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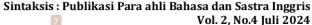
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Using Werewolf Game To Improve Students' Speaking Skill at The Second Grade of SMPN 33 Padang

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Abstract. The problem of this research is students' low speaking skills; students are afraid, nervous, and less interested in learning English. The purpose of the study is to improve students' speaking skills using the Werewolf game. This research was conducted at SMP N 33 Padang. The researcher only took one class as a sample. The sample consisted of 31 students from class VIII 4 who were chosen using cluster random sampling. This study used a quantitative method with a pre-experimental approach. The experimental group was taught the Werewolf game. The data collection instrument was an oral test. The experimental group was given a pre-test and a post-test. The pre-test result showed the average experimental class score was 57.42 and the post-test was 66.06. After the data is collected, the data is analyzed using the t-test formula. The results of the analysis showed that the value of t test> t table is 3.695 > 2.0454. The last hypothesis shows that Ho is rejected and Ha is accepted. This means that there is a significant influence on improving students' speaking skills using the Werewolf game.

Keywords:Werewolf Game, Speaking Skill, SPSS.

Abstrak. Masalah dari penelitian ini adalah keterampilan berbicara siswa yang rendah; siswa takut, gugup, dan kurang tertarik untuk belajar bahasa Inggris. Tujuan dari penelitian ini adalah untuk meningkatkan keterampilan berbicara siswa menggunakan permainan Werewolf. Penelitian ini dilakukan di SMP N 33 Padang. Peneliti hanya mengambil satu kelas sebagai sampel. Sampel terdiri dari 31 siswa dari kelas VIII 4 yang dipilih menggunakan pengambilan cluster random sampling. Penelitian ini menggunakan metode kuantitatif dengan pendekatan pra-eksperimental. Kelompok eksperimental diajarkan permainan Werewolf. Alat pengumpulan data adalah tes lisan. Kelompok eksperimen diberikan pre-test dan post-test. Hasil pre-test menunjukkan skor rata-rata kelas eksperimental adalah 57,42, dan hasil post-test adalah 66.06. Setelah data dikumpulkan, data dianalisis menggunakan rumus t-test. Hasil analisis menunjukkan bahwa nilai t-test > t tabel yaitu 3,695 > 2,0454. Hipotesis terakhir menunjukkan bahwa Ho ditolak dan Ha diterima. Ini berarti bahwa ada pengaruh yang signifikan pada meningkatkan keterampilan berbicara siswa menggunakan permainan Werewolf.

Kata kunci: *Permainan Werewolf, Kemampuan Berbicara, SPSS*

BACKGROUND OF THE PROBLEM

Speaking is important subject in conversational activities. According to Brown cited in Firmansyah (2019), speaking learning behavior is devoted to student directly to express and communicate in condition of sharing ideas or exchange opinion. Mastering speaking skill is very important for students as foreign language learning. Bahadorfar cited in Dionar (2018) states that there are some reasons of why students to learn speaking. First, speaking is utilized to create an English speech sound and sound pattern. Second,

mastering speaking is priority for English language students. Third, speaking is used as a tool to evaluate English skill proficiency. Speaking is a way to communicate and interact with others. It is also used to transfer meaning, to express ideas or feelings. Nevertheless, speaking in foreign language is not an easy activity. Most of EFL students find that speaking is the most difficult skill of all skills in English.

As this happens, the researcher had a chance to do an observation that was started on 5th of August 2023 at the second grade of SMP N 33 Padang. This observation was carried to discover students' difficulties in speaking. Based on observation result, there were many problems related to learning English especially in speaking skill. For instance, many students could not speak English well. This happened because there were many factors influence this.

First, the students obtained lack opportunities to learn and practice their speaking skill as the activities tended to focus on reading and writing rather than speaking. The students rarely had opportunities to be more active in practicing their speaking skill. The teacher tended focusing on grammar, thus the students had a difficulty to speak. Furthermore, students assumed speaking is difficult and think that English is a difficult subject to learn, and many of them are not motivated to learn it.

