

**USING WEREWOLF GAME
TO IMPROVE STUDENTS' SPEAKING SKILL**

A FINAL PROJECT

Presented as Partial Fulfilment of the Requirements
to Obtain a Bachelor Degree in English Education



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**(A Pre-Experimental Study at Eleventh Grade Students of SMA Islam Sultan
Agung 1 Semarang in the Academic Year 2023/2024)**

Prepared and Presented by:


NAILA IFADA RAHMAYANTI

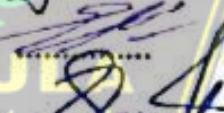
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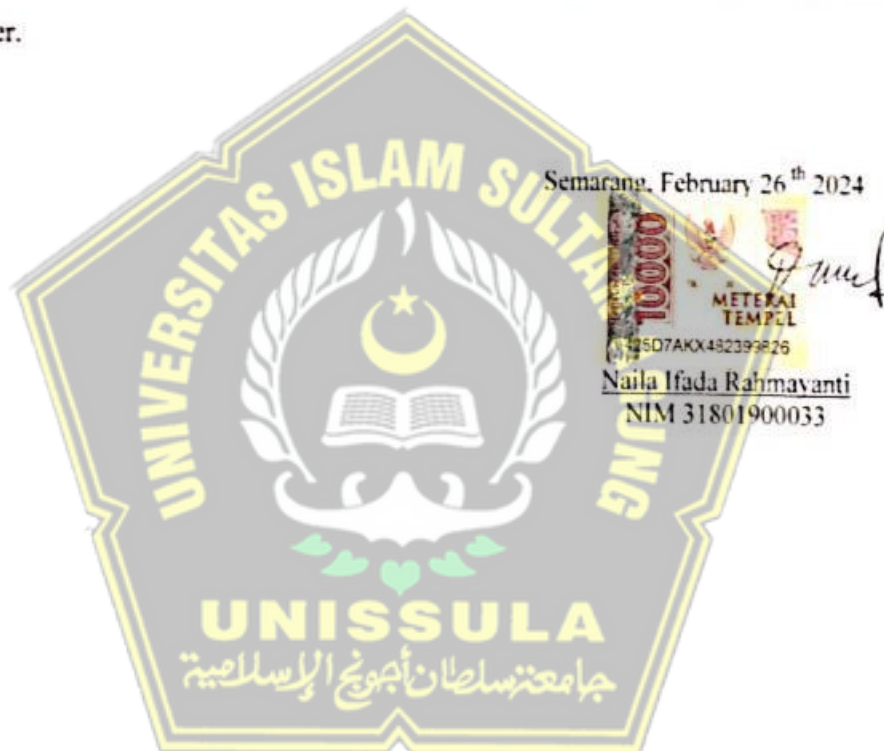


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STATEMENT OF WORK'S ORIGINALLY

Hereby, I honestly declare that the undergraduate thesis I wrote does not contain the works or part of the works of other people, except those that were cited in the quotations and the references, as a scientific paper should. If my statement is not valid in the future, I absolutely agree to accept an academic sanction in the form of revocation of my paper and my degree obtained from that paper.



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ABSTRACT

This study aims to determine whether or not using a Werewolf game is effective to improve students' speaking skills. This research was conducted at SMA Islam Sultan Agung 1 Semarang in the academic year 2023/2024. This study used a quantitative method with pre-experimental design. In this study, the sample experimental class was XI-5 with 27 students. A try-out was conducted in class XI-6 to calculate the validity and reability of the pre and post-test. The instrument of this study was valid tests in the form of a pre and post test. The pre-test was given before treatment and the post-test was given after treatment. Pre-test and post-test data were analyzed by using SPSS version 27. The result of the average pre-test is 43.41 and the post-test is 71.85, indicating a significant improvement of 28.44. The analysis results shows that sig (2tailed) $0.000 < 0.05$ which means H_0 is rejected and H_a is accepted. It is concluded that the use of the Werewolf game was effective to improve students' speaking ability.

Keyword: pre-experimental research, speaking skill, Werewolf game,



INTISARI

Penelitian ini bertujuan untuk mengetahui apakah penggunaan permainan Werewolf efektif untuk meningkatkan kemampuan berbicara siswa. Penelitian ini dilakukan di SMA Islam Sultan Agung 1 Semarang pada tahun ajaran 2023/2024. Penelitian ini menggunakan metode kuantitatif dengan desain pra-eksperimen. Dalam penelitian ini, sampel kelas eksperimen adalah kelas X-5 dengan jumlah 27 siswa. Uji coba dilakukan di kelas X-6 untuk menghitung validitas dan reabilitas pre dan post-test. Instrumen penelitian ini adalah tes yang valid berupa pre dan post test. Pre-test diberikan sebelum perlakuan dan post-test diberikan setelah perlakuan. Data pre-test dan post-test dianalisis dengan menggunakan SPSS versi 27. Hasil rata-rata pre-test adalah 43,41 dan post-test adalah 71,85, menunjukkan adanya perubahan yang signifikan sebesar 28,44. Hasil analisis menunjukkan bahwa sig (2-tailed) $0,000 < 0,05$ yang berarti H_0 ditolak dan H_a diterima. Disimpulkan bahwa penggunaan permainan Werewolf efektif untuk meningkatkan kemampuan berbicara siswa.

Kata kunci: penelitian pra eksperimental, kemampuan berbicara, permainan Werewolf,

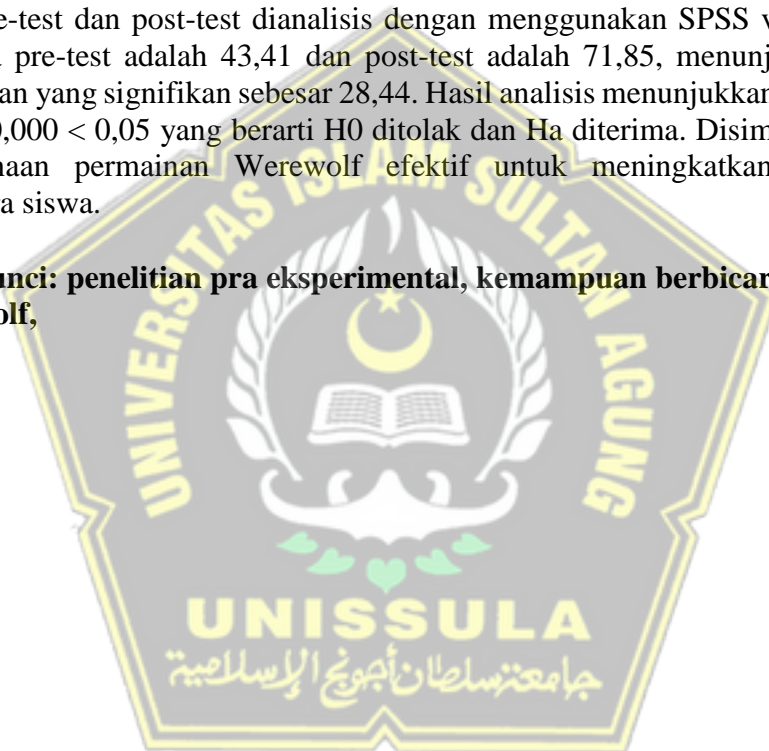
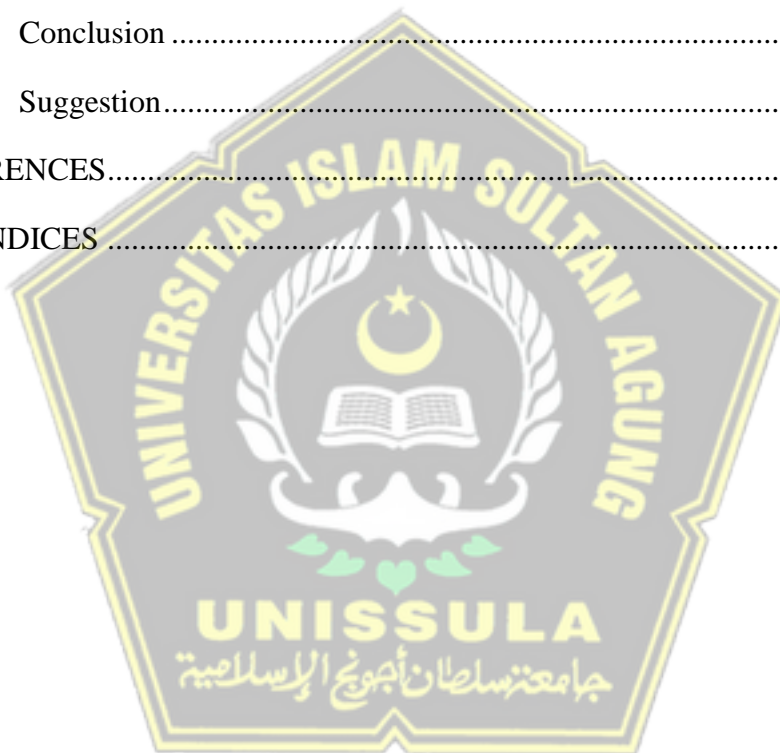


