



**THE EFFECTIVENESS OF UNO STACKO GAME TO  
IMPROVE STUDENT'S MASTERY IN LEARNING  
VOCABULARY**

**(An Experimental Study of the 7<sup>th</sup> Grade Students in SMP N 2 Ungaran  
in the Academic Year of 2018/2019)**

a final project  
submitted in partial fulfilment of the requirements  
for the degree of *Sarjana Pendidikan*  
in English

by

**Dita Reni Anggraini**

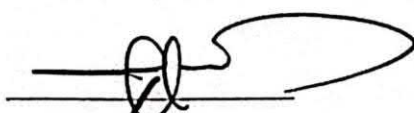



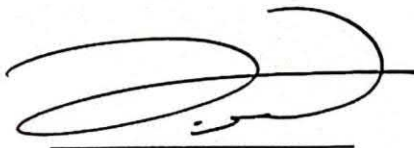
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## APPROVAL

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## DECLARATION OF ORIGINALITY

I, Dita Reni Anggraini, hereby declare that this final project entitled *The Effectiveness Of Uno Stacko Game To Improve Student's Mastery In Learning Vocabulary (A Case Study of the 7th Grade Students in SMP N 2 Ungaran in the Academic Year of 2018/2019)* is my own work and has not been submitted in any form for another degree or diploma at any university or other institute of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the bibliography.

Semarang, January 2019



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## **MOTTO AND DEDICATION**

“You can teach a student lesson for a day, but if you can teach him to learn by creating curiosity, he will continue the learning process as long as he lives”

**-Clay P. Bedford-**

This final project is proudly dedicated,

To my beloved mother and father,

To my brother and my sister.

To my best friends.

## ACKNOWLEDGMENT

First of all, I would like to express my highest gratitude to Allah SWT for the blessing and kindness that leading me to complete my study in English Department of Universitas Negeri Semarang. Peace and blessing be upon the Prophet Muhammad SAW, his families, his relatives, and his followers who has brought this peaceful religion.

I would like to express my deepest thanks to all of those who had helped, supported, and suggested me during the process of writing this thesis. This goes to

1. Mr. Arif Suryo Priyatmojo, S.Pd., M.Pd., for his continuous and valuable guidance, suggestions, and advice from the beginning until this final project could be completed.
  2. My families, for my beloved parents who always give their best and pray at every single night, support and strengthen me in all conditions.
  3. For all my friends, especially for my best friends who always be there for me through the tough and bad times in my college life. Thank you for being such good friends for me.
  4. All people who cannot be mentioned one by one who have helped me in finishing this final project, thanks for all your support for me.
- Hopefully, Allah blesses all of them.

Semarang, January 2019



Dita Reni Anggraini

## ABSTRACT

Anggraini, Dita Reni. 2019. *The Effectiveness of Uno Stacko Game to Improve Student's Mastery in Learning Vocabulary* (A Quasi Experimental Study of the Seventh Grade Students of SMP N 2 Ungaran in the Academic Year of 2018/2019). A Final Project. English Department, Faculty of Languages and Arts, Universitas Negeri Semarang. Advisor: Arif Suryo Priyatmojo, S. Pd, M. Pd.

**Keywords** : Uno Stacko Game, Learning Vocabulary, Vocabulary

This study aims to know the effectiveness of uno stacko game to improve students' vocabulary mastery. This research was a quantitative research. This research used experimental design. The population of this study was the whole seventh-grade students of SMP N 2 Ungaran. The sample of this research consisted of two classes, VII E class as the experimental class and VII C class as the control class. The data collecting used vocabulary test in the form of pre-test and post-test. The data analysis in this research was calculated using SPSS 21. Based on the calculation using SPSS 21, the writer got the students' mean score of post-test in experimental class was 89.63 higher than the students' mean score of pre-test 72.38 with the gained mean score was 17.25. the result of t-test was 0.023 and 0.024. those numbers were lower than the significance 5% (0.05), so the alternative hypotheses was accepted. There was a significant difference of students' vocabulary mastery between those who were taught using uno stacko game and those who were taught without uno stacko game. In conclusion, the use of uno stacko game is effective to improve students' mastery in learning vocabulary.

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# **CHAPTER I**

## **INTRODUCTION**

This chapter explains the background knowledge of the topic that is being studied. It discusses the background of the study, the reason for choosing the topic, the statement of the problems, the objectives of the study, the significance of the study, the hypotheses, the limitation of the study, and the outline of the report.

### **1.1 Background of the Study**

English Language is the window to the world. In this world, English communication becomes a necessity to stand out in the world of competition. In our daily life, we often find the English language in the mobile phone, internet, television, and in school. Nowadays we even find that English Language becomes a qualification for applying a job. Instead of measuring the job seekers' personality by virtue of his IQ, the qualification is measured on the basis of his effective English communication. This is how acquiring proper English learning and communication skills become very important. The importance of English learning in this era is also supported by (Gohil, 2013) he stated that English is the official language of air transport and shipping; the leading language of science, technology, computers, and commerce; and a major medium of education, publishing, international negotiation and business management of the world. He also mentioned the five facts about English language:

- a. The main language used throughout the world on the internet is English. So it is no wonder that the mother tongue of the Web is English.
- b. Of all of the world's languages, English is arguably the richest in vocabulary.
- c. English is the most widespread language in the world and is more widely spoken and written than any other language.
- d. English is the medium for huge amount of the information stored in the world's computers.
- e. Because a working knowledge of English is required in many fields and occupations, education ministries around the world mandate the teaching of English to at least a basic level.