Second, students had limited vocabulary. Since the students lack of vocabulary, it made them difficult to produce and arrange English sentences. It definitely obstructed the students in expressing their ideas. In addition, the students' interest and motivation tended to be low. It was because they thought that English was a very complicated language to be learning. It was not easy for them to learn and understand the subject materials. Furthermore, they were not confident enough in exploring and expressing their idea. They were afraid of making mistakes related to the pronunciation, structure, and vocabulary.

Third, the researcher found when learning short messages, especially when the researcher asked the students to read out the telephone number of the sender, many students still spelled out the number incorrectly, and there were other students who didn't know how or mention in English from one to ten. Fourth, when practicing reading dialogue in front of the class, many students were still embarrassed to do this, because students were afraid of mispronunciation and embarrassed if their friends laughed at them.

Fifth, the teaching methods that the teachers commonly used were less interested thus, so many students feel bored. For example, the teacher only provided the power point display, then explained the material, and asked the students to work in worksheet books. It caused many students felt sleepy when studying because of the lack of motivation in teaching methods.

Last, the students thought since they live in Indonesia, they had no obligation to speak English as English is a foreign language. They had an opinion that learning English is not too important to learn, so many of the students were not motivated to learn, especially in learning speaking.

Based on Curriculum Merdeka for Junior High School stated English learning is currently focused on strengthening English language skills in six language achievement: listening, speaking, reading, viewing, writing and presenting. Speaking is one of the skills that students must master, so that they can communicate and interact spontaneously in English as a life skill. Curriculum Merdeka has a learning period known as P5 or project-based learning is a method that involves students in projects or assignments that require active and collaborative involvement to achieve certain goals. In project-based learning, students learn by doing and applying their knowledge in real-world situations. Therefore, the researcher used this learning time to improve student speaking skill by using the Werewolf game. The reason is that during this project hour, students will be more interactive because they are not bound by subjects and are not too controlled by the teacher. Thus, students can freely interact and enjoy improving their speaking skills.

The Werewolf game required students to discuss and protect each other as much as possible to win the game. This activity could take the form of a discussion, communicative play, or role play in Werewolf games. As one of the communicative games, Werewolf games are expected to help learning process in the classroom speaks cheerfully, fun and without stress, closer to Dewi's research results (2016) explain that students enjoy learning and increase more motivation, interest and confidence through communicative games.

Based on these reasons, the researcher is motivate to use the Werewolf game to improve students' speaking skills at the second grade of junior high school, so that students can speak well in class, interact well, and not feel bored when learning English. Therefore, in the Werewolf Game, students work in groups, they help each other to find ideas and explain topics. It makes easier for the students to come up with more creative ideas, and can help each other in solving some speaking difficulties.

REVIEW OF LITERATURE

a. **Definition of Speaking Skill**

Speaking is express ideas orally and has an important role in communication. According to bailey in Tambunan (2018), speaking is a productive oral skill consists of produce

organized verbal sound to express meaning. It means speaking is a productive skill of conveying meaning. Boyd cited in Ristanti (2019) states that speaking is an activity in our information from the speaker to listener. Speaking is also the most usual way to communicate between people to others. It concludes that speaking is transferring the message from the speaker to listener through verbal communication.

Talking about speaking bailey in Agung (2020) claims that speaking is a procedure of interaction where speaker intend to make meaning through producing, receiving, and processing information. On the other hand, Haryudin in Rendi (2020) says that speaking English as a foreign language is hard skill to be taught and learned because the learners should master some aspects like mastery vocabulary, accurate pronunciation, be familiar with grammar, and other. When the learners want to converse, they also should suppose about all of those aspects.