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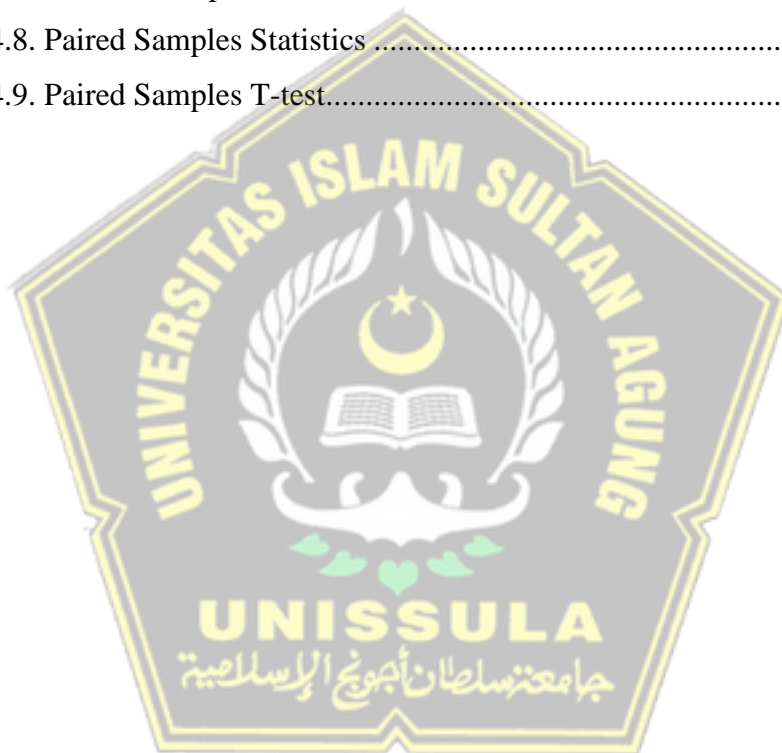
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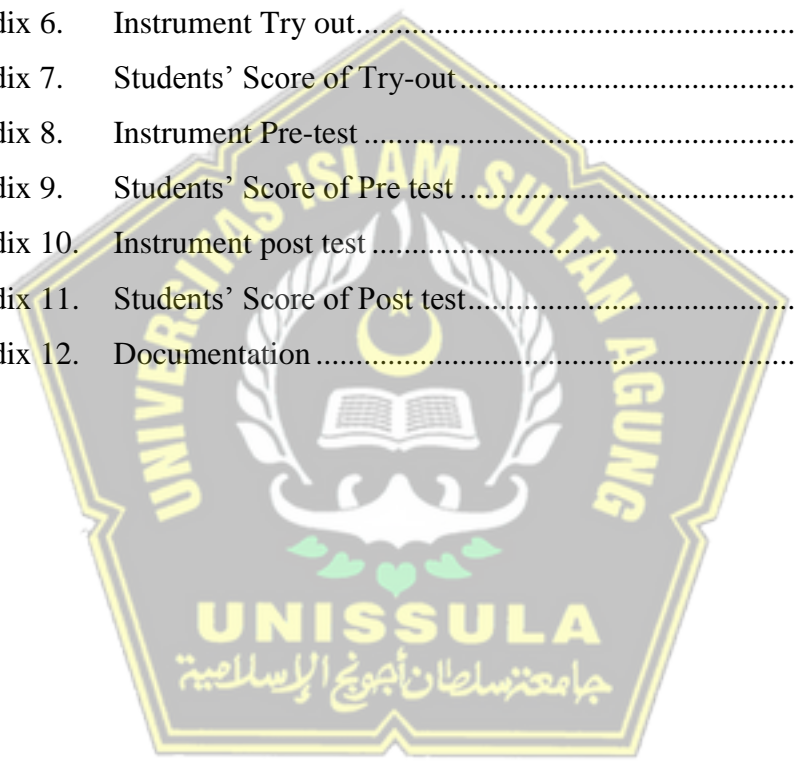
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CHAPTER 1

INTRODUCTION

This chapter presents the Background of the Study, the Reasons for Choosing the Topic, the Research Question, the Objective of the Study, the Hypotheses of the Study, the Limitation of the Study, the Significance of the Study, the Definition of Key Terms, and the Outline of the Study.

1.1 Background of the Study

English is an international language for the whole world. Besides that, as a social being, humans need to communicate with others. By learning English, students can absorb and follow the development of science, technology, and art. English has also become the main language in many fields, including education, industry, military, business, tourism, transport, sports, and international relations. Therefore, learning English is necessary.

In Indonesia, English has become a foreign language. Mention by Alrajafi (2021), for Indonesian people, the ability to understand English is not an easy thing about vocabulary mastery, pronunciation, and sentence structure. On the other hand, they also lack motivation to learn English. Therefore, English has not become a language that is used in daily life.

Listening, speaking, reading, and writing are the four most crucial abilities for pupils to acquire when studying English. These four talents work together to provide mutual assistance. According to Sadiku (2015), since language is an oral language, speaking is considered the most important skill in learning a foreign or second language. If someone can communicate well, they are called fluent.

As one of the language skills that must be mastered by students, speaking is an important part for students to master a language. Daniel (2013) stated that talking is transporting data and communications from one location to another and from one person to another. Speaking is a useful skill that involves using a variety of micro-skills such as pronunciation, vocabulary, grammar, and even accent. As a result, students who speak English well frequently may believe that they have improved another ability related to speaking. However, students' speaking skills may not improve significantly if they rarely speak English.

Based on Mesquita (2021), a person who is fluent in English has various benefits while working with the global society. The ability to communicate or exchange knowledge benefits many people. Language is incredibly crucial in social circumstances. Many people recognize the importance of understanding the language, yet only a tiny proportion of the population is proficient in it and demands that English is a language that is not easy thing to master. Therefore, the government made English a compulsory subject and it has been taught at almost all educational levels in

Indonesia, from elementary to university. Dealing with speaking as an active skill, it is crucial as it has a role as a communication skill. However, its role is not limited only to communication skills.

Mention by Canepa (2013), Besides being an important communication tool, speaking is also a medium that supports the mother tongue and for the understanding of academic content. They think that speaking abilities enable students to communicate their goals and replies to instructors and peers, as well as express their emotions and study the language. Hadi & Emzir (2016) add to the topic by emphasizing that students must study English language skills, which have historically been one of the most difficult subjects to acquire. Furthermore, speaking and other macro and micro skills require exercise and practice. Students cannot become good speakers unless they exercise and practice.

Mention by Rao (2019), Speaking skills are an essential aspect of the curriculum in language teaching, and as such, they are key subjects for evaluation. It is thought that English teachers should emphasize speaking abilities. People may receive various benefits from mastering speaking, such as improved English learning experiences, the ability to communicate with others, and the ability to express themselves. Unfortunately, not all pupils are excellent speakers. Some students find it difficult to express themselves, dispute, or simply question things. Many students have trouble in speaking English despite having studied it for many years. On the other hand, some pupils grasp vocabulary, understand grammatical structures, and can write it

effectively. However, when it comes to speaking, they tend to freeze. They lack the confidence to speak up.

Speaking has been characterized as being difficult to learn, despite the fact that speaking is incredibly fundamental in human life. It means that one of the key goals of studying English is to master English communication. Language teaching has one goal which is to improve students' capacity to communicate in that language. Meanwhile, Al-Wossabi (2016), Speaking in the English language is a tough undertaking for most language learners since learning to speak a foreign language takes not less than just understanding grammatical and semantic principles. As a result, a learning approach is needed to make learning English more accessible, particularly to students.

