comprehensive research guidance. He contributed significantly to the research design and execution, offering insights into methodology and refining the research focus. MA actively participated in developing the research proposal, offering constructive feedback and aiding in formulating precise research questions. In addition, he conducted thorough reviews of the manuscript, providing comments and assistance to enhance the overall quality of the written work. NR, as a mentor, offered academic guidance and support to AA. Providing insights into ideation and assisting in literature and theory exploration, NR played a crucial role in shaping the direction of the research. He actively participated in validating research findings, ensuring alignment with the chosen methodology, and establishing the reliability of the results. NR oversaw the entire writing process, ensuring adherence to academic standards and compliance with relevant writing guidelines. It is important to note that the specific contributions of each individual may vary based on team dynamics and the nature of the research conducted.

## REFERENCES

- Alfan, M., Khasairi, M., Nurhidayati, N., & Maziyah, L. (2021). Interactive Android Based Learning Media sebagai Inovasi Pembelajaran Membaca Bahasa Arab di Perguruan Tinggi: Desain Pengembangan Rekursif, Reflektif, dan Kolaboratif. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, 5(10), 1435–1445. <http://dx.doi.org/10.17977/jptpp.v5i10.14112>
- Angelina, M., & Hamdun, D. (2019). Pengembangan Media Pembelajaran Ta'bir Berbasis Permainan Uno Stacko pada Siswa MA Ibnul Qoyyim Putra Yogyakarta. *Al Mahāra:*

- Jurnal Pendidikan Bahasa Arab*, 5(2), 209–232.  
<https://doi.org/10.14421/almahara.2019.052.04>
- Asrori, I. (2015). Ber cerita dan Bermain dalam Pembelajaran Bahasa Arab di Sekolah dan Madrasah. *Prosiding Konferensi Nasional Bahasa Arab*, 1, 1–7. Retrieved from <http://prosiding.arab-um.com/index.php/konasbara/article/view/3>
- Azizah, H. N. (2018). Peningkatan Penguasaan Kosakata Bahasa Arab Melalui Penggunaan Media Word Wall. *Alsuniyat: Jurnal Penelitian Bahasa, Sastra, Dan Budaya Arab*, 1(1), 1–16. <https://doi.org/10.17509/alsuniyat.v1i1.24212>
- Budiarti, M. (2018). Implementasi Model Pembelajaran Discovery of Learning dengan Pendekatan Sientifik untuk Meningkatkan Motivasi dan Hasil Belajar Bahasa Arab. *Diwan: Jurnal Bahasa Dan Sastra Arab*, 10(1), 878–888. <https://doi.org/10.15548/diwan.v10i1.167>
- Cantika, A. K., Rasmani, U. E. E., & Dewi, N. K. (2023). Efektivitas Media Pembelajaran UNO Stacko untuk Meningkatkan Kemampuan Pengenalan Konsep Bilangan pada Anak Usia 5-6 Tahun. *Kumara Cendekia*, 11(1), 16–26. <https://doi.org/10.20961/kc.v11i1.59586>
- Choiroh, M. (2021). Evaluasi Pembelajaran Bahasa Arab Berbasis Media E-Learning. *Jurnal Naskhi: Jurnal Kajian Pendidikan Dan Bahasa Arab*, 3(1), 41–47. <https://doi.org/10.47435/naskhi.v3i1.554>
- Fauziah, E. L., & Latifah, N. N. (2020). Istikhdam Al-Ma'ājim Al-'Arabiyyah Al-Iliktrūniyah Kamashdar Ta'allum Al-Lughah Al-'Arabiyyah. *Ta'lim al-'Arabiyyah: Jurnal Pendidikan Bahasa Arab & Kebahasaaraban*, 4(2), 228–245. <https://doi.org/10.15575/jpba.v4i2.8220>
- Hanifah, U. (2016). Penerapan Model PAIKEM dengan Menggunakan Media Permainan Bahasa dalam Pembelajaran Bahasa Arab. *At-Tajdid: Jurnal Ilmu Tarbiyah*, 5(2), 301–330. Retrieved from <https://ejournal.isimupacitan.ac.id/index.php/tajdid/article/view/36>
- Hardani, H., Andriani, H., Ustiawaty, J., & Utami, E. F. (2020). *Metode Penelitian Kualitatif & Kuantitatif*. Pustaka Ilmu.
- Hendri, M. (2017). Pembelajaran Keterampilan Berbicara Bahasa Arab Melalui Pendekatan Komunkatif. *Potensia: Jurnal Kependidikan Islam*, 3(2), 196–210. <https://doi.org/10.24014/potensia.v3i2.3929>
- Isnaini, N., & Huda, N. (2020). Pengembangan Media Pembelajaran Kosakata Bahasa Arab Berbasis Permainan My Happy Route. *Al Mi'yar: Jurnal Ilmiah Pembelajaran Bahasa Arab Dan Kebahasaaraban*, 3(1), 1–14. <https://doi.org/10.35931/am.v3i1.156>
- Kumala, S. A., Sumarni, R. A., & Widiyatun, F. (2020). Pengembangan Media Pembelajaran Menggunakan Uno Stacko Pada Materi Fisika Kelas X. *Navigation Physics: Journal of Physics Education*, 2(1), 14–20. <https://doi.org/10.30998/npjpe.v2i1.269>
- Kusmiyati, K. (2021). Pengaruh Model Pembelajaran Game Based Learning Dengan Bantuan Media Uno Stacko For Question Card Terhadap Hasil Belajar Bahasa Indonesia Topik Bahasan Puisi Rakyat. *Saraswati*, 3(2), 184–192. <https://doi.org/10.30742/sv.v3i2.1602>
- Makrufah, Y. K. (2019). Kitabah Sebagai Media Komunikasi Tulisan. *International Conference of Students on Arabic Language*, 3, 585–592. Retrieved from <https://prosiding.arab-um.com/index.php/semnasbama/article/view/420>