In today's society, life will become very difficult for anyone who is not able to communicate in English. That is why most countries put English Language as their Second Language. In countries that learn English as their Second Language, including Indonesia, they will find some difficulties in learning English. According to (Andreou, G., & Segklia, M., 2017) there are some causes of learning problems in L2 and the relationship between learning the mother tongue and a foreign language. Those are:

- a. Skills in L1 can form the basis for learning a foreign language.
- b. The ability to learn L1 and L2 depends on some basic language learning mechanisms.
- c. Acquiring basic skills in L1 has an impact on learning L2.

- d. When there are problems with a language component, there will be problems in learning both languages.
- e. Learning problems in L1 will result in low competence in L2.

In learning English as a foreign language for the native learners who have been speaking their mother tongue naturally without being interfered by another language system, the learning will be very difficult. As we know, learning a language cannot be separated from learning the vocabulary. According to (Schmitt, 2010) “learners carry around dictionaries and not grammar books”. Here, the students recognize the importance of vocabulary to their language learning. The key to learning English itself is on how much vocabularies people have mastered. The more vocabularies they have mastered, the better they will be able to communicate in English. However, learning vocabulary is not an easy activity for both teachers and students, especially for the beginners. Teaching vocabulary will be very challenging for the teachers. (Nation, I. S. P., & Meara, P., 2010) They mentioned that English vocabulary is complex, with three main aspects related to form, meaning, and use, as well as layers of meaning connected to the roots of individual words. This means that learning vocabulary is not only learning the meaning of words, but also how the words are used properly.

According to (Min, H., & Na, W., 2016) Vocabulary teaching is one of the most difficult parts for many teachers since it is often considered as a boring and monotonous process. Based on the writer’s experiment and observation, the writer finds that teaching vocabulary is monotonous and boring for the students. In the vocabulary learning in SMP N 11 Magelang, the teacher mostly rewrites the words

written on the students' book onto the whiteboard. Then, the teacher will mention the pronunciations and ask the students to follow. After that the teacher will mention the meaning of the words and ask the students to write down on their notebook. The writer rarely finds the use of a learning medium or an interesting activity in teaching vocabulary. With that monotonous learning activity, the writer finds that the students have low motivation in learning vocabulary. The students seem not interested in the learning. This kind of learning cannot ensure that the students will get the lesson.

A good teacher should prepare himself or herself with various and up-to-date techniques (Susanto, 2017). Here, the teacher should be able to create an interesting vocabulary learning activity. Teachers should concern that learning vocabulary is something new and different from students' native language. According to (Loukotkova, 2011) It is generally agreed that games, play and fun elements help students to enjoy language lessons and see English learning as rewarding. To boost the students' motivation in learning vocabulary, the teachers have to use more fun ways in their teaching activity. A fun activity will encourage the students' participation and motivation in the learning. This is in line with (Dislen, 2013) Motivation is one of the major keys to success. Considering students' age, level, interest and needs, making a few changes in the way of teaching and helping students take fun out of lesson contribute to motivation and effective learning.

From the background above, the writer is interested in applying a learning medium in the form of a game, named Uno Stacko Game in the vocabulary learning activity. The writer wants to know the effectiveness of Uno Stacko game in



improving seventh grader students' mastery as a beginner students based on the curriculum 2013 in learning vocabulary.

## **1.2 Reason for Choosing the Topic**

The writer decides to conduct a study by using Uno Stacko game in teaching vocabulary because of the following reasons:

1. Vocabulary is very important in learning a language.
2. Native Students mostly have problems in learning a foreign language.
3. Fun learning activity is needed to motivate the students in the learning.
4. The writer wants to introduce Uno Stacko game as a learning medium in teaching vocabulary.
5. The writer wants to know the effectiveness of Uno Stacko game in improving students' mastery in learning vocabulary.

## **1.3 Statement of the Problems**

The problem that will be discussed in this study is as follow:

Is Uno Stacko game effective in improving the seventh-grade students' mastery in learning vocabulary?

## **1.4 Objectives of the Study**

The objective of the study is:

To investigate whether Uno Stacko game is effective in improving the seventh-grade students' mastery in learning vocabulary.

## **1.5 Definition of Key Terms**

- (1.)Uno Stacko Game, according to (Fidopiastis, C. M., & Schmorow, D. D., 2015), Uno Stacko is an educational game tool shaped like a beam that has a variety of attractive colours. It is a game that trains the ability of our brain to think how to pull every block without making the tower collapsed.
- (2.)Learning Vocabulary, according to (Brown, 2001), learning vocabulary is a complex process that can be divided into two types, namely incidental learning and intentional learning.
- (3.)Vocabulary, according to (Webster, 1992), He defines vocabulary as a list of words and phrases, usually arranged and explained or defined. However what is meant by vocabulary here is the English words as specified in the seventh graders curriculum

## **1.6The significance of the Study**

The study will contribute to some significance as the followings:

- 1) Theoretically, the result of this study will be significant in taking the role to develop and confirm the theory about the effectiveness of game to improve students' mastery in learning vocabulary.
- 2) Practically, after knowing this medium the teacher and students are expected to apply Uno Stacko Game as an alternative medium in learning vocabulary.

