THE USE OF COMMUNICATIVE WEREWOLF GAME TO IMPROVE STUDENTS' SPEAKING SKILLS

(A Classroom Action Research to the Tenth-Grade Students of Darussalam Islamic Boarding School in Mempawah)

A THESIS

Jurisdiction Responsibility by:

Eka Ranti Pratiwi

NIM F1022211025

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

LANGUAGE AND ART EDUCATION DEPARTMENT

TEACHER TRAINING AND EDUCATION FACULTY

UNIVERSITAS TANJUNGPURA

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Jurisdiction Responsibility by:
EKA RANTI PRATIWI
F1022211025

Approved by:

Supervisor I

Yanti Sri Rezeki, M.Ed., Ph. D
NIP. 197706192002122009

Supervisor II

Wardah, S. Pd., M. Pd.
NIP. 197801072005012003

Legalized by:

Dean of Teacher Training and Education Faculty
Universitas Tanjungpura

Dr. Ahmad Yani T, M.Pd.
NIP. 196604011991021001

Date of Pass: Monday, 28 July 2025

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NIP. 197706192002122009

Supervisor II

Wardah, S. Pd., M. Pd.
NIP. 197801072005012003

Legalized by:

The Head of Language and Arts Education Department

Dr. Agus Wartiningsih, M.Pd.
NIP. 197908162002122002

Date of Pass: Monday, 28 July 2025

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Approved by:

Supervisor I

Yanti Sri Rezeki, M.Ed., Ph. D
NIP. 197706192002122009

Supervisor II

Wardah, S. Pd., M. Pd.
NIP. 197801072005012003

Examiner I

Dr. Endang Susilawati, M. Si.
NIP. 196202261989032002

Examiner II

Sumarni, S.Pd., M.TESOL.
NIP. 196905262000122001

Legalized by:

The Head of English Education Study Program

Yanti Sri Rezeki, M.Ed., Ph.D.
NIP. 197706192002122009

Date of Pass: Monday, 28 July 2025

DECLARATION OF AUTHENTICITY

The undersigned:

Name:	Eka Ranti Pratiwi
NIM:	F1022211025
Study Program:	English Language Education
Faculty:	Teacher Training and Education

It is hereby declared that the thesis entitled "The Use of Communicative Werewolf Game to Improve Students' Speaking Skills (A Classroom Action Research to the Tenth-Grade Students of Darussalam Islamic Boarding School in Mempawah)" is the writer's original work and does not involve any appropriation of the works or ideas of others. All content that is not the original work of the writer has been properly cited and acknowledged in the reference list.

Should it be proven in the future that this thesis is plagiarized, the writer shall accept any sanctions imposed for such an act.

Pontianak, August 4, 2025

The Writer,



Eka Ranti Pratiwi

NIM. F1022211025

ABSTRACT

This research aims to find out how the Werewolf Game, adapted from the Werewolf Game, can improve the speaking skills of 10C students at Darussalam Islamic Boarding School, Mempawah. This research applied a Classroom Action Research design, conducted in two cycles, involving 23 female students with low English-speaking skills and limited access to technology. The data were collected through field notes of classroom activities, a speaking test assessed using a scoring rubric, and video documentation during the game sessions. The data were analyzed both qualitatively and quantitatively. The results showed an increase in the average students' speaking score from 65 in the first cycle to 75 in the second cycle. All speaking components improved, students showed positive response, began to speak more confidently, and followed the flow of discussions. Through various roles, a mission, and discussions, the Werewolf Game effectively helped improve students' speaking skills. The implication is, this Communicative Game can act as an alternative classroom activity that provides opportunities and a low-pressure environment for students to use English, especially in the setting with limited learning resources.

Keyword: Communicative Games, Islamic Boarding School, Speaking Skills, Werewolf Game.

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CHAPTER 1

INTRODUCTION

1.1. Background

Speaking is an important productive skill for EFL students who learn English from a basic level. Mastering productive skills enables EFL students to engage effectively and maximize their participation in the learning process (Akhter, 2021). It reflects their understanding of the language acquired in the classroom. However, before achieving this, EFL students need to improve their speaking skills by focusing on key elements such as pronunciation, grammar, vocabulary, and fluency. It is important for EFL students to be aware and strive to improve their speaking skills as an indicator of their proficiency and comprehension of the English acquired in the classroom. Hence, designing learning activities with the right methods and materials that are in line with the curriculum can support the improvement of students' speaking skills.

In Darussalam Islamic Boarding School Mempawah, speaking skills are very important for the students in learning English since they are already in the phase of secondary education. According to Menggo et al. (2019), speaking skills are necessary for every student who learns English, as these skills ensure the quality of the students' language skills. At the same time, mastering speaking skills is the most challenging task for 10C students compared to other language skills, such as listening, reading, and writing. Akhter (2021) argues that despite learning English from the basics, most EFL students who have completed secondary education cannot speak English properly. This occurs

because the students do not have a good understanding of the speaking elements, making it difficult for them to produce utterances. The students are unable to convey their thoughts and this automatically hinders the improvement of their speaking skills.