Based on Yunus (2013), the activities in the classroom make it harder for students to build speaking abilities since they do not create chances for pupils to talk. Instead of allowing students to practice the target language, the teacher frequently repeats his or her explanations. The majority of students' speaking exercises are dialog exercises, which are neither interesting or challenging. Only the kids' conversation turns must be memorized. The basic goal of learning English is unmet since there is no genuine engagement in the practice. This discourages pupils from improving their speaking abilities since they memorize their lines rather than conversing and seldom improvise and communicate freely. While studying English, students must also speak as if they were in a real-life setting. The process of education should be purposeful.

For this reason above, the English teacher can use non-boring method with games in teaching speaking to attract student's attention and increase their curiosity about learning like using the Werewolf game. Students will find it easy to develop their speaking skills by playing this game and it may make a conversation exercise in teaching speaking more enjoyable. Many people have used games for English teaching to relieve students' tension while learning, help them remember information quickly and easily, make them feel competitive and involved, gain motivation, and follow the lesson easily (Aziza 2013).

This study entitled "*Using Werewolf Game to Improve Students' Speaking Skill*" is based on an explanation of the problem mentioned above. This study intends to find out how English teachers assist students in developing their English-speaking abilities and achieving their goal of learning English. It is due to a reason when a teacher utilizes a game to educate, the classroom atmosphere becomes less stressful, and it motivates students to learn and to practice directly rather than just sitting and listening to what the teacher has to say.

1.2 Reasons for Choosing the Topic

There are three reasons to choose the topic as follows:

1. The Werewolf game is believed to be an effective game to improve students' speaking achievement. Because it provides many opportunities for students to speak
2. The Werewolf game is an interesting and fun game for senior high school to prevent them students from getting bored.
3. The Werewolf game has not yet been used as research in the target school.

1.3 Research Question

Based on the phenomena in the background above, the question of the problem in this study is formulated as follows:

“Is the use of Werewolf game effective to improve students’ speaking achievement of the 11th grade students of SMA Islam Sultan Agung 1 Semarang in the academic year 2023/2024?”

1.4 Objective of the Study

The objective of this study is to find out whether or not Werewolf game is effective in improving students’ speaking skill on the 11th-grade students of SMA Islam Sultan Agung 1 Semarang in the academic year 2023/2024.

1.5 Hypotheses of the Study

The hypotheses of this research are:

H₀: There is no significant difference in the mean score of students speaking achievement test in speaking between the students who learned speaking through the Werewolf game and those who learned speaking not through the Werewolf game.

H_a: There is a significant difference in the mean score of students speaking achievement test in speaking among the kids who learned speaking through the Werewolf game and those who learned speaking not through the Werewolf game.

1.6 Limitations of the Study

This study focuses on the following aspects:

1. The teaching technique used is the Werewolf game
2. The target skill to be improved is speaking skill, especially in giving opinion.
3. The research subject in this pre-experimental research focuses on one class XI - 5 at SMA Islam Sultan Agung Semarang in the academic year 2023/2024.

1.7 Significance of the Research

There are two significances of this study as follows:

1. Pedagogical
 - a. For students

The findings of this study are expected to improve the English language learning environment, particularly in the classroom. If you want to motivate others. They believe that English is an enjoyable language to learn. As a result, they will participate more actively in the learning process.

- b. For teacher

This research is expected to provide insights to teachers on how to use werewolf games to improve students' speaking skills. Aside from that, this study will provide clear guidance to teachers on how to carry out their roles as facilitators in the learning process.

c. For School

The findings of this study are expected to be used to improve English language learning, learning processes, and evaluation for school performance.

2. Practical significance

a. For teacher

This study hopes to inspire teachers to be more creative in their teaching. Aside from that, the findings of this study might be used by teachers as an alternative method of teaching students in class.

b. For students

After the teacher understands the effectiveness of using the Werewolf game to teach speaking, the students hopefully can improve their speaking skills by using this game.

c. For Future Researcher

It is hoped to give more information and contribute knowledge of similar topic about the Werewolf game.

1.8 Definition of Key Terms

To avoid misunderstanding of the topic being discussed, here with some definitions to be clarified:

1. Werewolf game

According to Xiong (2018), the Werewolf Game not only relaxes individuals, but it also has an important academic significance in psychological and sociological communication.

2. Speaking skill

According to Yolanda & Hadi (2019), students learn how to arrange and communicate words in spoken form with proper pronunciation and emphasis.

1.9 Outline of the Study

This study is divided into three chapters as follows:

Chapter 1 presents the Background of the Study, the Reasons for Choosing the Topic, the Research Question, the Objective of the Study, the Hypotheses of the Study, the Limitation of the Study, the Significance of the Study, the Definition of Terms, and the Outline of the Study.

Chapter II discusses some kinds of literature that are related to the study. Literature is needed to give a theoretical explanation. The theories that are expressed in this chapter are about Speaking skills, Teaching Speaking, the Werewolf game, and a Review of the Previous Studies.

Chapter III discusses the research method used in this study. It includes the Research Design, the Subject of the Study, the Variable of the Study, the Instrument of the Study, the Technique for Collecting the Data, the Procedures for Collecting the Data, the Data Analysis, and the Time Schedule.

Chapter IV focuses on data analysis and interpretation. This chapter consists of a Description of the School, a Description of the Subject, the Instrument Validity and Reliability, the Result Normality test, the Pre- Test

Analysis, the Treatment, the Post-Test Analysis, Comparison of Pre-test and Post-test, and the Discussion of Research Findings.

Chapter V presents conclusions and suggestions based on what was discussed in the previous chapter.



CHAPTER II

LITERATURE REVIEW

This chapter discusses some literature that are related to the study. Literature is needed to give a theoretical explanation. The theories that are expressed in this chapter are about the Speaking Skills, Teaching Speaking, the Werewolf Game, and Review of the Previous Studies.

2.1. Speaking Skill

This subchapter covers the Definition of Speaking, Types of Speaking, Aspects of Speaking, and the Aim of Speaking

2.1.1. Definition of Speaking

One of the four fundamental English abilities is speaking. When compared to the other fundamental abilities, speaking is typically viewed as the most difficult. Speaking is not just theoretical in the learning process, but it is also practical. Speaking acts as a bridge between languages, and allows people to interact with one another. The definition of speaking varies from specialist to specialist. Yolanda & Hadi (2019) state that throughout the oral learning process, students would learn how to detect and distinguish concepts, as well as how to express themselves verbally with correct pronunciation and accent, Besides, speaking refers to the process of transferring and receiving information from one individual to another or from a group of individuals. Speaking allows students to learn about language learning, communication, information exchange, and ideas.

According to Sirbu (2015), language is a method for communicating group identity customs and values. According to the previous statement, speech serves a

range of goals other than just providing or receiving information. Speaking may also be defined as the act of expressing oneself in a situation, the practice of precisely describing events or conditions, or the ability to discourse or explain a succession of concepts smoothly. Speaking may also be described as the development of the relationship between the speaker and the listener.

Speaking ability is an essential part of the curriculum in language instruction, and as such, it is an essential subject for assessment. However, learning a language does not just focus on one skill (speaking); three other skills must be also mastered. Even though in reality, most people believe that how fluently people speak a language indicates how well people mastered it. In a job interview, for example, the examiner will pick the employee based on their speaking ability without knowing how well they comprehend grammar and reading. Therefore, this study aims to improve speaking ability.

From these theories, it can be known that speaking is important for communicating with others and can be used as a medium to show ideas, opinions, thoughts, and feelings towards others. On the other hand, besides speaking is an important part of the curriculum in learning the English language. Having the ability to speak fluently is also very necessary in job interviews in the current era. Also, the speaking ability is very important to learn, because people judge a person's language skills through how fluently they speak.

2.1.2. Types of Speaking

Brown (2004) in Qizi and Gayratovna (2021) defines five fundamental types of speaking as follow:

1. Imitative

Students just repeat a specified word, phrase, or sentence. They must gather knowledge and then repeat it verbally without any additional explanation. Despite the fact that this is a fundamental phonetic level of oral production, the performance requirements may include a number of prosodic (intonation, rhythm), lexical, and grammatical features of language. The emphasis in this area is on precise pronunciation. Test receivers or listeners anticipate well-received pronunciation from speakers, regardless of whether the communication is important or not. Communication skills are not required.