Based on some explanation about speaking above, the researcher can assume that speaking is one of the skills in language that the most essential and also as the first way to communicate and interact or sharing ideas to others orally and produce detailed point of language also understand how to use linguistic competence.

b. Using Werewolf Game to Improve Students' Speaking Skill

This game is also known by the following names: Are You Aerewolf (AYAW) Games, Detective Games, and Mafia Games. This is a group game of interactive and communicative assumption. York cited in Kian (2021) claims that the chosen game is the well-known social deduction game Werewolf, which gives students more chances to express and communicate their ideas, opinions, and reasoning. The game is used in the study as an activity in the speaking lessons. Xiong (2017) explains this in addition to promoting relaxation; werewolf games have instructional value in psychology and interpersonal communication. Finding the werewolf is the object of contention in the game Werewolf Game, which should be played by some individuals. Since werewolves are difficult to locate, the game will be more entertaining with more players. According to Migdal cited in Adhiyati (2019) the werewolf game is one of the discussion based role playing party games. In order to win the werewolf game, students must talk to one other and take every precaution to keep them safe. It can take the form of a conversation starter, a cooperative game, or a werewolf role-playing exercise. Werewolf games are a type of communicative game that can be used to teach speaking in a classroom setting in a joyous, stress-free manner. Here are some roles in Werewolf Game:

- Moderator: Moderator is important part in this game, because moderator will guide the players, manage all the course of this game and determine night and day.
- Werewolf: Werewolf will kill villagers at night.
- Seer: Appoint one player in the night for knowing the player is werewolf or not.
- Guardian: Guardian can choose one players to protect.
- Villagers: Do not have skill and just ordinary people.

The rules of Werewolf Game are:

Night

The players all close their eyes. The moderator then tells all the werewolves to open their eyes and thanks their allies. The werewolf selects a "victim" by silently pointing to their target and then showing unity by closing their eyes once more. This process is repeated for other roles that have nightly actions. For the seer, the moderator can indicate whether the target is guilty or innocent by nodding or shaking the head. The werewolves talked about who to kill at night. The evenings may be marked by player knocks lightly to muffle sounds made with gestures. The moderator instructed all players to close their eyes. Everyone starts patting their knees (or tables) to cover up eliminates any noise at night. The moderator said, "Werewolves, open your eyes." The werewolves did so, and looked around to recognize each other. The moderator should also pay attention to who the werewolf is. The moderator said, "Werewolf, choose someone to kill." The werewolves silently agreed on one thing villagers (It is very important for them to remain silent). The other players were sitting there with his eyes closed, and the werewolf would not surrender himself. Sign language is appropriate, or simply pointing, nodding, raising eyebrows, and so on. When the werewolf has agreed to the victim, and the moderator understanding who they chose, the moderator said, "Werewolves, close your eyes." Now, the moderator wakes up the Doctor and says, "Guardian, who do you want to be cured?" Guardian chooses a person they want to cure. Selected person (which could be he) will survive if the werewolf chooses to kill them. If someone is killed, and then saved by the Guardian, the moderator will allow the village found out by saying, "Someone has been saved", early in the day. The moderator said, "Seer, open your eyes." Seer, choose someone to ask about." The seer opens his eyes and silently points to another player. (Again, that it is important that this is kept completely silent as the seer does not wish to reveal it werewolf identity.) The moderator secretly gives thumbs up if he sees pointing to the werewolf and giving a thumb down if the fo

rtune teller points to the innocent village People. The moderator then said, "Seer, close your eyes." The moderator said, everyone, open your eyes; it's daytime. And tell the villagers who owns it has been killed. The person immediately dies and leaves the game. They do not reveal their identity. Alternate rules: Once you die, you reveal what role you had.

Day

For the first day, go around and ask everyone to introduce themselves. During "day" phase, players choose who will be eliminated as instructed by the moderator players to open their eyes and announce who "died" the previous night. Discussions ensued among the surviving players. At any time, a player can accuse someone becomes a werewolf and encourages others to choose to eliminate them. If finished half the players do, the person accused is eliminated and the night begins. Otherwise, the phase will continue until elimination occurs. According to some people rules, the role of the dead player is revealed; according to others, no. In both In this case, the dead player is not allowed to try to influence the other players' game. Because players have more freedom to negotiate, the days tend to be longer than at night.

Alternative rule: To keep the game moving, you can set a time limit how long is a day, and if the village doesn't choose someone to kill, they will miss chance. There are no restrictions on speaking. Any player alive can say that whatever they want - truth, misdirection, nonsense, or lies-. Dead the player may not speak at all. Likewise, when the majority vote indicates that a player has been selected to be killed, they die. If they want to protest them innocent or reveal some information (such as a fortune teller's vision), they must do so before voting is held. Once a player is killed, night falls and the cycle goes on repeated.