For the curriculum, Darussalam Islamic Boarding School Mempawah uses Merdeka Curriculum as a guideline for learning and teaching activities in 10C class. The Merdeka Curriculum has several important aspects to support the teaching and learning of speaking, one of them is contextual learning. This type of learning provides the students with the opportunity to speak in relevant situations in the daily life (Lukman, 2024). In this way, the students not only understand speaking theory, but also directly apply it in the classroom communication. To maximize the contextual learning, the researcher focuses on inquiry dialogue activity as a type of speaking. The activity allows students to use English as in daily life by asking and answering questions. After all, since speaking skills are the main focus in this school. Merdeka Curriculum can support the fulfillment of expectations to improve 10C students' speaking skills.

The researcher conducted observation and interview to gather information about the topic and site of the research. The researcher observed the 10C class during English learning activities and conducted brief interviews with all 10C students and the English teacher to obtain more in-depth information. After conducting observations in the class, the researcher collected information that almost all students in 10C class faced difficulties

when speaking English. Their inability in speaking English is due to their environment, where they are accustomed to using their local language, making it harder to accept and communicate in English. Furthermore, based on the interview results with the students and the English teacher, the researcher also found that speaking is the most difficult language skill for 10C students to master. It is because of the limited learning materials and learning resources. The regulations of Islamic boarding school do not allow the students to use communication devices and get internet access. The students can only use the computer for a limited time and under the teacher's control. Thus, students only have conventional learning resources such as dictionaries, grammar books, and English textbooks which are slightly insufficient to help the improvement of students' speaking skills.

Specifically, the 10C students' speaking problems appeared in four speaking elements. On pronunciation, the students often pronounce words incorrectly even on basic and frequently used words. On grammar, when expressing their opinions, the students struggled to organize words and had difficulty using the grammar they had learned in classroom communication. On vocabulary, the students only have a limited stock of vocabulary which is certainly not very helpful when they want to speak English in class. On fluency, during the presentation and discussion, the students often repeat words because they are nervous, take too many/long pauses, and stutter thus their thoughts are not well conveyed to the teacher and classmates. These problems make

students not optimally utilize opportunities in the classroom to improve their speaking skills.

The researcher realized that this case required an appropriate teaching activity that could effectively improve the 10C students speaking skills. Furthermore, the activity used by the researcher is the Werewolf Game. It is one of Communicative Games with the role cards and storyline script as the media. In Communicative Games students have to speak in order to complete the task, so this activity can give students the opportunity to practice their speaking skills (Maryam, 2020). Zulkifli and Fatimah (2019) state that the implementation of the Werewolf Game in the classroom can make the teacher easier to familiarize students with speaking English. This activity can be engaging and can help students improve their speaking skills. According to Dewi and Kultsum (2017) Werewolf Game provides an opportunity for students to practice their speaking skills in a fun and engaging way, which could lead to the improvement in their pronunciation, grammar, vocabulary, and fluency. The game was combined with the use of Gamification to increase students' motivation and make learning more interesting. For the type of speaking, the researcher implemented transactional interaction, specifically inquiry dialog, with the learning topic of asking and giving opinion to express agreement and disagreement.

The Werewolf Game was chosen based on the suitability of its implementation with the students' speaking problems. The students were considered to need basic speaking practice as the effort to improve their

speaking skills. Therefore, the researcher selected the learning topic in the even semester, namely asking and giving opinion to express agreement and disagreement, which was the simplest speaking topic compared to the others. However, the students were still unable to apply the topic when speaking in English. In practice, the topic was taught through asking and answering questions, which provided the students with opportunities to practice speaking in a basic and simple way. Therefore, the implementation of this game was expected to give a positive impact that would help the students become more aware and better understand the use of English.

There are several previous research that have a similar purpose and use a similar technique to this research. First, a Classroom Action Research was conducted by Maryam (2020) on 8th grade students at SMPN 4 Praya Barat Daya. The research site was still implementing 2013 Curriculum for the class that became the object of research which was considered effective in supporting the research. Then, based on the overall data collected by the researcher, it shows that Communicative Game is a fun technique and can create an atmosphere like everyday life. It can decrease students' anxiety to speak and motivate students to improve their speaking skills by providing them the opportunity to speak in English.

Second, a research conducted by Zulkifli and Fatimah (2019) also showed a positive result towards the implementation of Communicative Game in improving students' speaking skills, especially using Werewolf Game. This type of Communicative Game is considered as an effective activity in

improving the speaking skills of senior high school students since the Werewolf Game can fulfill the adaptation of five stages of Bloom's taxonomy in 2013 Curriculum. The five stages are remembering, understanding, applying, analyzing, evaluating, and creating. This research showed that the implementation of Werewolf Game as a learning activity can help students to get familiar with speaking using English.