2. Intensive

The second type of speaking commonly used in assessment contexts is short oral language productions designed to demonstrate competence in a narrow range of grammatical, phonological, lexical or phonological relationships (such as elements of prosody - intonation, stress, rhythm, pauses). Understanding meaning is important in this type of speaking, although engagement with others is not. The counterpart is insignificant. While creating tasks for intense speakers should give a good performance. Deliver brief spans of talk (no more than one sentence) demonstrating their verbal abilities and talents at a certain level of language.

3. Responsive

Assessment activities include engagement and interpretation of short discussions in standard and small chats, basic requests and comments, and so on.. The teacher and students can react to questions, offer comments, give guidance, and

so on in this part. In contrast to the other two categories, responsive speaking requires students to talk quickly. The conversation should be genuine.

4. Interactive

The difference between interactive and responsive oral talents are sentence length and complexity. If responsive speaking includes two speakers, interactive speaking involves many people. This research uses an interactive type because the werewolf game involves more than two people.

5. Extensive

Extensive speaking refers to oral production activities such as speeches, oral presentations, and storytelling where opportunities for oral engagement with the listener are limited (perhaps to nonverbal responses) or eliminated. The register is usually formal. Extensive speaking responsibilities can include complex and lengthy conversations.

From the statement above, there are five types of speaking. It can be beneficial for teachers to test students' speaking skills, and the teacher might create a scoring rubric for authentically speaking. Teachers could also help students improve their speaking abilities by examining the types of speaking.

2.1.3. Aspects of Speaking

Iman (2017) mentions that there are five aspects of speaking expertise as follows;

1. Fluency

Fluency is a form of smoothness that is most commonly utilized while discussing language. Fluency is defined as the ability to communicate

in an effective, fluent, and correct manner. Fluency is often defined as the ability to express spoken words clearly and without interruption.

2. Grammar

Students should be able to develop proper sentences during conversations. Grammar is the study of sound and voice patterns, basic units of meaning such as words, and the regulations that set their combination to form new sentences. As a result, grammar is essential in communication since people cannot communicate successfully in English unless they understand grammatical structures.

3. Comprehension

Comprehension is the action of comprehending something. Comprehension for verbal communication that requires the subject to reply to the speaker and initiate it. It means that someone appears to grasp or comprehend the issue well if they can respond or communicate themselves properly and accurately to their speaker.

4. Vocabulary

Vocabulary is a linguistic component that retains all meaning related information. Vocabulary is an important concept that pupils must understand before they can construct sentences. They must memorize and understand the meaning of the words. It can make it easier for pupils to communicate.

5. Pronunciation

The manner a person pronounces a sound is known as pronunciation. Students must be able to pronounce words properly and appropriately when talking. One must be able to make appropriate sounds and words.

From the statement above, it can be known that there are 5 of the most aspects in learning speaking skills, namely fluency, grammar, comprehension, vocabulary, pronunciation, and they must be done when speaking so speakers can perform well in expressing their ideas and feeling. If all of the aspects are applied, the students will generate an excellent speech that others can understand. As a result, such aspects are quite important. Paneo (2021) added that the assessment of student's ability can also be from 5 aspects, namely: pronunciation, grammar, vocabulary, smoothness, and understanding

2.1.4. Aims of Speaking

According to Fachrozi (2021), the primary goal of speaking is to convey information. Speaking is a crucial technique for communicating or delivering confusing concepts to the speaker's audience. As a result, effective communication is critical. Speaking has four aims in general.

1. To Inform

To inform implies that the speaker seeks to educate and inform the audience by presenting ideas, facts, attitudes, or points of view, as well as impart information

for a specific purpose. In this instance, the speaker is just stating a fact. The receiver of the information does not need to respond.

2. To Entertain

To entertain means that the speaker aims to pleasure the audience by using objects chosen for their entertainment value. When a teacher tells a story to his students, or when a parent tells a funny story to his child. It will be more joyfull to listen to you if you speak in this way.

3. To Persuade

To persuade means to try to persuade the listener to engage in a given action. The teacher must set a good example for the pupils by delivering content in an engaging manner. By following the example, students may comprehend the lesson's perspective and become an active participant. The activities necessitate actions in order to stimulate the listener's interest in taking the actions desired by the speaker. communication is needed to make plans and decisions, speaking about something suggests that the speaker desires to discuss it. Students are expected to pay more attention to discussion activities since they must respond to a problem from a task assigned by the teacher.

4. To Discuss

Talking about something indicates that the speaker wants to discuss it, as talking often involves making plans and decisions, as opposed to giving information where the listener does not need to respond to the speaker. Talking about something

requires more than one speaker to exchange opinions with each other. Werewolf is a discussion game so it includes

From the statement above, it can be known that speaking has four aims. The purpose of speaking is to convey something to others to entertain or to actively participate in speaking, and to encourage other to take action. From speaking one can inform their feelings and know one's feelings by asking them in their communication and make some decisions.

2.2. Teaching Speaking

This subchapter presents Teaching Speaking in Senior High School and Strategies in Teaching Speaking.

2.2.1. Teaching Speaking in Senior High School

English is one of the compulsory courses taught in senior high school in Indonesia and should be learned. Speaking skill is a tool that used as a way of communication with others, which plays a important role and is recognized as a skill that students must perform or perfect. Furthermore, According to Bahadorfar and Omidvar (2014), students studying English as a foreign language should practice speaking in order to be able to convey their views, ideas, and thoughts naturally. Therefore, an interesting method is needed that will facilitate students in learning speaking.

Knowing the characteristics of pupils helps teachers in preparing students to help themselves. Harisanti & Putri Anugrah (2018) state that middle school students are characterized by the ability to stay still for longer periods, concentrate at more irregular times, and control and plan their habits immediately, are less

willing to make mistakes or take risks, are self-conscious about themselves or their actions, pay more attention to form and meaning in language, and have life experience.. As a result, compared to previous-grade students, middle school students will find it easier to adjust.

Additionally, senior high school students require a different approach to speaking skill than younger learners. The majority of them can think complexly in order to comprehend the lesson; they can form their own critical thinking and statements on the issue. According to Harmer cited in Eslit (2018), most pupils share the following general characteristics: First, they still require assistance in learning since they do not know how to say "something" in English. Second, because they do not speak English fluently, they want to copy or copycat words they learn or see from other sources. Therefore, high school students still need help even though they are able to think comprehensively compared to students at the previous level

In senior high school, teaching speaking is very different from teaching other skills like writing or reading. Therefore, teachers should encourage students to engage in more active and communicative with one another to create lots of interaction. According to Amrullah (2019), the teacher should involve everyone of their students in every speaking ability and practice it in a variety of ways with their participation. The purpose of these activities is to strengthen students' speaking abilities in order to create communicative competency while studying English.

According to Rahayu & Jufri (2013), students' failure to express themselves vocally was primarily due to a lack of motivation. Because the classroom setting

did not motivate pupils to learn, almost all students lacked motivation in English. To put it another way, the class did not encourage or motivate pupils to engage in the teachers' lesson. As a result, they are drowsy in class and pay less attention. As a result, the kids are disinterested in their studies. It is the responsibility of the teachers to establish a welcoming environment. Teachers should make students happy and comfortable and convince them that English is not a difficult or scary topic especially in the field of speaking. Students will be able to express themselves freely and be interested in speaking in a foreign language as a result.

According to the Common European Framework of Reference for Languages (CEFR) cited in Kemendikbud (2022), there are five levels of English proficiency as follows:

1. Beginner

The first level in the CEFR is A1 beginner. At this level, the students have very strong English language skills. Understanding and using English are limited to general vocabulary and abstract concepts such as names of events, names of people, groups, and objects (Prastiwi, 2021). In this level is kindergarten.

2. Elementary

At the second level of the CEFR, called A2 or elementary, a person's English proficiency is reflected in limited interactions in English. Therefore, people who are at the A2 or basic level can communicate using English, but only cover certain things that have been mastered. For example, someone

who can understand a short story and someone who can tell you about their favourite song.

3. Pre-intermediate

Students engage and communicate in a wider range of contexts and in both formal and informal settings. The main references in learning English at this student level are text types such as narratives, descriptions, procedures, specialized texts (short messages, advertisements), and authentic texts. This level corresponds to the first grade of school.