Moderator's Note: Continue to wake the Doctor and Astrologer even if they are awake no longer alive. Werewolf is an interactive deduction game for two teams: Villagers and Werewolves. The Villagers don't know who the Werewolf is, and the Werewolf try to remain undiscovered as they slowly make their way eliminating the Villagers one by one, while the moderator (the teacher who is not in the team) running game. Each game lasts about 30 minutes, but the length can vary depending on how careless or cunning the Werewolf is. The villager wins if they kill both werewolves. The werewolves win if they kill enough villagers so that the number is even.

METHODOLOGY OF THE RESEARCH

a. **Research Design**

In collecting data, the researcher used quantitative method. It used numbers to determine the problem of the study which can be changed into useable statistic. According to Cresswel (2014), quantitative research is an approach to testing the relationships between variables. These variables, in turn, can be measured using instruments, so that quantity data can be analyzed using statistical procedures. Sugiyono (2018) claims that quantitative data is a research method based on positivistic (concrete data), research data in the form of numbers that will be measured using statistics as a calculation test tool, related to the problem being studied to produce a conclusion.

The design of the study is pre-experimental method. The pre-experimental method in this research was used a type of research design with the one group pretest-posttest group design method. This study is pre-experimental group as the students' achievement in speaking after being taught by using werewolf game.

b. Population and Sample

Population is the total of object the study. The population of the study is the second grade of SMP N 33 Padang. There are 3 classes in that school which are VIII.4, VIII.5 and VIII.6. The total population will be 92 students which have the same English teacher. The sample is considered to be representative of the population whose results represent the complete range of observed. In this research, the sample is class VIII 4, the class consists 31 students. The researcher used cluster random sampling technique. According to Sugiyono (2018), cluster random sampling is sampling in which groups not individuals, are randomly selected. That is, taken randomly from the population and then all are taken; only a few group are used as sample.

c. Data Analysis Technique

The research is analyzed by the following procedure:

d. Validity and Reliability of the test

Validity is the most important consideration in developing and evaluating measure instruments. Validity is defined as the extent to which an instrument measure what it claimed to measure. The items test be try out to know the quality of the test. There are some items tests that are not valid. The question of instruments validity is always specific to the particular situation and to the particular purpose for which it is use. In this research, researcher use assistance of SPSS version 24.

Reliability is the consistency of a set of measurement or of a measuring instrument, often uses to describe a test to. In this research, the research use SPSS 24 to know the reliability of test instrument.

Statistical Hypothesis

After the researcher knows that the data is variable and reliability, the data has been analyzed by using t-test in order to know the significance of the treatment effect. In this research, the research was used SPSS 24 to know the significance of the treatment effect. The researcher was used SPSS (Statistical Program for Social Science) to calculate paired sample t-test.

While the criteria of hypothesis are:
Ho is accepted if Sig. > 0.05
Ha is accepted if Sig. < 0.05.

RESULT

The data was obtained through several stages, the first was the pre-test, the second was the treatment and the last was the post-test. These steps are intended to obtained data and to find out how the Werewolf game influences students' speaking skill achievement in the field of recount texts. In the previous chapter, data collection techniques have been clearly stated. The findings of this research are to answer identification of the problems, that is, students' experience difficulties in speaking skill and students also experience difficulties understanding what they are going to speak with conventional method.

Therefore, in this study, the researcher chose the quantitative method as a method for making observations and finding. Pre-experiment one group Pre-test and Post-test as an approach, data was taken by pre-test, treatment, and post-test. The written instrument after all the data was collected was analyzed using scoring techniques and t-test formulas.

In general, the teaching and learning process takes place as usual. Where there are initial activities such as brainstorming and reviewing recount text material. After that, the researcher gave a pre-test to students to find out the extent of students' understanding. In speaking subjects, it is known that speaking is one of the skills that students do not like.

