CHAPTER II
LITERATUR REVIEW

This second chapter discusses a review of the literature related to this research. This chapter aims to provide information regarding key terms in this research. This includes Procedure text learning, Learning Media, UNO Stacko Game, ULSEL-G, and studies that are relevant to this research.

A. Learning Media

"Media" is the plural of the Latin word "medium," which means "intermediary" or "introductory." The media's job is to convey messages from the sender to the recipient. Media, if understood broadly, are people, materials, or events that create an environment that allows the remainder to acquire knowledge, skills, or attitudes. (Arsyad, 2010). Media is something that can convey messages, stimulate students' thoughts, feelings and desires, and facilitate the student learning process. Media can be called "learning media" if it contains messages that have learning objectives.

Learning media is a tool that functions to convey learning messages. Learning media is defined as part of learning resources that has the ability to encourage students to learn. Creative use of media allows students to learn better and improve performance according to desired goals. (Ummi et al., 2023)

According to (Fikri & Madona, 2018) The aim of using learning media is to help students understand certain concepts, principles, attitudes and skills. Learning media guarantees different and varied learning experiences and stimulates students' interest in learning. Through learning media, teachers can not only explain learning verbally, but also with images, video, text and audio. Apart from that, students can also use media for independent learning both inside and outside school.

Learning media also aims to improve certain attitudes and skills when working with technology. Media can present certain forms and examples of attitudes and skills that should be taught to students. Students are interested in using and manipulating media, so that indirectly they have a positive attitude towards development and become technologically literate.

Another aim of using learning media is to create learning situations that are quickly remembered by students. Media allows learning experiences that activate several sense organs simultaneously or sequentially, resulting in learning outcomes that last longer than if one or more sense organs were used alone. In addition, students have the opportunity to act in interactive multimedia and learn from the media they use. use. This also increases student resistance to the content they have learned.

1. Learning Media Functions

   The use of media in the learning process has a very important role. Many students face difficulties in understanding subject matter due to the lack or non-optimal use of learning media as a source of information during the teaching and learning process.(Rusman, 2013). The use of learning media can also foster new interests and desires, increase motivation and stimulation in learning activities, and even have a psychological impact on students (Arsyad, 2017)

   According to Sanaky, (2013), learning media has the function of presenting real objects, making imitations of real objects, making abstract concepts into more concrete concepts, equalizing perceptions, overcoming obstacles (time, place, number and distance), re-presenting information. consistently, providing a fun and interesting learning atmosphere so that learning objectives are achieved.

2. Types of Learning Media

   Overall, media is a means of sending certain messages. To transform the message, it is important to choose the appropriate type of media. Various opinions from various experts regarding media classification vary greatly, depending on the perspective used to group these types of media.

   a. Audio media is media that uses the sense of hearing and focuses on sound manipulation. In receiving messages, audio media can receive messages in the form of spoken words (verbal) and non-verbal messages such as sound, movement, music, and others. Examples of audio media include radio, tape, and compact disk.

   b. Visual media only utilizes the sense of sight. This type of media includes print media, print graphics, and non-print visuals. Types of visual media include verbal visual, graphic nonverbal visual, and three-dimensional nonverbal media.

   Based on technological developments proposed by Seels & Glasgow, learning media can be classified into two main categories. The first category is traditional media which includes realia, games, printed materials, silent visual projections, and unprojected visuals. The second category is the latest technological media such as microprocessor media and telecommunications. (Junaedy, 2022)

   From this statement, in this study the researcher used this type of game media because this can stimulate students to feel satisfied without pressure, reduce mental stress in the learning environment, invite students to be maximally involved in the learning process thereby increasing learning effectiveness,

stimulating student creativity, facilitates the achievement of goals indirectly, explores the meaning of learning from experiences, and makes students more focused learning subjects. (Septianingrum et al., 2019)

B. UNO Stacko Game

Tinmsman explains that the Uno card was originally created in 1971 in Reading, Ohio by Merle Robbins, a barber shop owner who was also a card fan. Robbins introduced this game to his family initially. In the development process, Merle Robbins was given support by his wife, Marie, and son and daughter-in-law, Ray and Khaty Robbins. In 1972, Merle Robbins sold the rights. Uno cards have become more widely known thanks to International Game Inc. and has been part of the Mattel game family since 1992. Until now, the Uno Card Game has developed from initially just cards, now developing into Block UNO or what we usually call UNO Stacko (Angelina & Hamdun, 2019)