4. Intermediate

Learners use language English to discuss and convey wishes or feelings. Some frequent teaching strategies include stories, chants, songs, poetry, games, theater, and Total Physical Response (TPR) exercises. Students can also describe experiences and events, dreams, hopes and ambitions.

5. Advance

This is the highest level because, at this level, students can converse in formal English. If someone is already at this level, then they can use English for academic and professional purposes. There are no longer any difficulties in understanding or using English in almost any situation. They can express themselves spontaneously, fluently, and self-aware in a variety of ways through writing and speaking.

To sum up, senior high school is at the intermediate level and has an entirely different in teaching speaking with the lower and upper levels.

Therefore, students must not only learn the theory but also put it into practice. This might be the most difficult problem for both English teachers and pupils. Teachers must provide students greater opportunity to practice a wide range of skills, not just theoretical ones.

2.2.2. Strategies in Teaching Speaking

According to Harmer in Firmansyah and Vegian (2019), there are six techniques in teaching speaking as follows;

1. Acting from script

With the occasional video recording of the results, this method encourages students to act out scenes from plays or assigned readings. Students frequently pretend to give imaginary speeches. They typically have to stand in the front of the class to accomplish this.

2. Communication game

Speaking exercises centered around games are typically an effective technique to provide students with essential practice, especially when students are actively participating. people should practice conversational tactics including explaining, predicting, simplifying, and asking for feedback by using game-based activities. One type of communication game is the werewolf game.

3. Discussion

The most popular mode of communication is discussion. Discussions can be used by students to learn any language. Speaking in front of the class

is one factor in students' failure to speak, especially if they don't know what to say and aren't sure how to say it. In debate situations, many students feel extremely.

4. Prepared talk

The most common activity in which students give presentations on their preferred topics is homework. Students should read their notes on the script. Prepared speeches are a distinct and effective speaking genre that, when well arranged, can be immensely engaging for both the speaker and the audience.

5. Questionnaire

The questionnaire is designed to guarantee that both the interviewer and the respondent have something to say. The researcher can develop questions on any areas of interest, and the teacher can serve as a resource, guiding students through their creative process. As a consequence, the level of pupils' abilities in the learning process may be determined.

6. Simulation and role play

Many children learn from simulation and role play. Students act out their roles as if the scene were in the real world. Simulation and role play may be used to teach students about specific scenarios while also increasing their overall oral fluency.

All of the speaking exercises listed above enable students to develop their speaking skills in the classroom. The teacher should select the appropriate activities listed above based on the kids' level. Every teaching

and learning process may be made more enjoyable if the instructor choose the proper activity depending on the students' abilities.

2.3. Werewolf Game

Birova (2013) states that games can increase student involvement, improve social and emotional learning, and inspire students to take chances in the classroom. This game is also known as the Detective Game, the Mafia Game, and the Are You A Werewolf (AYAW) Game. It is an interactive and conversational group deduction game. The game was created by Dmitry Davidoff, who is commonly regarded as the game's originator. This game began in the 1970s as a psychological experiment for Dmitry Davidoff's Moscow State University study. He then used what he had learned in the game in his profession as a high school teacher. Xiong (2018) mention that the Werewolf Game does not only relax individuals, but it also has an important academic significance in psychological and sociological communication. As a result, this game is expected to be a method that can facilitate students to learn to speak.

According to Adhiyati & Fatimah (2019), cards are used as a medium in the Werewolf Game. The teachers will supply a variety of cards based on the amount of players in this game. The cards can be prepared by the teachers. The other participants' character roles will be revealed later on the card. The following are the five roles available in the game:

1. Moderator: The moderator in the werewolf game is the main character who reads the flow of the game. the game is under the control of the moderator both during the day and at night. The moderator has a very important role because

the moderator ensures that the game is running properly and is the only person who understands the role of each player.

2. Villagers: Only regular folks with no special abilities
3. Werewolves: They pretended to be villagers during the day, but at night, when the villagers were all asleep, they awoke and had the option of devouring one of the people.
4. Seer: a player who can determine the identify of other players and then must persuade the villagers that she or he is a werewolf
5. Guard: Every night, a player can choose another person to protect, and the player who has been protected is immune to Werewolf assaults.

At the beginning of the game, no one knows each other's roles, except for the werewolf, for the werewolf players they know each other. To protect themselves, each role can pretend to be anyone to hide their true identity. Therefore, there will be guesses about who is the werewolf. The atmosphere of the game will become exciting and heated if the players fight and accuse each other about who is the Werewolf.

From the statement above, it can be concluded that Werewolf is a role-playing game that uses cards as a medium. The player must express his opinion to win this game. Examples of sentences that can be said when playing werewolf games are ” I think she is the werewolf because I have a feeling that she is a werewolf, I think she is the werewolf because when the moderator speaks she is noisy, and I vote against you because I think the werewolf is A”.

2.4. Review of the Previous Studies

Hutagalung (2018) performed the first study under the title *The Use of Werewolf Game to Improve Students' Speaking Skills in Second Grade at SMK Negeri 1 Siabu*. The goal of this study is to see if a werewolf game may improve students' speaking abilities. This study's research design was based on action research. The study's demographic and sample consisted of 20 second-grade kids from SMA Negeri 1 Siabu. The speaking exam was used in this study, while qualitative data were gathered through observations and interviews. Based on observations and interviews, students in the second cycle are actively participating in the teaching-learning process, and their speaking test results increase with each test. The pretest score was 62.85, the post-test cycle I average score was 67.05, and the post-test cycle II average score was 80.05. Based on the data that were examined, it can be claimed that using the werewolf game to teach speaking to second-grade children at SMA Negeri 1 Siabu resulted in a significant boost in their speaking skills.

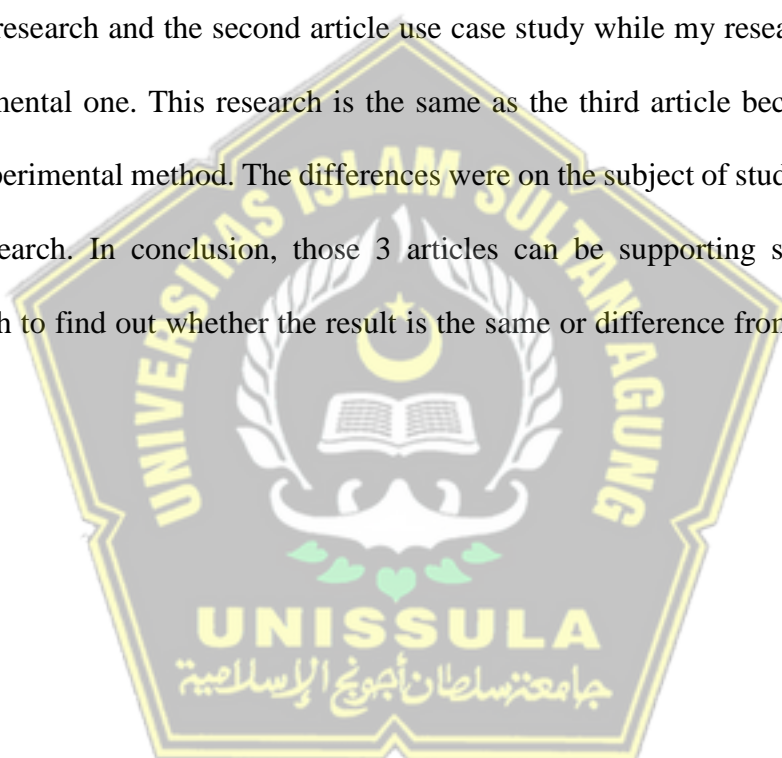
Wahyuni and Yulianti (2021) conducted the second study, titled *Werewolf: A Game-based Learning approach using Twitter to improve students' critical thinking abilities*. This study seeks to identify students' critical thinking ability by including them in activities such as playing the werewolf as game-based learning. This research was designed to achieve the following goals: 1) to explore the process of teaching critical thinking using werewolf as a game-based learning approach, and 2) to identify whether any Paul and Elder critical thinking framework features happened throughout the process of teaching critical.

thinking using game-based learning. This study utilized a qualitative research approach, namely a case study. The participants are nine second-year English Education Department students at UIN Sunan Gunung Djati Bandung. Participants were chosen based on the characteristics necessary for this study, which included experience playing the werewolf game, experience using Twitter, and enhanced internet access. Data for this study were collected through observation and document analysis. The observation was conducted online using the Zoom application. The observation data was collected to understand more about the process of teaching critical thinking through game-based learning. The document analysis was then gathered as a snapshot of students' Twitter chats while they were playing Werewolf.