1.   **The Result of Pre-test**

Table 1
The Rate Percentage Score of Students' Speaking in Pre-test

The Range of Score	Category Score	Frequency	Percentage
85-100	Excellent		
75-84	Good	2	6,4%
56-74	Fair	18	58%
<55	Poor	11	35,4%

Table 1 the score of students in accuracy show that there were 2 students who got good score. There were 18 students who got fair score. There were 11 students got poor score. From the table above is known that 29 students failed the pretest and just 2 students succeeded in the pretest according to the KKM for English subject.

From the pre-test data, shows students getting an average score of 50 to 60, and this is still below the KKM where the KKM at SMP N 33 Padang in English is 75. This data shows the highest score from the pre-test was 84, the lowest score was 28.

After collecting the pre-test data, the research found that 29 out of 31 students did not complete the recount text. Only two students scored above 75. Of course, this is a problem that needs to be solved and new ways are needed to improve students' speaking skill in recount texts.

2.   **The result of Post-test**

Table 2

The Rate Percentage Score of Students' Speaking in Post-test

The Range of Score	Category Score	Frequency	Percentage
85-100	Excellent	3	9,6%
75-84	Good	10	32,2 %
56-74	Fair	9	29%
<55	Poor	9	29%

Table 2 the score of students in accuracy show that there were 3   (9.6%) students who got excellent score. There were 10 (32.2%) students who got good score. There were 9 (29%) students got fair score. There were 9 (29%) students who got poor score. From the data above Werewolf game can help students speak without having to feel ashamed, and make students more motivated to learn speaking. The data in table 2 showed that the highest score after the test was 96, the lowest was 28.

3.   **Mean Score**

In the table above, students had improved performance between pre-test and post-test, it can be seen their scores in pre-test mean score was 57.42 and post test mean score was 66.06. Between pre-test and post-test data above the researcher found the rises of 8.64 for the mean score.

4.   **The Result of Validity and Reliability**

a.   **Pre-Test**

Table 3

The Correlation of Pre-test

		F	P	V	G	C	total
F	Pearson Correlation	1	.669**	.645**	.578**	.618**	**.834****
	Sig. (2-tailed)		.000	.000	.001	.000	**.000**
	N	31	31	31	31	31	**31**
P	Pearson Correlation	.669**	1	.783**	.716**	.762**	**.908****
	Sig. (2-tailed)	.000		.000	.000	.000	**.000**
	N	31	31	31	31	31	**31**
V	Pearson Correlation	.645**	.783**	1	.632**	.835**	**.887****
	Sig. (2-tailed)	.000	.000		.000	.000	**.000**
	N	31	31	31	31	31	**31**
G	Pearson Correlation	.578**	.716**	.632**	1	.705**	**.825****
	Sig. (2-tailed)	.001	.000	.000		.000	**.000**
	N	31	31	31	31	31	**31**
C	Pearson Correlation	.618**	.762**	.835**	.705**	1	**.887****
	Sig. (2-tailed)	.000	.000	.000	.000		**.000**
	N	31	31	31	31	31	**31**
Total	Pearson Correlation	.834**	.908**	.887**	.825**	.887**	**1**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	

		N	3 1	3 1	3 1	3 1	3 1	3 1

**. Correlation is significant at the 0.01 level (2-tailed).

Based on the table above, the validity test of pre-test, which were tested in second grade especially VIII 4, with 31 respondent and 5 questions item is valid because all the items above exceed the >0.3550 category (> r table).

Table 4

The Reliability of Pre-test

Reliability Statistics	
Cronbach's Alpha	**N of Items**
.909	5

After calculating the reliability, the researcher found that the Cronbach's Alpha of reliability in pretest was 0.909. The researcher concluded that the students score is reliable because the students score was above 0.6.