Picture 1. 1 UNO Stacko Blocks

Source 1: www.bestbuy.com

Uno Stacko is a game that adopts similar rules to the famous Uno card game, but has a conceptually different approach to the game. Different from card games, Uno Stacko is played by building and tearing down towers from Coloured wooden blocks that have specific numbers or commands on each block. The game is designed to be played by 2 to 10 players, and is recommended for ages 7 and up, making it suitable for a variety of age groups. (Kumala et al., 2020)

One of the key elements in this game is ensuring that the tower you build remains stable. This requires skill and precision in pulling blocks from the pile without causing the tower to collapse. Players must be careful when pulling blocks, using both hands to avoid vibrations that could upset the balance of the tower. Uno Stacko presents an entertaining and interesting challenge for its players. With a combination of strategy, courage, and luck, players must defend their tower as much as possible while trying to make their opponents fail in creating a stable tower.

In this way, Uno Stacko offers a unique and enjoyable gaming experience for its players, which can be enjoyed both individually and in groups. This game is also a refreshing alternative for those who are used to the card game UNO, providing an interesting twist on the gaming world. Apart from that, UNO also has its own benefits for players. These benefits include that this game has the potential to strengthen relationships and solidarity between the players. By playing Uno Stacko, student can interact more smoothly with their friends while playing, creating a more fun and dynamic atmosphere. This is expected to reduce boredom and increase children's self-confidence when interacting with their friends.

In addition to the positive aspects, it is important to recognize that UNO Stacko also has some disadvantages that need to be taken into account. One of them is a lack

of control in the classroom atmosphere due to minimal supervision from the teacher. This can cause disruption in class, especially if there are too many students, thereby reducing the conduciveness of the learning environment. In addition, in developing UNO learning media, production costs tend to be high, which can be an obstacle for institutions or teachers who have limited budgets. (Syifa', n.d.)

C. UNO Lingo Stacko English Learning – Game (ULSEL – G)

UNO Lingo Stacko English Learning – Game or can be shortened to ULSEL-G is a modification of English learning media from the UNO Stacko game. The ULSEL-G learning media is game-based which is played with a team system. The Uno Stacko English Game is a team game that can be filled with a maximum of 5 groups. In this game, each team is called a Kingdom. Each Kingdom consists of a minimum of 4. Alternately, 1 member will serve as King and the others as soldiers. The king as the guesser and the soldiers take turns describing the characters/places/food on the cards. If the king can guess, the king will get one yellow star pin.

This game aims to encourage collaboration among students as they play in teams, which in turn can improve their cooperation skills. Another goal is that when English games are implemented in class, students tend to be more enthusiastic and active in the learning process, thus providing positive encouragement for their involvement in the lesson material. Using this game as a learning media also helps avoid boredom that may occur during the learning process, so that it can increase students' motivation to learn. 1 game set consist of:

1. Uno Stacko Blocks

Uno stacko blocks are made from wood in the form of blocks. The surface of the block has been smoothed so it is very comfortable to hold. Each block has dimensions of 7.5cm x 2.5cm x 1.5cm. The uno stacko block consists of:

a. Regular Blocks consisting of 40 Pcs with 4 different Colours. There are 10 yellow Colours, 10 blue Colours, 10 green Colours, and 10 red Colours.

b. Special Blocks are Skip blocks, wild blocks and reverse blocks. The special block specifications are as follows:

1) Skip blocks consisting of 7 pcs. The group that takes the skip block will be skipped and continued by the next group.

2) Wild Block consisting of 1pcs. The group that takes this block will get 3 stars for free.

3) Reverse block consisting of 2 pcs. This block indicates that the order of play will be reversed. The group that takes this block will get 1 yellow star free.

2. Dice consisting of 2 Pcs. The function of this dice is to know who the group will play first. The dice rules are as follows:

a. The group with the highest number will be the first.

b. If the dice has a total of 10, it must be repeated because the highest number for the first one is 9.

c. If there are teams that have the same number of numbers then it will be repeated until they get a different number of numbers.