The third study was conducted by Irbah (2022) with the title *The Use of Werewolf Game to Improve Speaking Skill; Argument Building*. The major purpose of this research is to help students improve their English speaking skills. The goal of this study is to determine how effective the werewolf game strategy is in enhancing students' speaking skills. In this study, a quantitative approach using a pre-experimental research design was used, including pre-test and post-test data collection devices. The research was carried out at SMAN 87 in Jakarta. The data was statistically analyzed using the t-test. According to the study's findings, the average pre-test score was 71.3, with an average post-test score of 81.6. The statistical computation revealed that t_0 (t-observation) $>$ t_t (t-table), with $t_0 = 7.35$ and $t_t = 1.685954$ at a 5% (0.05) significance level, indicating that t_0 was greater

than tt. Based on these findings, it is feasible to conclude that the werewolf game strategy improved students' communication abilities.

There are some similarities and differences from two studies above and this study. The similarity from 3 the articles above is on use of Werewolf Game while the third article have the same method of study with my research. Meanwhile the differences lay on the method of research with first article which uses classroom action research and the second article use case study while my research was in an experimental one. This research is the same as the third article because both use pre-experimental method. The differences were on the subject of study, and time of the research. In conclusion, those 3 articles can be supporting source for my research to find out whether the result is the same or difference from the previous ones



CHAPTER III

METHOD OF STUDY

This chapter discusses research method used in this study. It includes the Research Design, the Subject of the Study, the Variable of the Study, the Instrument of the Study, the Technique for Collecting the Data, the Procedures for Collecting the Data, the Data Analysis, and the Time Schedule.

3.1. Research Design

This study used a quantitative research method with a pre-experimental design. Apuke (2017) defines quantitative research as the use and analysis of numerical data using special statistical techniques to answer research questions or test hypotheses that have previously been established. Quantitative research requires the collection and analysis of numerical data using specialized statistical approaches to answer the problem questions.

The experimental technique entails gathering association data from a large number of people to examine their reactions and see whether any particular patterns develop when they are exposed to any relevant legal issue (Jung, 2014). There are four sorts of experimental study designs. The first is known as real experimental research, the second as quasi experimental research, the third as factorial experimental research, and the final as pre-experimental research (Sugiono, 2014). According to Agustina (2019), pre-experimental design refers to research activities conducted in a single group with no control group on the variables examined.

This research used a pre-experimental research method focusing on one group or class which conducted the pre-test and the post-test. This design requires granting individuals a pretest to assess the dependent variable, then giving them treatment and a post-test.

The design of pre-experimental is presented as follows:

Table 3.1. Design of pre-experimental

T1	X	T2
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In which:

T1: Post-test

X: Treatment

T2: Post test

3.2. Subject of the Study

According to Sugiyono (2015), the research subject is the research attribute, nature, or value of a person, item, or activity that has specific variables specified to be examined and concluded. This subject of of study subchapter consists of the Population of the Study and the Sample of the Study.

3.2.1 Population of the Study

The population of this study was eleventh grade students of SMA Islam Sultan Agung in the academic year 2023/2024.

3.2.2 Sample of the Study

The sample size is always smaller than the entire population size (Bhandari,2020). The samples of this study was 27 students from XI-5 and the non sample try-out class was 35 students from XI-6 of 11th grade in SMA Islam Sultan Agung Semarang in the academic year 2023/2024. The sample was chosen by using a purposive sampling technique based on English teacher's recommendation.

3.3. Variable of the Study

According to Hartono (2015), the variable is a construct with at least two values or scores. In this study, the variable was divided into two parts. They are dependent variable and independent variable.

1. Independent Variable

Hartono (2015) states that independent variable (also known as the treatment variable, causative variable, or manipulated variable) is the intended cause of the dependent variable (also known as the impact, result, or criteria variable). The independent variable of this study is the effectiveness of Werewolf Game

2. Dependent Variable

According to Apuke (2017), dependent variable is a variable that is influenced by the independent variable. This variable, often known as the output variable, is the outcome of the independent variable. This study's dependent variable is students' speaking skill.

3.4. Instrument of the Study

This subchapter consists of Research Instrument, the Validity of the Instrument, and the Reability of the Instrument.

3.4.1. Research Instrument

The research instrument is a tool for gathering and analyzing research data. A study's instruments include exams, questionnaires, interviews, observations, documentation, and others. In this investigation, data was collected utilizing a test instrument. The exam consists of a series of questions, activities, and assertions that must be completed (Sa'idah 2019). This study used pre and post-test as instruments. Rheznandya (2021) states that a test is necessary to identify the pupils' strengths and shortcomings in understanding the topics covered in the content. A test is intended to be able to quantify and grade a learning result, such as identifying whether or not pupils have learned the subject matter. Oral test were used to know the students's ability in speaking performance.

3.4.2. Validity of the Instrument

According to Heale and Twycross (2015), in quantitative investigations, validity may be described as the amount of precision in measuring a concept or instrument utilized. The instrument's authenticity may be determined from three sides or components. There is content validity, construct validity, and criterion validity (Yusuf,2018). This study used content validity. If the content is legitimate, it gives evidence on each aspect of the measuring instrument if it represents all of the outcomes being assessed. Test execution is the most practical rule of thumb for achieving topic validity in the classcorrespondsesult, the exam is created as a major

instrument based on a syllabus that corresponded to the curriculum. The content validity was done by expert judgment by using expert panel rubric validation which can be seen in Appendix 3 & 4

3.4.3. Reliability of the Instrument

Azwar (2015) defines reliability as referring to consistency metrics, including accuracy measures, and hence defines reliability as a fundamental condition before utilizing tests to gather data. The reliability employed in this study refers to the consistency of the score when given the same treatment. This study used a try-out test to check whether the results were reliable for assessing the test reliable. Because the result was consistent then the instrument could be trusted.

To assess the test's reliability, this study employed interjudge reliability, as proposed by Airasian in Septiana (2018). To avoid subjectivity, this study had two judges or raters, the first of whom was the researcher and the second of whom was the English teacher at Sma Islam Sultan Agung 1 Semarang. It was crucial that both judges used the same criteria for scoring the students' performance.

3.5. Technique for Collecting the Data

This study used try-out, pre-post tests as the technique for collecting data which can be seen in Appendix 6,8, and 10. The explanation of each test is as follows:

1. Try out

To measure achievement, talent, and potential to identify program readiness the first step is conducting the try out to non sample class. Try out used to find validity and reliability.

2. Pre test

The pre-test is a test given at the start of the meeting before delivering the information. The pre-test was administered to the experimental class, XI - 5. During the pre-test, the teacher invited students to select one of the characters and then share their thoughts on that character in front of the class. The pre-test results are used to establish if the data is regularly distributed or not. The normalcy test in this study was performed using Saphiro Wilk from SPSS version 27.

3. Treatment

Treatment is the next stage after the pre-test. Students were provided materials on providing and requesting opinions, which were used during the treatment. After the students were given the material, the teacher separated them into three groups of nine pupils. Before starting the Werewolf game, the teacher simulated how to play it by becoming a moderator and the students proposed group representatives who simulated with the teacher. The simulation was carried out with the aim that students understand how to play Werewolf. After doing the simulation, each group played the game until the villager or Werewolf won the game

4. Post-test

This study conducted a post-test to determine their growth in speaking abilities after treatment. In this test, the students were asked to choose one of the characters in the Werewolf game and they were asked to state their opinion about one of the characters and give their reasons why they chose

it. After getting the post-test score, then it was calculated using the t-test from SPSS version 27.