3) Pedagogically, this study is able to give variation in teaching and learning vocabulary. For the teachers, it will give them better insight that using Uno Stacko Game is a creative way of teaching vocabulary. For the students, learning vocabulary by using Uno Stacko Game enables them to enlarge their competence in mastering vocabulary. For the researchers, this study can be used as a reference and help to gain inspiration and follow up the result of this study to improve the quality of English learning and teaching process, especially in teaching vocabulary.

### **1.7Hypotheses**

There are two hypotheses in the present study, alternative hypothesis ( $H_a$ ) and the null hypothesis ( $H_0$ ).

$H_a$  = The use of Uno Stacko game is effective in improving the seventh-grade students' mastery in learning vocabulary.

$H_0$  = The use of Uno Stacko game is not effective in improving the seventh-grade students' mastery in learning vocabulary.

### **1.8Limitation of the Study**

The limitations of this study are:

1. This study only focuses on the vocabulary achievement of seventh-grade students.
2. This study focuses on the effectiveness of using Uno Stacko Game as a medium in learning vocabulary.

## **1.9 Outline of the Report**

This final project is divided into 5 chapters which explain different aspects in line with the topic. They are organized in such a way to make the readers can easily understand the content. The organization of the final project is as follows:

Chapter I explains the introduction. In this chapter, the writer explains the background of the study, reasons for choosing the topic, statement of the problems, objectives of the study, significance of the study, hypotheses, limitation of the study and outline of the report.

Chapter II contains a review of the related literature which discusses the review of the previous studies, a review of the theoretical study, and the theoretical framework.

Chapter III presents the method of investigation. It describes the research design, the setting of the research, the research variable, the research instrument, the validity and reliability testing, the data collecting method, and the data analysis.

Chapter IV explains data analysis. It discusses the results of the research finding as well as the discussion and interpretation of the research.

Chapter V is the last chapter. It presents conclusions based on the study which has been done and gives suggestions deal with the use of Uno Stacko game in vocabulary learning.

## **CHAPTER II**

### **REVIEW OF THE RELATED LITERATURE**

In line with the topic of the study, this chapter explains the theory of the study. It deals with the literature used in this research. It talks about the review of the previous study, theoretical study, and theoretical framework.

#### **2.1 Review of the Previous Study**

To strengthen this study, there are some previous studies used by the researcher. The first study is the final project by (Trihandayani, 2016) entitled The Effectiveness of Using Computer Game "Fast Hands" to Improve Students' Vocabulary Mastery for Junior High School (A Quasi Experimental Research at the Eight Grade Students of SMP N 1 Muntilan in the Academic Year of 2014/2015. This study was conducted to find out whether computer game "Fast Hands" effectively improves students' vocabulary or not. This study used a quantitative approach with a quasi-experimental research design. The population of this study were 192 students from the eight grade of SMP N 1 Muntilan. The samples were 48 students chosen from VIII-B as the experimental class and VIII-F as the control class. The research instrument in this study was test in the form of 20 multiple choice items. Based on the result of the data analysis using t-test, the t-value was 2.237. The t-value was higher than the critical value 2.015. in conclusion, the computer game "Fast Hands" effectively improves students vocabulary.

My study will have the similar research design with this study. My study will use a quantitative approach with a quasi experimental research design. The research instrument in my study will also be test which consists of multiple choice items. The data collecting of my study will be the result of pre-test and post-test, the same with this study. The differences between study and my study are on the independent variable, the population and sample. The independent variable in this study was the use of computer game “Fast Hands”. Meanwhile, the independent variable of my study will be the use of Uno Stacko game. The amount population and sample in this study is smaller than in my study. The population and sample in this study were the eight-grade of a junior high school. Meanwhile, the population and sample in my study will be the seventh-grade of a junior high school.

The second study is the journal article by (Pourgharib, 2013) entitled The Effect of Games on Learning Vocabulary. This study aimed at determination of effect of games on learning vocabulary. This study used a pre-test and a post-test to measure the effect games may have on vocabulary knowledge of subjects. The participants of this study were 30 girl students from the first-grade junior high school. The participants were divided into two groups, one experimental group and one control group. The instrument used in this study was a vocabulary test. The data analysis of this study showed that the training program significantly boosted vocabulary knowledge of the subject, even more than twice.

This study has different independent variable with my study. The independent variable of this study was the use of word games and the independent

variable of my study will be the use of uno stacko game. Both this study and my study have similar dependent variable which is the students' vocabulary achievement. My study will have the similar research design with this study. Both studies use quantitative approach with the quasi-experimental research design. My study will also have a similar research instrument which is a test. The subject of this study and my study is similar. The studies are conducted in the first grade of junior high school. The difference of the subject is on the gender. This study was considered to be conducted for the girl students. Meanwhile, my study will be conducted for both the girl and boy students in the first-grade of junior high school.