This research had several similarities and differences with the two previous studies, which became the strength and the reason why this research was conducted. For the similarities, the researcher also implemented a Communicative Game, specifically the Werewolf Game in a senior high school class. While, the differences are in the use of Merdeka Curriculum and the boarding school students as participants who generally have limited access to electronic communication tools and the internet for learning. In addition, one of the previous research only focused on the basic implementation of the game without adding supporting aspects. Therefore, the researcher focused on maximizing students' attention and motivation to speak during the class activity. The researcher designed the Werewolf Game with roles and a storyline that were tailored to the students' interests and learning materials. It was also supported by the implementation of Gamification thus all students participated and enjoyed the learning activity until the end of the class. Considering that this type of Communicative Games can ensure all students get their turn to speak and the game elements can act as a tool that maintains students' speaking motivation during the learning process.

The researcher conducted this research using the Classroom Action Research design in the qualitative method. Classroom Action Research aims to solve students' problems that occur in the classroom. This research not only aims to solve the problems but also to find scientific solutions to make improvements towards the students. In this research, the researcher collaborated with the English teacher to design and implement the learning activity. The preparation and implementation of the overall research were based on the stages of Classroom Action Research. Furthermore, the combination of the game and Gamification elements was implemented in the learning process by following the syntax of Game-Based Learning. When the researcher implemented the activity, the teacher and other collaborators acted as observers who observed the learning process in the classroom. The researcher and collaborators collected data related to the impact of the Werewolf Game on improving 10C students’ speaking skills as the participants in this research.

1.2. Research Question

1.2.1. How can Werewolf Game improve 10C students' speaking skills?

1.3. Research Purpose

1.3.1. This research aims to improve 10C students' speaking skills by using Werewolf Game.

1.4. Research Significance

The significance of this research can be explained in two ways, which are theoretical and practical:

1.4.1. Theoretical

The improvement of 10C students' speaking skills is expected to be solved by this research. This research contributed to the field of English Language Teaching, especially in English speaking skills. It supported the theories of teaching and learning strategies by providing information about Werewolf Game that can be an alternative activity to be implemented in the process of teaching and learning speaking.

1.4.2. Practical

1.4.2.1. The Teachers

The findings of this research were useful for teachers as a way for the teaching and learning process to improve students' speaking skills. Based on the findings of this research, teachers knew how the Werewolf Game improved 10C students' of Darussalam Islamic

Boarding School speaking skills. And also, teachers can use Werewolf Game as an activity to teach English in the classroom.

1.4.2.2. The Students

This research helped to improve 10C students' of Darussalam Islamic Boarding School speaking skills. It can provide a learning activity that can help English students learn English appropriately through fun learning activities. This is in line with the activity implemented in this study, which allows the students to get active encouragement to continuously speak so that the students unconsciously improve their speaking skills.

1.4.2.3. The Other Researchers

The results of this research can be used as a reference to support other researchers who are interested and want to conduct a research with the same topic or purpose.

1.5. Research Scope and Limitation

The concern in this research is about how Werewolf Game can improve 10C students' speaking skills of Darussalam Islamic Boarding School in Mempawah. This research was conducted using a qualitative research design, specifically Classroom Action Research. The activity was only conducted and designed to be implemented in the English class. It took 90 minutes with about 2 minutes given for each player to present their arguments. At the end of the activity, the teacher gave feedback and the points earned by the students acted

as a measurement of speaking skill improvement. After all, this research is not necessarily suitable to be implemented in other classes with different problems and purposes.

1.6. Terminology

1.6.1. Speaking Skills

Speaking skills refer to inquiry dialog in the context of asking and giving opinion to express agreement and disagreement.

1.6.2. Pronunciation

Pronunciation refers to the student's ability to pronounce words and expressions related to asking and giving opinion to state agreement and disagreement.

1.6.3. Grammar

Grammar refers to the simple present tense that was used during the learning activity.

1.6.4. Vocabulary

Vocabulary consists of words that students must remember from the learning material to help them when speaking. It is related to asking and giving opinion to state agreement and disagreement.

1.6.5. Fluency

Fluency refers to the ability of students to speak during learning activities naturally and confidently to convey their thoughts clearly.

1.6.6. Game-Based Learning

Game-Based Learning is a teaching approach that turns learning into play. The syntax of this approach was used in teaching speaking with the Werewolf Game.

1.6.7. Gamification

Gamification is the implementation of game elements into learning activities to sustain motivation and improve students' skills in a fun way.

1.6.8. Communicative Games

Communicative Games refer to classroom activities that involve interactions between students that can encourage students to develop their speaking skills.

1.6.9. Werewolf Game

The Werewolf Game is a part of the Communicative Games which allow students to give and refute arguments by asking and answering questions to win the game.

1.6.10. Islamic Boarding School

Islamic Boarding School is an Islamic-based school that provides a living place for students. This type of school does not allow the students to have communication devices including for learning.