This research employs a scoring system that incorporates five factors to assess students' speaking skills as follows:

Table 3.2. Scoring Rubric of Speaking Skill

Aspects	Score	Explanation
Pronunciation	5	Simple to understand, with a genuine accent.
	4	Simple to understand, even with a specific accent.
	3	Several pronunciation issues need the listener's full attention, as well as certain misunderstandings.
	2	Difficult to hear owing to speech problems; usually asked to repeat oneself.
	1	Severe pronunciation difficulties make it tough to comprehend.
Grammar	5	No or few grammatical mistakes.
	4	Occasionally makes grammatical errors, but does not alter the message.
	3	Frequently makes linguistic blunders that influence meaning.
	2	Many grammatical faults that impede meaning and frequent rearranging of phrases.
	1	Grammatical mistakes are serious and difficult to explain.
Vocabulary	5	Utilize native-like terminology and phrasing.
	4	Sometimes uses incorrect terminology.
	3	Conversations are limited owing to the frequent usage of incorrect terminology.
	2	Uses erroneous language and has a restricted vocabulary, making it difficult to comprehend.
	1	The vocabulary is so restricted that discussion is not feasible.
Smoothness	5	Fluent as a native speaker.
	4	Language problems appear to modestly hinder fluency.

	3	Fluency is slightly affected by linguistic issues.
	2	Frequent hesitations and halts caused by linguistic constraints.
	1	Speech is disorganized and halting, rendering communication impossible.
Understanding	5	Understand everything without effort.
	4	Understand practically everything, albeit there is repetition in certain portions.
	3	Understands much of what is said when speech is somewhat slowed down, despite repetition.
	2	It's difficult to understand what is being stated.
	1	Unable to comprehend even simple talks.

(Paneo,2021)

The total score for pre-test and post-test were calculated in the formula as follows:

$$S = 5 \times TS$$

S: Score

TS: Score of each student

After scoring the data, the overall score of the pupils was converted into numerical data on a scale of 0-100. Therefore, input the score into the following criteria:

Table 3.3. The Score for test

Criteria	Score
Excellent	88-100
Good	75-87
Fair	62-74
Poor	49-61
Very poor	0-48

Adapted from (Mustakin and Ismail,2014)

3.6. Procedures for Collecting the Data

The following steps were used in this research to gather data by doing some of the activities:

1. Asking permission to conduct research at SMA Islam Sultan Agung 1 Semarang by sending a letter to the headmaster.
2. Selecting the study's population, all of the eleventh students at SMA Islam Sultan Agung 1 Semarang
3. Before using test as an instrument to collect data, choose one class for conducting the try out.
4. Conducting the experiment started from giving pre test then conducted treatment and finally giving post test.
5. Collecting post test data and then score it.
6. The last is analysing data to know whether the use Werewolf Game effective or not to improve speaking skill.

3.7. Data Analysis

This study employs a t-test with paired t-test utilizing the SPSS software to see if the changes in increasing students' speaking abilities were significant or not.

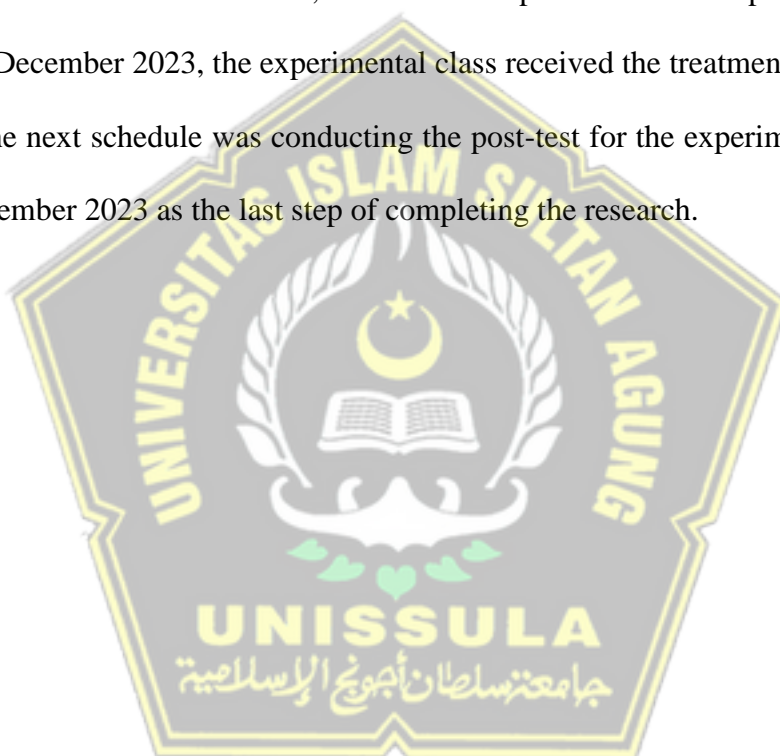
The research criteria according to Ghazali in Setiana (2023) are listed below:

If $t\text{-value} > t\text{-table}$ and $\text{sig. (2-tailed)} < 0.05$, it means that H_a is accepted and H_0 is rejected.

If $t\text{-value} < t\text{-table}$ and $\text{sig. (2-tailed)} > 0.05$, it means that H_a is rejected and H_0 is accepted.

3.8. Time Schedule

The data collection process for this study followed the schedule below. The first step was visiting the school on 29 November 2023, to get approval from the principal and consult with the English teacher. The second meeting was scheduled on Thursday, 30 November 2023, to conduct the pilot test. The third meeting was scheduled on 7 December 2023, to conduct the pre-test for the experimental class. On 14 December 2023, the experimental class received the treatment after the pre-test. The next schedule was conducting the post-test for the experimental class on 15 December 2023 as the last step of completing the research.



CHAPTER IV

ANALYSIS OF RESULTS AND DISCUSSION

This chapter focuses on data analysis and interpretation. This chapter consists of the Description of the School, the Description of the Subject, the Instrument Validity and Reliability, the Result of Normality test, the Pre- Test Analysis, the Treatment, the Post-Test Analysis, Comparison of pre-test and post-test, and the Discussion of Research Finding

4.1 Description of the School

The research was conducted from 29 November to 15 December for the 2023/2024 academic year at SMA Islam Sultan Agung 1 Semarang which is located on Jl Mataram no 667 Semarang, Central Java. This school is accredited A. Because of the pleasant weather and facilities at this school, the teaching and learning process is comfortable.

4.2 Description of the Subject

The study's subject population comprised of students from class XI SMA Islam Sultan Agung 1 Semarang, which was divided into seven parallel classrooms. However, because this is a pre-experimental study, class XI-5 was employed as the experimental class and class XI-6 as the try-out class to test the research equipment.

The try-out and experimental classes had a total of 57 pupils, with the following details:

Table 4. The Data of Research Subject

Class	Gender		Total
	Male	Female	
XI-5	-	27	27
XI-6	30	-	30
Total	30	27	57

4.3 Instrument Validity and Reliability

This subchapter describes the Tryout, Validity of the Instrument, and Reliability of the Instrument. The test instrument should be valid and reliable. As a result, a tryout was done to ensure the study's validity and reliability. The validity was checked by asking for rubric judgment, while the reliability was tested by administering a test.

4.3.1 Validity of the Instrument

This study employed content validity since the test is given based on the material and knowledge that the student has received and is also related to the curriculum. The advisor and the English teacher approved the instrument as part of the expert assessment procedure to achieve instrument validity through the expert validity rubric which can be seen in Appendix 3 and 4. The speaking test instrument was consulted to the advisor and the English teacher as part of the expert review process to establish the validity of the research instruments.

4.3.2 Reliability of the Instrument

This study employed inter-rater reliability, which means that two raters examined the students' scores. The researcher was the first rater while the second

was an English teacher at Sma Sultan Agung 1 Semarang. The application of dependability centered on the consistency of ratings between the first and second-raters.

. The try-out test was conducted to determine the instrument's reliability. This is revealed by the following SPSS output test results:

Table 4.1. Inter-Rater Reliability Statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Rater1	30	44.00	80.00	55.0667	9.62373
Rater2	30	40.00	80.00	55.2667	9.59142
Mean	30	42.00	80.00	55.1333	9.53662
Valid N (listwise)	30				

The try-out class was done by 30 students. From the table above it can be known that the minimum average from the two raters was 42.00 and the maximum average was 80.00. It also indicates that the average score for the try-out class was 55.13. Furthermore, based on the table above, we may conclude that the scores provided by both raters were extremely reliable.