The third study is from a journal article entitled The Effect of Using Word Games on Primary Stage Students Achievement in English Language Vocabulary in Jordan by (Masri, 2014). This study was conducted to investigate the effect of using word games primary stage students' achievement in English Language vocabulary in Amman in Jordan. The writers used two control groups (37 male from Al Baraa' School for boys and 40 female from Marj Al Hamam school for girls) and two experimental groups (39 male from Al Baraa' School for boys and 42 female from Marj Al Hamam school for girls). The writers used an experimental design. The treatment here was the use of word games. The participants of the experimental group were taught by using word games for 8 weeks and the participants of the control group were taught without using word games. A pre-test was given before the treatment and a post-test was given after the treatment. From the results, the difference between males and females was not statistically significant at  $\alpha=0.05$ . Since there was no statistically significant difference between

the control and experimental groups on the pre-test, the groups were assumed equivalent. The mean score for the experimental group on the post-test was 82.09 while that of the control group was 77.05. Games were proven to be useful and effective in this study.

The similarity of this study and my study is they have the similar objectivity, research instrument, and research design. The objective is almost similar because both are conducted to know the effectiveness of a game in learning vocabulary. My study will use the same experimental research design with this study. Both this study and my study use a vocabulary test as the research instrument. The population and sample in this study were bigger than in my study. The variable of this study was divided into independent and dependent variable. The independent variable was the using of word games. The dependent variable of this study was the primary stage students' vocabulary achievement. Meanwhile, in my study the independent variable is the use of uno stacko game and the dependent variable was the the score of the vocabulary test. The scope of population I used in my study is also smaller than this study.

The fourth study is a final project by (Supriyatna, 2014) entitled The Effectiveness of Guessing Game Technique in Teaching Vocabulary at MTs Darussalam (An Experimental study at the second grade of MTs Darussalam Academic Year 2013/2014). This study was conducted to find out whether the guessing game technique is effective for teaching vocabulary at MTs Darussalam or not. The vocabulary used in this research was only the verb. The research design of



this study used a quantitative approach with an experimental research design. There were an experimental class and a control class. The experimental class was given a treatment which was the guessing game technique. The control group was not given the guessing game technique. A pre-test was given to both classes before the treatment. A pos-test was given to both classes after the treatment. The instrument of this study was a test. Based on the data analysis using the statistical calculation of the T-test formula, the result showed that the value of  $t_o$  ( $t_{\text{observation}}$ ) was 5.48 and the value of  $t_t$  ( $t_{\text{table}}$ ) from the (64) on degree of significance of 5% was 1.67. It meant that the value of  $t_o$  was higher than the value of  $t_t$ , so the alternative hypothesis ( $H_a$ ) was accepted and the null ( $H_o$ ) was rejected, or it could be said that there was significance in the students' score learning vocabulary using guessing game. In conclusion, the using of guessing game is effective in teaching vocabulary at MTs Darussalam.

This study is almost similar with my study especially on the objective, the research design, research instrument and the data collecting. The objective of both this study and my study is to find out whether the using of game is effective in mastering the students' vocabulary or not. My study will use the same approach and research design with this study. The amount of population and sample of this study is similar with my study. The instrument of this study is also similar with my study which is a test. The test is divided into pre-test and post-test. The difference of this study and my study is on the variable, the population and the data analysis. The independent variable of this study was the guessing game technique. Meanwhile, the independent variable of my study will be the using of uno stacko

game. The population of this study was the second grade of Junior High School. Meanwhile, the population of my study will be the first grade of Junior High School. The data analysis of this study is manually calculated with the t-test formula. Meanwhile, the data analysis of my study will be calculated by SPSS 21.

The fifth study is from a final project by (Rahmah, 2015) entitled The Effectiveness of Using English Songs from Youtube towards Students' Vocabulary Mastery (A Quasi-Experimental Study at The Seventh-Grade of RUHAMA Islamic Junior High School at South Tangerang). This study was conducted to know whether English songs from youtube were effective towards students' vocabulary mastery at the seventh grade of MTs RUHAMA or not. This study used a quantitative approach with a quasi-experimental design. The population of this study was the seventh-grade students of MTs RUHAMA. The samples of this study consisted of two classes; VII 2 was the control class and VII 3 was the experimental class. The experimental class was given a treatment which was English songs from youtube. The control group was given a treatment without English songs. There were pre-test before the treatment and post-test after the treatment. Based on the data analysis using SPSS18, the data showed the mean score of post-test in the experimental class was 75.33. Meanwhile, the mean score of pre-test in the experimental class was 57.16. It showed that in the experimental class, the mean score of post-test was higher than pre-test. The hypotheses test showed that the significant value of 1% was 2.392. Based on those result, it can be said that  $H_a$  is accepted and  $H_0$  is rejected. In conclusion, the using of English songs from youtube is effective towards students' vocabulary mastery.