- Mardhotillah, H., & Rakimahwati, R. (2021). Pengembangan Game Interaktif Berbasis Android untuk Meningkatkan Kemampuan Membaca Anak Usia Dini. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 6(2), 779–792. <https://doi.org/10.31004/obsesi.v6i2.1361>
- Mauludin, R., Sukamto, A. S., & Muhardi, H. (2017). Penerapan Augmented Reality Sebagai Media Pembelajaran Sistem Pencernaan pada Manusia dalam Mata Pelajaran Biologi. *Jurnal Edukasi Dan Penelitian Informatika (JEPIN)*, 3(2), 117–123. <https://doi.org/10.26418/jp.v3i2.22676>
- Mira, M., Syihabudin, S., & Nurbayan, Y. (2020). Evaluation Of Arabic Learning Using The Kahoot Application In The Pandemic Era Of Covid-19. *Ta'lim al-'Arabiyyah: Jurnal Pendidikan Bahasa Arab & Kebahasaaraban*, 4(2), 153–164. <https://doi.org/10.15575/jpba.v4i2.8930>
- Munawarah, M., & Zulkifli, Z. (2021). Pembelajaran Keterampilan Menulis (Maharah al-Kitabah) dalam Bahasa Arab. *Loghat Arabi : Jurnal Bahasa Arab Dan Pendidikan Bahasa Arab*, 1(2), 22–34. <https://doi.org/10.36915/la.v1i2.15>
- Musthafa, I., & Hermawan, A. (2018). *Metodologi Penelitian Bahasa Arab: Konsep Dasar Strategi Metode Teknik*. Remaja Rosdakarya.
- Nasrulloh, M. F., Nasoih, A. K., Satiti, W. S., & Afifa, S. K. (2020). Mengatasi Problematika Pembelajaran Bahasa Arab melalui Pelatihan dan Permainan Bahasa Arab. *Jumat Pendidikan: Jurnal Pengabdian Masyarakat*, 1(1), 28–35. Retrieved from <https://ejournal.unwaha.ac.id/index.php/abdimaspen/article/view/1040>
- Nur, H. (2017). Penerapan Metode Muhadatsah Dalam Meningkatkan Hasil Belajar Maharah Kalam Peserta Didik. *Lentera Pendidikan: Jurnal Ilmu Tarbiyah Dan Keguruan*, 20(2), 177–187. <https://doi.org/10.24252/lp.2017v20n2i4>
- Nurhidayati, N., Maksum, A., Alfian, M., Machmudah, U., & Ismail, M. Z. B. (2020). Effectiveness of Problem-Based Learning Model (PBL) to Improve Listening Skill in Arabic Language Courses. *International Conference on Learning Innovation 2019 (ICLI 2019)*, 1, 134–140. <https://doi.org/10.2991/assehr.k.200711.023>
- Nuryanti, R. (2019). Penggunaan Model Pembelajaran Kooperatif Dengan Strategi Team Games Tournament (TGT) Untuk Meningkatkan Hasil Belajar Matematika Pada Materi Bilangan Romawi Bagi Siswa Tunarungu Kelas Iv Sdlb (Penelitian Eksperimen dengan One Group Pretest Posttest Design Di SLB B Sukapura Kota Bandung). *Jassi Anakku*, 19(1), 40–51. <https://doi.org/10.17509/jassi.v19i1.22711>
- Prakoso, P. S., & Santoso, A. B. (2020). Pengembangan Perangkat Pembelajaran Model Pembelajaran Kooperatif Tipe TGT (Teams Games Tournament) Menggunakan Permainan Uno Stacko Pada Mata Pelajaran Pemrograman, Mikroprosesor & Mikrokontroler Kelas XI TAV SMKN 1 Blitar Agus Budi Santosa. *Jurnal Pendidikan Teknik Elektro*, 9(2), 301–306. <https://doi.org/10.26740/jpte.v9n2.p%25p>
- Purba, D. (2021). Pengolahan data Penelitian dengan SPSS. *ULEAD : Jurnal E-Pengabdian*, 1(1), 12–17. <https://doi.org/10.54367/ulead.v1i1.1309>
- Riwanda, A., Ridha, M., & Islamy, M. I. (2021). Increasing Arabic Vocabulary Mastery Through Gamification; is Kahoot! Effective? *Lisania: Journal of Arabic Education and Literature*, 5(1), 19–35. <http://dx.doi.org/10.18326/lisania.v5i1.19-35>
- Sarwono, J. (2017). *Mengenal Prosedur-Prosedur Populer dalam SPSS 23*. Elex Media Komputindo.