4.4 Pre-Test Data Analysis

This sub-chapter contains the Pre-Test Mean Score and Pre-test of the Standart of the Normality

4.4.1. Pre-Test Mean Score

A pre-test was held on Thursday, December 7, 2023, with 27 students from class X-5. This pre-test assesses students' speaking ability before they were subjected to certain treatment. During the pre-test, students were given 3 pictures of characters,

students were asked to choose 3 pictures that had been given. students have 20 minutes to make a reason why they chose the character. After students knew their reasons for choosing the character given, students were asked to convey their ideas and the reason why they chose the role in front of the class one by one. Each student has 5 minutes. After calculating the results of student scores, the mean score of the pretest of students' speaking skills in the experimental class as follows:

Table 4.2. The Level of Achievement of Pre-Test

Criteria	Score	Number of Students
Excellent	88-100	-
Good	75-87	2
Fair	62-74	3
Poor	49-61	1
Very poor	0-48	21

Table 4.4 shows the student classification results of the pre-test in the experimental class that consists of 27 students. There were 21 very poor pupils, 1 students of 27 students achieved a poor level, 3 students achieved fair level, the last 2 students achieved a good level and there is no student in excellent level.

Table 4.3. Descriptive statistic of Pre-test

	N	Minimum	Maximum	Mean	Std. Deviation
Pre_test	27	20	76	43.41	14.954

The descriptive data show that there were 27 pre-test participants with a minimum score of 20, a maximum score of 76, a mean score of 43.41, and a standard deviation of 14.954.

4.4.2. Pre-Test of the Standart of the Normality

Before testing the proposed hypothesis with the data, this study performed a normality test using the SPSS 27 statistical tool. The normality test determines if the distribution of data is normal. If the significance level surpasses 0.05, the data is considered normal. Table 4.3 displays the results.

. Because this study had less than 100 individuals, the Shapiro-Wilk approach was applied.

Table 4.4. Normality test of Pre-test Data

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test	.157	27	.085	.946	27	.173

a. Lilliefors Significance Correction

Table 4.6 displays the normality test results for the pre-test data. The Shapiro-Wilk approach yielded a significance value of 0.173. The significance is greater than 0.05, indicating that the pre-test data is normal and may be utilized for further research.

4.5 Treatment

The treatment was conducted in one meeting on 14 December in X-5 as an experimental class with a duration of 80 minutes to improve student speaking skill using Werewolf Game. For the first, the teacher began by greeting the students.

Next, children were asked about their condition and attendance was checked by name. After that, students were given material about asking and giving opinions and then allowed them to talk about things they did not understand. After getting the material, students were given a video about the werewolf game. The video explains how to play the Werewolf game. Then, students were given some examples of expression from asking and giving opinion that can be used in the Werewolf game. Before playing the game, students were divided into 3 groups with each group contains of 9 students. Simulations were carried out before the game started by taking 2 delegation from group representatives. The game ended when one of the groups was defeated. After all groups got their turn to play the Werewolf game, the teacher ended the learning meeting by saying hamdalah.

4.6 Post-test data analysis

After getting treatment on 14 December, then students got a post-test on 15 December which was done via WhatsApp online by sending their recordings. This post-test was designed to examine the progress of students' speaking skills after playing the Werewolf game. After computing the outcomes of student scores, the average score of the post-test of students' speaking skills in the experimental class is as follows:

Table 4.5. The Level Achievement of Post-Test

Criteria	Score	Number of Students
Excellent	88-100	5
Good	75-87	3
Fair	62-74	13
Poor	49-61	4
Very poor	0-48	2

Table 4.7 illustrates the post-test student categorization results in the experimental class, which has 27 students. There were 2 very poor kids, 4 out of 27 students obtained a poor level, 13 students reached a fair level, 3 students earned a good level, and the final 5 students achieved an excellent level.

Table 4.6. Table Descriptive Statistics of Post-Test

	N	Minimum	Maximum	Mean	Std. Deviation
Post_test	27	44	96	71.85	13.289

According to the descriptive statistics, there were 27 post-test participants with a minimum score of 44, a maximum score of 96, a median score of 63.00, and a standard deviation of 13.289

4.7 Comparison of Pre-test and Post-test

The pre-test and post-test results from the experimental class were compared to one another. The table appears as follows:

Table 4.7. Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	43.41	27	14.954
	Posttest	71.85	27	13.289

Table 4.8. Paired Samples T-test

Pair	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
1 Pretest - Posttest	-28.444	8.252	1.588	-31.709	-25.180	-17.910	26	.000

From Table 4.8, the average score after treatment is 71.85 while the average score before treatment is 43.41 which shows that there is an average increase after treatment of 28.44. As a result, it has been shown that therapy improves students' speaking abilities. The findings revealed a significant rise in mean scores between the pre-test and post-test, with a mean difference of 0.000 (2-tailed). The 2-tailed p-value of 0.000 is less than 0.05, indicating acceptance of the alternative hypothesis (H_a) and rejection of the null hypothesis.

4.8 Discussion of Research Finding

The Werewolf game, as a teaching and learning approach, impacts students' speaking skills. This game is intended to address the issue of pupils' lack of speaking abilities. Students get the option to express their thoughts indirectly through the Werewolf game. This is corroborated by Hutagulung (2018). The Werewolf game, as one of the communicative games, is supposed to enhance the teaching and learning process in the classroom. Similar to the findings of Irbah (2022), which demonstrate that students like the class and gain more motivation, curiosity, and confidence. Furthermore, similar to Wahyuni and Yuliati (2021),

adopting the Werewolf game as a game-based learning tool can assist students strengthen their critical thinking abilities.

In this data collection process, some advantages and disadvantages were obtained. The advantages were that the research subjects were cooperative, have principals, teachers and students who fully support the success of the research so that this research can run smoothly and also because this research uses the pre-experimental method so that it only requires 2 classes, 1 class as an experimental class and one class for try out. the advantages that I found were regarding students who were still shy to speak in front of the class and some of them were reluctant to listen to what the teacher said. the division of time when conducting limited research was also a problem in this study.

In conclusion, the above results show that, despite the time constraints, the research was successfully conducted and satisfactorily concluded. The research was conducted effectively and was able to produce considerable findings. This can be seen from the pre-test and post-test comparison table which displays a sig (2-tailed) result of 0.000, which is less than 0.05, implying that the experimental class' post-test results were greater than the control class' post-test results. The experimental class showed better results in the post-test compared to the pre-test. This shows that using Werewolf game can improve student speaking ability.

CHAPTER V

CONCLUSSION AND SUGGESTION

This chapter gives conclusions and suggestions based on what was discussed in the previous chapter.

5.1 Conclusion

The purpose of this study was to determine the effectiveness of using a werewolf game as a medium for developing speaking abilities. The research population consisted of XI students from SMA Islam Sultan Agung in the academic year 2023/2024, with a sample size of 27 students from XI-5. This study found substantial differences in data between children who learned to speak through the werewolf game and those who did not. This is corroborated by the t-test findings, which indicated that the average post-treatment score was 71.85, which was substantially higher than the pre-treatment score of 43.41. The average score increased from before to after therapy by 28.44 points. Based on the observations in the preceding description, it may be said that the Werewolf game can improve pupils' speaking abilities.

5.2 Suggestion

This study found that the Werewolf game can increase students' speaking skills, especially at SMA Islam Sultan Agung 1 Semarang, and is expected to be useful and helpful in the teaching and learning process. Based on the research findings, the following suggestions can be given:

1. For Teacher

Teachers should more creative and imaginative in their teaching methods if they want to make students excited about learning in class. Teachers can combine different approaches to learning so that students feel comfortable and receptive to the lessons. For example, using the Werewolf game in learning. Besides being fun, students can also understand lessons more easily.

2. For Student

In the learning process, students should pay more attention to directions and explanations that the teacher given. Students should also encourage and drive themselves to build the skills necessary to improve their speaking abilities.

3. For Future Researcher

This study can be used by future researchers to take insights from this study and use it as a useful guide in conducting further research on Werewolf games as a learning medium. however, for future researchers, can look for more sources and find out how to apply Werewolf games as learning strategies and collect some facts about it. they can also conduct repeat research by involving different samples such as high school students and other abilities besides speaking

4. For School

In general, educational infrastructure during the learning process is in good condition. However, certain student seats that are no longer functional and projectors that are no longer working effectively require special attention. This can assist to make the teaching and learning process in the classroom more comfortable.

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