3. Star Pin consisting of 30 pcs Yellow Star pin and 15 pcs The Black Star pin. The star pin rules are as follows :

a. If the group answer successfully, they will be given 1 Yellow Star Pin

b. 1 Black Star Pin can be removed if the group answer successfully in the next round.

c. 3 Pcs Yellow Star Pins will be obtained if the group gets a Wild block

d. 1 Black Star Pin can be removed if the group in the next round succeeds in guessing or gets a special block

e. If the group Knocks Down the UNO Stacko Tower then 1 Yellow Star Pin will be released

4. Question cards (4 Colours) consisting of 48 pcs. Each has a different Colour and question

5. Answer Keys

6. Guide Book

7. Sling consisting of 5 Pcs. It is used to install the star pins.

8. Helping Card. This card is used as a word aid in answering questions about how to make or use something.

How to play this game:

1. The blocks will be arranged in a tower-shape

2. To determine which group will play the first by shaking the dice (The rules for using dice are in the description and function)

3. One group member takes 1 block. Not allowed to take the top 3 rows.

4. After successfully taking the block, the player continues to take a card that has the same color as the block taken and shows it to the teacher to find out the answer code.

5. After showing it to the teacher, students discuss briefly with the group and answer questions.

6. To answer and discuss, teams are given 3 minutes (See user manual "How to Answer Questions and types of Questions")

7. The teacher corrects the answers using the answer key provided

8. If the team successfully answers they will be given 1 yellow star pin. However, if the team does not then it does not get 1 yellow star pin

9. If a team knocks down the Tower, then that team will get 1 black star pin or 1 yellow star pin removed. (For more information, please see the description and function)

10. For more information see "Description and function"

11. The winning team is the team with the most yellow Star Pins.

12. The game is declared finished if the question cards run out or according to the agreement between the teacher and students

D. Implementation UNO Lingo Stacko English Learning – Game (ULSEL – G)

To implementing of UNO Lingo Stacko English Learning – Game (ULSEL – G) has several steps. One of the more innovative development models that suits the characteristics of the material and students is the ADDIE method. The ADDIE method can help in achieving learning outcomes. (Abdullah et al., 2023). Several steps are analysis, design, development, implementation and evaluate the product.

1. Preliminary Analysis

   Preliminary Analysis is an activity to analyze synchronization and learning plans to obtain information about the media that students need to learn a programmed skill. Therefore, in designing learning media, teachers/designers must pay attention to open learning media that have been previously designed so that students can learn independently. Because the contents of ULSEL-G will contain the content needed to master a Capaian Pembelajaran (CP), the author must adapt it to existing Capaian Pembelajaran (CP) needs, observations of the classroom environment, teacher's opinion regarding the learning media needs required by students and questionnaire for student's need

2. Design of ULSEL-G

   The design stage is the second step in the product development process, where the product is planned according to existing problems, aiming to provide the right solution. The focus of this product planning includes the following Designing learning media, reparation of game rules, questions and answer keys, and making design of pictures, cards, blocks, and product covers.

3. Development of ULSEL-G

   The third step is to develop the media according to the initial design. Researchers carried out several development stages are product Manufacturing and expert validation

4. Implementation of learning media

   This stage is the real stage for implementing ULSEL-G for student. This stage is also the realization of steps in development. In the implementation process, improvements are made in response to student feedback and recommendations. To avoid expanding previous fixes, it is important to consider feedback and recommendations from previous validators in these fixes.

5. Evaluate learning media

   The next process is to carry out development which consists of creation and validation. Here, manufacturing is defined as the process of realizing the designs that have been created. The product also needs to be validated before it is finally produced and disseminated. The suggestions and input presented by the validators then become material that helps the improvement process by using it as a reference for revising and finalizing the product. This validation activity itself includes validation of content/material and appearance by material and media experts.

E. Procedure Text

In English language has various types of texts based on their categories. Essay texts are generally divided into five categories. One of the types of text in English is Procedure text

1. Definition of Procedure text

Text is a collection of written or spoken language that has a complete thought structure and functions as an expression for understanding social activities, experiences and the reality of the text. The meaning of text is a collection of language that conveys social activities, both orally and in writing, with a complete thought structure. Text is the path to understanding language. Apart from that, text is also referred to as a verbal expression of social activities with social goals.

Each type of text requires a common structure to organize information and mark its differences from other text types. According to Knapp and Watkins in Wirda (2021) revealed that procedural texts focus on giving someone instructions on how to act. Usually, procedure texts are prepared by starting with the title (purpose), a list of materials/equipment required, and the steps that must be followed.

As previously mentioned, the three main elements of a generic procedure text structure are objectives, materials, and methods or steps. title is often stated explicitly in the title of the text. Materials refer to items or materials that must be prepared. Meanwhile, methods or steps explain how to make or carry out something in a specified order.