- Syifa, D. A. (2020). Penggunaan Media Permainan Uno Stacko Untuk Penguasaan Kosakata Dalam Pembelajaran Bahasa Jepang Level Dasar. *Journal of Japanese Language Education*, 4(1), 77–88. Retrieved from <https://ejournal.unesa.ac.id/index.php/kejepangan-unesa/article/view/33941>
- Uliyah, A., & Isnawati, Z. (2019). Metode Permainan Edukatif dalam Pembelajaran Bahasa Arab. *Jurnal Shaut Al-Arabiyah*, 7(1), 31–43. <https://doi.org/10.24252/saa.v1i1.9375>
- Utami, M. S., Widowati, A., & Nurohman, S. (2017). Pengembangan Virtual Laboratory Ipa Berpendekatan Guided Inquiry Materi Gerak Pada Tumbuhan Untuk Meningkatkan Kemampuan Berpikir Analisis Peserta Didik Kelas Viii Smp Development Of Science Virtual Laboratory Within Guided Inquiry Approach In Theme Plant Movement To Improving Student Analytical Thingking Skill For Junior High School On Grade 8. *Jurnal TPACK IPA*, 6(5), 290–295. Retrieved from <https://journal.student.uny.ac.id/index.php/ipa/article/view/7248>
- Wahyuningsih, E., Tolinggi, S. O., & Baroroh, R. U. (2021). Pendekatan Humanistik Melalui Permainan Edukatif Bahasa dalam Pembelajaran Bahasa Arab di Sekolah Islam Terpadu. *Maharaat: Jurnal Pendidikan Bahasa Arab*, 4(1), 17–43. <https://doi.org/10.34010/jamika.v10i1.2581>
- Walimatul Fara, E., Kholisin, K., & Maziyah, L. (2021). Developing Lectora Based-Mind Mapping Interactive Media For Learning Arabic Nouns And Verbs. *Ijaz Arabi Journal of Arabic Learning*, 4(3), 649–666. <https://doi.org/10.18860/ijazarabi.v4i3.13332>
- Zubaidi, A. (2015). Model-Model Pengembangan Kurikulum dan Silabus Pembelajaran Bahasa Arab. *Cendekia: Jurnal Kependidikan Dan Kemasyarakatan*, 13(1), 107–122. <https://doi.org/10.21154/cendekia.v13i1.240>