This study has similarity with my study. The objective of this study is similar with my study. They are conducted to know whether the use learning medium is effective towards students' vocabulary mastery or not. The learning medium used in this study was English songs from youtube. Meanwhile, the learning medium used in my study will be uno stacko game. This study has similar research design with my study. Both this study and my study use a quantitative approach with a quasi-experimental design. The population and sample of this study is also similar with my study. Both studies use the seventh-grade students of Junior High School as the population and two classes as the samples. The data analysis of this study is calculated by SPSS 18. Meanwhile, the data analysis of my study is calculated by SPSS 21.

## **2.2 Review of the Theoretical Framework**

In this section, the researcher would like to explain the theoretical studies that are connected to the topic of this study. This current study is divided into two main areas; the Uno Stacko and the teaching vocabulary. The explanation about Uno Stacko is related to the definition, the gameplay, the teaching vocabulary using Uno Stacko, Uno Stacko as a medium, role of the teacher and the last is related to the role of the learner. Meanwhile, the explanation of teaching vocabulary is related to the general concept of vocabulary, the type of vocabulary, vocabulary mastery, and the principle of teaching vocabulary.

### **2.2.1 *Uno Stacko***

#### *2.2.1.1 The Definition of Uno Stacko*

Uno Stacko is a colorful block made of plastic. There are 45 blocks with 5 colors; red, yellow, green, blue and purple. Each color consists of number 1, 2, 3 and 4. There are also symbols for draw two, skip, reverse and wild card (Wikipedia, 2019). The game ends when the tower collapses and the persons who did not cause the collapse to win.

According to (Fidopiastis, C. M., & Schmorow, D. D., 2015) found Uno stacko as an educational game tool shaped like a beam that has a variety of attractive colors, the game's support in improving the cognitive abilities of children. Uno stacko is one of the many variations of the card game Uno. This game is a block-stacking tower game which combines the gameplay of Uno and that of Jenga. Uno Stacko is a game that trains the ability of our brain to think how to pull every block without making the tower collapsed. The players have to concentrate.

#### *2.2.1.2 Gameplay*

As cited from (Wikipedia, 2019), there are some steps in playing Uno Stacko game. Those are:

##### **a. Building the tower**

First of all, we have to stack the tower. Each level consists of three blocks and each level will have a different color. So in each level, there are three blocks with three different colors.

##### **b. Label Meaning**

In playing Uno Stacko game, we must know the uses of each block. There are some blocks labeled in Numbers and there are also labeled in Reverse, Skip, Draw 2, and Wild.

Numbers: Almost every colored block has a number, except for the purple block. If the first player pulls the red colored block with label 4, then the next player should pull the Red-colored block with different label, maybe 1, 2, 3, 4, reverse, draw 2, or skip or take another block with label number 4 with different color or same color, maybe blue, green, yellow, or red too or may also take the Wild block (the purple block).

Reverse: This block has a function to rotate the turn in pulling the block in the opposite rotation. This block is labeled in two arrows in an opposite direction. If the rotation of the game is clockwise and one of the players pulls the reverse block then the next rotation turns into counter-clockwise.

Skip: This block is useful to skip/jump over the next player. So, the next player will not take the block if the first player takes this Skip block. The label of this block is a circle with one slash in the circle, more like a bad sign. If the first player takes the skip block then the second player should not play or take the block and the game proceed to the third player who takes the next block.

Draw 2: This block requires the next player to take two blocks. The label of this block is two cards. If the first player takes the Red Draw 2 block, then the second player must take 2 blocks. First must match the color (the current state is conditioned to take the Red color) with the first block but different numbers are also allowed, then the second block is free but must match the first block which can

be red and free any number or the same number with free color. You can also take another block like reverse, wild, skip, and draw 2. If player 1 takes the block Draw 2 then player 2 also takes the draw 2, then player 3 will take 4 blocks.

Wild: This block is in Purple color. The function of this block is to change the color as desired from the player who pulls this purple block. If the player pulls this purple block then the next player must pull the block according to the color that the player who pulls the purple block requested.

c. How to play

After understanding the labels and their meanings, these are how to play the Uno Stacko game. First, we must arrange the blocks until the tower is neatly arranged. Then the first player must take the first block (whatever it is). Then the next player must take the block that has the same color or label as the block the first player takes. If the tower collapsed while the player was pulling the block, the player loses the game.

*2.2.1.3 Teaching Vocabulary by Uno Stacko*

As what the writer has mentioned before that teaching vocabulary is one of the difficult things for both the teacher and the students, teachers have problems of how to teach students in order to gain satisfying results. The teacher should prepare and find out the appropriate learning media, which will be used in the learning process. A good teacher should prepare himself or herself with various and up-to-date techniques. Teachers need to be able to master the material in order to be understood by students and make them interested and happy in the teaching and learning process in the classroom.

#### *2.2.1.4 Uno Stacko as a Medium*

The use of Uno Stacko game as a medium refers to the implementation of Uno Stacko game in learning vocabulary. Because of the details rules of the Uno Stacko game play, the writer will use a wooden color uno stacko. A wooden color uno stacko is a kind of uno stacko which is not labeled. The stacko will only uses the colored and labels each block with a word or vocabulary on the top of the block. Every time the students pull the block, they read the word and write down on the whiteboard, so the whole class can read the word together.