According to Mark and Cathy in Zainuddin (2022), There are several characteristics in procedure text. First, the use of technical language. Second, the sentence begins with a verb that functions as a command, for example, "open the projector compartment using a screwdriver!" Third, the use of time words or numbers to indicate the sequence of procedures, such as "first", "second", "then", "after that", "the next step is", "next", and "finally". Lastly, use adverbs to explain how an action should be performed, for example by using the words "gently press the stop button to stop the washing machine!"

2. The Example of Procedure Text

There is an example of procedure text from Heryani, (2020)

HOW TO MAKE FRIED BANANA

Ingredients :

- 1 ripe black-skinned plantain or 4 small finger bananas (make sure that the banana is sweet)

- 1 egg

- 1 tsp sugar

- 6 Tbs flour

- water

- a pinch of salt

- vegetable oil for deep frying

Steps:

- First, place flour in a deep mixing bowl. Make a well in the middle of the flour, and add egg, sugar, and salt. Add water little by little. Whisk

vigorously until the batter is evenly smooth for coating and not too thin. If it is too thin, add more flour.

- Second, peel plantain or banana and cut in half lengthwise and then cut again with 4-inch width. Dip into the batter to coat generously.

- Next, heat oil in a wok or deep fryer until moderately hot. Place coated plantain or banana in the wok or deep fryer and fry slowly until golden brown and crispy. This usually takes approximately 10-15 minutes.

- Then, remove bananas from oil, drain on paper napkins, and dry well.

- Finally, serve while still warm. The fried banana is ready to serve.

F. Related Previous Studies

While writing this thesis, the researcher found various studies that are connected to the subject of this research. One of the studies entitled Development of the UNO Stacko Game on the Cognitive Abilities of Early Childhood in Mataram for the 2020/2021 Academic Year (Timur Saputri et al., 2021). This research succeeded in getting an increase with the percentage of progress in the first development stage increasing to 65.18% in the second development stage, and in In the third development stage, children's cognitive progress meets the success indicators with an average value of 78.98%. This development uses the RnD method with development stages of planning, implementation, and evaluation/reflection. The similarity between previous research and the author's research is game-based learning media with a modification of the UNO-Stacko game. However, the previous research was aimed at early childhood level, while this research was aimed at high school students.

Research on Uno learning media has also been researched by (Rismawati, 2022) entitled Development of Chemical Wood Uno Stacko Game Media on Periodic System of Elements. Research. This research is research and development using 3 stages, namely the analysis stage, design stage and development stage with an average value by validators of 0.94. From this percentage it can be stated that it is valid and suitable for use. The similarity between this previous research and the research conducted by the author is that the school level chosen was the same as high school students. Apart from that, differences can be seen in the subjects used. In previous research, chemistry subjects were chosen. While in this study, English subjects were chosen.

Research and development of UNO Stacko as a learning medium has also been researched by (Khadijah et al., 2022). The research entitled Development of Learning Media for the Uno Stacko Educational Game in the Subjects of Islamic Religious Education and Character Education for Class at the high school level. Apart from that, research design and development using the ADDIE model are similarities between the two studies. ADDIE model has 5 stages, namely Analysis, Design, Development, Implementation and Evaluation stages. However, differences arise in that previous research was developed for Islamic Religious Education and Character Subjects, while this research was for English Language Subjects.

(Agustia & Rosada, 2021) has also developed UNO Stacko as a learning medium. The title of the research is Development of the Uno Stacko Game Media in Career Guidance regarding Understanding Career Exploration. This research uses research and development (RnD) with the Borg and Gall model up to stage 5. This is a difference that emerged with this research. In this research, research and development is used with the ADDIE model. The ADDIE model has 5 steps, namely Analysis, Design, Development, Implementation and Evaluation stages. Previous research was at the junior high school level, while this research is at the senior high school student level. The media expert's assessment was 75 with "good" criteria, while the material expert scored 82 with "good" criteria.

UNO learning media has also been developed by (Fatimah, 2020) The title of the research is the development of EDU Stacko learning media with a contextual approach to the material of equations and inequalities for the linear absolute value of one class X variable. This research is considered very valid with an expert material rating of 4.6 and an expert media rating of 4.4. The level of students is similar to this

research, where the level of students is at high school level. However, previous research was on Mathematics subjects, while this research was on English subjects. Similarities emerge in the research and development (RnD) model, namely the ADDIE model with 5 steps of Analysis, Design, Development, Implementation and Evaluation stages.