b.   **Post-Test**

Table 5

The Correlation of Posttest

			F	P	V	G	C	Total
Correlations								
F	Pearson Correlation		1	.720**	.777**	.827**	.651**	.896**
	Sig. (2-tailed)			.000	.000	.000	.000	.000
	N		31	31	31	31	31	31
P	Pearson Correlation		.720**	1	.725**	.812**	.595**	.866**
	Sig. (2-tailed)		.000		.000	.000	.000	.000
	N		31	31	31	31	31	31
V	Pearson Correlation		.777**	.725**	1	.837**	.771**	.922**
	Sig. (2-tailed)		.000	.000		.000	.000	.000
	N		31	31	31	31	31	31
G	Pearson Correlation		.827**	.812**	.837*	1	.688**	.948**
	Sig. (2-tailed)		.000	.000	.000		.000	.000
	N		31	31	31	31	31	31

C	Pearson Correlation	.651**	.595**	.771**	.688**	1	**.815****
	Sig. (2-tailed)	.000	.000	.000	.000		**.000**
	N	31	31	31	31	31	**31**
Total	Pearson Correlation	.896**	.866**	.922**	.948**	.815**	**1**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	31	31	31	31	31	**31**
**. Correlation is significant at the 0.01 level (2-tailed).							

Based on the table above, the validity test of post-test, which were tested in second grade especially VIII 4, with 31 respondent and 5 questions item is valid because all the items above exceed the >0.3550 category (> r table).

Table 6
The Reliability of Posttest

Cronbach's Alpha	N of Items
.930	
	5

After calculating the reliability, the researcher found that the Cronbach's Alpha of reliability in pretest was 0.930. The researcher concluded that the students' score is reliable because the students score was above 0.6,

5. **The Result of Statistical Hypothesis**

Table 7

Paired Sample T-test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Pretest - Posttest	8.645	13.027	2.340	13.424	3.867	3.695	30	.001

Based on the results obtained in the paired sample t-test in table 7, The result of the paired sample t-test, paired sample difference in mean between pre-test and posttest of speaking achievement in the experimental class was 8.645 with standard deviation of 13.027 with standard and t-obtained was 3.867 at the significant level of 0.05 and the degree of freedom 30.

From the above, it can be seen that the value of t observations > t table is 3.695 > 2.0454 and the value of significant generated *Sig*. (P.$_{Value}$) = 0.01 < α = 0.05. So Ha is accepted and Ho is rejected. Based on the computation, it can be concluded that Werewolf can improve students' speaking skill at the second grade of SMP N 33 Padang.

DISCUSSION

Based on the data described above, in the finding this section to answer the problem statement in this research.

Can Werewolf game improve students' speaking skill at the second grade of SMP N 33 Padang?

Data collection was carried out using a pre-test and post-test. Analysis of the data collected through the Pre-test and Post-test was used to see the effect of using the Werewolf game on students' VIII 4 SMP N 33 Padang.

From the data above in the table 1 shows students getting an average score of 50 to 60, and this is still below KKM where the KKM at SMP N 33 Padang in English is 75. This data show shows the highest score from the pre-test was 84, the lowest score was 28. After collecting the pretest data, researcher does a post-test. From the data above in post-test table 2 shows the highest score from the post-test was 96, and the lowest score was 28.

From the data above it answered that the Werewolf game can improve students speaking skill. The werewolf game can help students to speak. Overall, the Werewolf game provides a dynamic and engaging platform for students to practice and improve their speaking skills. Through communication, active listening, persuasion, and vocabulary expansion, students can develop a wide range of essential skills that are valuable not only in academic settings but also in their personal and professional lives.

This findings was supported York cited in Kian (2021), the chosen game is the well-known social deduction game Werewolf, which gives students more chances to express and communicate their ideas, opinions, and reasoning. It means the Werewolf game can improve students' speaking skill. On the other hand, when students feel emotionally engaged with the game, they tend to be more motivated to learn and practice the language. In games, students often have to be actively engaged in speaking, listening, reading, and writing in English. This allows them to train their language skills comprehensively and increase their confidence in using language. Most importantly, learning through the game provides a pleasant and entertaining experience for students. They can learn English while enjoying their time with their friends and feeling the excitement that comes from achieving goals in the game.