#### *2.2.1.5 .Roles of the Teacher*

(Rindu, 2017) distinguishes nine roles of teachers during teaching and learning process as follow:

a. The teacher as a controller

If some of the students are not doing the instruction of the game, the teacher will control them by remind them the rules. What are the students doing and saying during the learning process will be controlled by the teacher

b. The teacher as a assessor

The teacher assesses how the students improve their mastery using the uno stacko game by giving some daily tests or assignments. Both the teacher and students also discuss and assess the assignments.

c. The teacher as an organizer/manager

In the learning process using uno stacko, the teacher tells the students what are going to learn, gives a clear instruction and makes sure that the students are ready for the learning.

d. The teacher as a prompter/motivator

While the students are laying the uno stacko game, the teacher may give some motivated statements, tell stories, and give rewards to motivate the students

e. The teacher as a participant

The teacher participates in the learning activity during the teaching and learning process. The teacher gets involved, gives the students chance, listen to the students' opinion, and becomes students' partner.

f. The teacher as a resource/informer

The teacher becomes the resource of information relate to the development of knowledge and technology. Teachers should be ready to answer the students' question if they find some difficult words in playing uno stacko game.

g. The teacher as a facilitator

The teacher gives good services to the students such as giving the chance for each student in doing activities and also prepares the facilities that the students need to support the teaching and learning activity. For example, the teacher prepares the uno stacko game.

h. The teacher as a demonstrator

The teacher shows everything well connected with the attitude, behavior, and how the teacher delivers explanation or gives instructions in teaching. In explaining the game, the teacher has to have good attitude, behavior and a clear explanation to the students.

i. The teacher as a guide



The teacher directs and keeps the students to the good things and directions according to the students' interest and potential during the teaching and learning process. The teacher guides the students in playing the uno stacko game to keep playing the game based on the rules.

In conclusion, the role of teacher in using the uno stacko game in the learning process is very important. The teacher has to control and manage the class. Teachers have to give clear information or instruction to the students. The teacher has to have a good attitude or behavior because the students will learn everything from the learning activity, not only the material, but also the teacher's behavior. The teacher has to be careful of what he or she will say during the learning process.

#### *2.2.1.6 Characteristics of the Learner*

According to (Pattison, 2016), a learner is any person engaged in a learning process as part of involving competency-based learning.

(Sullivan, 1996) there are six stages of age periods:

Infancy	0	to	2 years
Childhood	2	to	6 years
The juvenile era	6	to	8,5 years
Preadolescence	8.5	to	13 years
Early adolescence	13	to	15 years
Late adolescence	15....	years	

Based on the stages conveyed by Sullivan, I come to an opinion that students of the first-grade junior high school, especially in Indonesia belong to pre-adolescence learners. According to (Harmer, 2001), it is mentioned some characteristics of adolescence's learner.

- a. They seem to be less lively and humorous than adults.

- b. Identity has to be forged among classmates and friends; peer approval may be considerably more important for the student than the attention of the teacher.
- c. They can cause discipline problems
- d. They must be encouraged to respond to texts and situations with their own thoughts and experience.

### **2.2.2 *Teaching Vocabulary***

Recent research indicates that teaching vocabulary may be problematic because many teachers are not confident about the best practice in vocabulary teaching and at times do not know where to begin to form an instructional emphasis on word learning (Berne, J. I., & Blachowicz, C. L. Z, 2008). Teaching vocabulary is a crucial aspect in learning a language as languages are based on words (Alqahtani, 2015). It is almost impossible to learn a language without words; even communication between human beings is based on words. Both teachers and students agree that acquisition of the vocabulary is a central factor in teaching a language.

A teacher should be well-prepared in the teaching vocabulary because it is an important thing the teacher should master. A teacher needs a good knowledge of their teaching materials. Teachers should know the general knowledge of vocabulary itself.

#### **2.2.2.1 *General Concept of Vocabulary***

Vocabulary can be defined as "words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)" (Neuman, S. B., & Dwyer, J., 2009).

According to (Jamal, 2016), vocabulary is typically taught in lists and a high priority is given to accuracy and the ability to construct correct sentences in the Grammar-Translation Approach.

From those definitions above, the writer can conclude that teaching and learning vocabulary related to words, meanings and the uses. Vocabulary itself is the stock of words within a person's language for communication and acquiring knowledge.

#### *2.2.2.2 Type of Vocabulary*

According to (Palmberg, 1987) he divides vocabulary into two groups. They are passive (respective vocabulary) and active (productive vocabulary).

- a. Passive/ Receptive vocabulary is the vocabulary which one knows its meaning and usage in a certain context.
- b. Active/ Productive vocabulary is the vocabulary one know and uses actively to express ideas, opinion, and feelings in communication

(Finocchiario, 1974) He divides vocabulary into two kinds, active vocabulary and passive vocabulary. The former consists of words which student understands, can pronounce correctly and use constructively in speaking or in writing. The latter consists of words that student recognizes and understands when they occur in a context and she never uses them in communication. The student understands them when he/she reads them but he/she does not use them in speaking or writing.

In this thesis, the writer specifies analysis on both active and passive vocabulary mastered by the students by using Uno Stacko game. Here, the students will be given a clear explanation of the words including the meaning, the pronunciation

and the usage in constructing a sentence. For the active vocabulary, the students are asked to express their idea, opinion, and feeling through the assignments the teacher gives. The assignment is an essay. The students are asked to write a sentence by a given word of vocabularies they get from the learning process.

#### *2.2.2.3 Vocabulary Mastery*

In order to understand the language, vocabulary is crucial to be mastered by the learner. Vocabulary is viewed as an essential tool for mastering any language skills (Viera, 2017). Vocabulary mastery is needed to express our ideas and to be able to understand other people's sayings. According to (Webster, 1992) mastery refers to (1) a. the authority of a master: dominion, b. the upper hand in a contest or competition; superiority, ascendancy and (2) a. possession or display of great skill or technique, b. skill or knowledge that makes one master of a subject comment. While (Hornby, 1995) defines mastery as complete knowledge or complete skill. From that definition, mastery means complete knowledge or great skill that makes someone a master in a certain subject.

From the definition above, the writer can conclude that vocabulary mastery is an individual's great skill in using words of a language, which is acquired based on their own interest, need and motivation. Vocabulary mastery plays an important role in the four language skills and it has to be considered that vocabulary mastery is one of the needed components of language.

#### 2.2.2.4 *The principle of Teaching Vocabulary*

Teaching English is not an easy thing to do. The teacher is demanded to be successful in the teaching-learning process. Effective teaching is the basic factor for the success of the teaching-learning process.

According to (Wallace, 1982), there are principles on which teaching vocabulary is based:

##### 1) Aims

The aims have to be clear for the teacher. "How many of the things listed does the teacher expect the learner to be able to achieve the vocabulary what kind of word?" (Wallace, 1982:27)

##### 2) Quantity

The teacher may have to decide on the number of vocabulary items to be learned (Wallace, 1982:28) how many words in a lesson can the students learn? If there are too many words, the students may become confused, discouraged and frustrated.

##### 3) Need

The teachers are expected to choose of vocabulary, which relates to the aims of a course and the objective of individual lessons. "it is also possible for the teacher to put the responsibility of choosing the vocabulary to be taught for the students". (Wallace, 1982:28) In other words, the students are put in a situation where they have to communicate and get the words they need.

##### 4) Frequent Exposure and Repetition

It is seldom, however, that we remember a new word simply by hearing at the first time. Wallace says, "There has to be a certain amount of repetition until there is evidence that students have learned the target word" (1982:29)

#### 5) Meaningful Presentation

Wallace (1982:29) states that the teacher must have a clear and specific understanding of what it denotes or refers to, i.e. its' meaning although meaning involves many other things as well. This requires that the word is or presented in such a way that its denotation or reference perfectly clear and unambiguous.

#### 6) Situation Presentation

Wallace says that the choice of words can vary according to the situation in which we are speaking and according to how well we know the person, to whom we are speaking (from informal to very informal) (1982:29). So that a student should learn words in the situation in which they are appropriate.

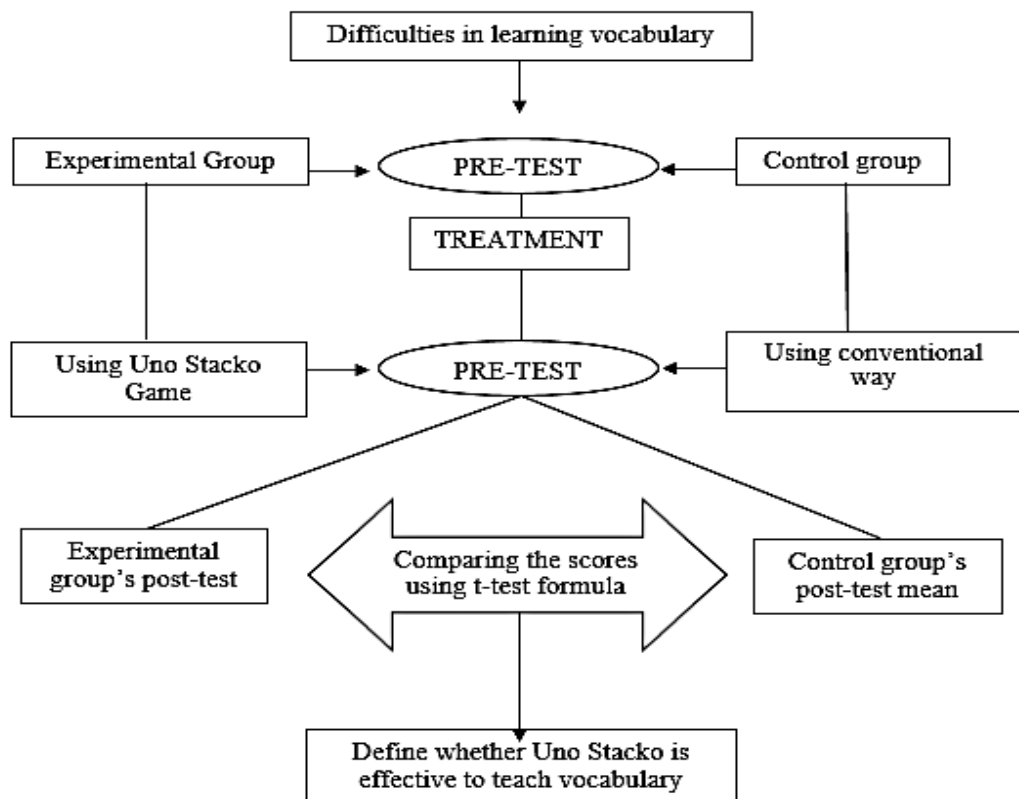
For an English teacher, vocabulary teaching invites notable reactions. Some people believe that in learning a foreign language, teaching vocabulary is a waste of time since the vocabulary is an unlimited number. These ideas are reasonable if the participants of the teacher-preparation programs had received emphasis on vocabulary in the classroom. The students who are satisfactory in their vocabulary can be gained through experience.

In teaching vocabulary, it is a job for the teacher to manage the students' learning to do the target vocabulary. However, the teacher has to consider the principles above no matter what techniques are used.

## 2.3 Theoretical Framework

Based on the theory above, the writer concludes that there have not been very much studies about using Uno Stacko Game in teaching and learning vocabulary. Thus, the writer focuses on applying Uno Stacko Game as a medium to teach vocabulary. This research applies quasi-experimental research. In experimental research, there are two groups, control, and experimental groups. The experimental group use Uno Stacko Game as a treatment of vocabulary mastery. The control group uses conventional way in teaching vocabulary. Both groups are given two tests, pre-test, and post-test. A pre-test is conducted at the beginning of the research. Post-test is conducted at the end of the research. After getting the result of pre-test and post-test, the writer compares the result by using t-test formula in order to know whether there is a significant difference between pre-test and post-test between experimental group and control group or not. Then the writer concludes if using Uno Stacko Game is effective to improve students' mastery in learning vocabulary. The theoretical framework of this study can be seen below:

*Figure 2.1 Theoretical Framework*





## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

After performing the research, carrying out the analysis, and presenting the results of the study, the last agenda is drawing conclusions. Thus, this last chapter is a place to draw conclusions of the research. Furthermore, it is divided into three sub-headings. Those are the conclusion, the implication, and the suggestion.

#### 5.1 Conclusion

From the data analysis using SPSS software, it is shown that teaching vocabulary through Uno Stacko game may be appropriate to be implemented in the classroom. In this research, the students' mean score of post-test in the experimental class (89.63) was higher than pre-test (72.38) with gained score mean was 17.25. From the data analysis, the hypothesis test was determined by t-test formula using SPSS program software with significance 5% or 0.05. Thus, the result of the T-test analysis was 0.023 and 0.24. The result was lower than 0.05, so the alternative hypothesis ( $H_a$ ) was accepted. It means that there was a significant difference between students' achievement in mastering vocabulary which was taught with Uno Stacko game and without Uno Stacko game.

In conclusion, Uno Stacko game is effective to improve seventh grader students' mastery in learning vocabulary which is especially for seventh-grade students in SMPN 2 Ungaran.

Based on the conclusion above, Uno Stacko game can be applied in teaching-learning vocabulary mastery. Uno Stacko game was an effective medium that may be appropriate to be used in teaching learning vocabulary mastery. In the classroom, the students can do more active in teaching learning activities. Followed by team study, the students were divided into eight groups and were given Uno Stacko in each group. They played the game and wrote down every word they got from the stacko. The students took turns playing the game by pulling a stacko and putting it in the top. There were a picture and a word on each stacko. Every time the students pulled the stacko, they had to read out the word and the writer of the group would write down the word on the paper. They were motivated to give the best performance and support their team to collect the words as many as possible.

## **5.2 Suggestion**

Here are the suggestions from the researcher for future studies. Hopefully, the suggestions are useful for readers in general, and researchers and other people especially involved in education. The suggestions are as follow:

### **1) For Teacher**

Based on the result of this research, English teachers of Junior High School may be suggested to use Uno Stacko game as a learning medium to facilitate teaching vocabulary since it has been proven that Uno Stacko game is effective to improve students' vocabulary mastery. Therefore, the teacher should be well prepared. It means that they should prepare materials which will appropriate that will be taught to the students before they enter the classroom.

## 2) For Students

For students, they may be suggested to enrich their vocabulary size through Uno Stacko game if they want to improve their vocabulary mastery. Vocabulary can be applied to make students have their own dictionary with vocabulary that makes them interested. Uno Stacko game also can make students to be an autonomous learner. Students will have a good habit if they are comforted when finding a new word while playing a game.

## 3) For Other researchers

In view of the limitations the researchers have come across, there is a need for further research to be conducted with a bigger sample size. It will help to obtain more data, confirm the findings and enable the drawing of a more concrete conclusion with regard to the effects of using a game to improve vocabulary competence. Furthermore, a longer experimental period is needed to enable the researcher to draw a more valid conclusion and to see whether the improvements are consistent.

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