This finding was supported Mei cited in Nguyen (2021), Students can study in a fun and laid-back environment by playing games. Students who have studied and practiced new terminology are given the chance to utilize language in a relaxed manner. On the other hand, Kayi cited in Ayuningtyas (2023) mentions there were several techniques that teacher can use in lessons English speaking such as role play, discussion and answer question. Also, Further, Wright *et al.* (2009) states that EFL students can learn language by playing games in the same way that children learn and speak their native tongues without realizing they are studying. This way, they can study effectively and accomplish their goal of learning English without feeling stressed.

Does the Werewolf game can give effect to improve students speaking skill?

Based on the results obtained in the paired sample t-test in table 7, The result of the paired sample t-test, paired sample difference in mean between pre-test and posttest of speaking achievement in the experimental class was 8.645 with standard deviation of 13.027 with standard and t-obtained was 3.867 at the significant level of 0.05 and the degree of freedom 30.

From the above, it can be seen that the value of t test> t table is 3.695 > 2.0454 and the value of significant generated $Sig.$ (P.$_{Value}$) = 0.01 < α = 0.05. So Ha is accepted and Ho is rejected. Based on the computation, it can be concluded that Werewolf can give effect to improve students' speaking skill at the second grade of SMP N 33 Padang.

From the data above it answered Werewolf game can indeed have a positive impact on improving students' speaking skills. The Werewolf game provides an interactive and engaging platform for students to practice and improve their speaking skills through verbal communication, public speaking, critical thinking, active listening, negotiation, persuasion, and vocabulary expansion. By incorporating such games into educational settings, teachers can enhance students' language learning experience and promote effective communication skills development.

This finding was supported Xiong (2017) explains this in addition to promoting relaxation; werewolf games have instructional value in psychology and interpersonal communication. Finding the werewolf is the object of contention in the game Werewolf Game, which should be played by some individuals. Since werewolves are difficult to locate, the game will be more entertaining with more players. According to Migdal cited in Adhiyati (2019) the werewolf game is one of the discussion based role playing party games. In order to win the werewolf game, students must talk to one other and take every precaution to keep them safe. It can take the form of a conversation starter, a cooperative game, or a werewolf role-playing exercise.

CONCLUSION AND SUGESTION

Conclusion

The purpose of this research was to determine the significant effect of improving students speaking skill by using Werewolf game. This research was conducted at SMP N 33 Padang. Researcher only took one class as a sample. The sample consisted of 31 students of class VIII 4 and was selected using a cluster random sampling technique. The experimental class taught by using Werewolf game. The data collection instrument was orally test. The experimental class was given pre-test and post-test. After the data is collected, the data analyzed by using paired sample t-test.

Based on the result of this research there is a significant influence using Werewolf game. The significant can be seen from the value of t test > t table is 3.695 > 2.0454 and Sig (2-tailed) of the equal variance assumed in the paired sample t-test table were the Sig (2-tailed) is 0.01 it's lower than $\alpha = 0.05$ and its mean H_o is rejected and H_a is accepted. It can be revealed from the hypothetical test were alternative hypothesis is accepted and null hypothesis is rejected. In other words, Werewolf can improve students' speaking skill at the second grade of SMP N 33 Padang.

Suggestion

In this part, the researcher would like to give some suggestions as follows: for the teacher, using Werewolf game would be very helpful to improve students' in speaking skill. So, the teacher needs to maintain using Werewolf game as an alternative technique of the teaching process at students of junior high school.

For the students learning strategies is very important in the learning process because it can help to learn easier, faster, more enjoyable, and more effective. Since of that, it is suggested to the students choose the use of Werewolf game that is suitable for them so that they can understand the lesson easier and enjoy the lesson.

For the next researcher, the region of research for the teaching and learning process is very large. It is needed to conduct other researches related to the students' using Werewolf game. The other researcher also can investigate the effectiveness of certain categories of English using Werewolf game. Besides, the researcher also suggests that other researchers can research the differences between using Werewolf game used by the students of the acceleration class and the students of regular class. Finally, the writer realizes that this research still has

some weaknesses and mistakes. Therefore, the writer would like to accept any constructive suggestions to make research better.

Limitation of the Research

The researcher came to the realization that the study is still far from ideal during the course of doing it. The researcher encountered a few obstacles when doing this study. For example, there was an event at the school on the day the researcher was conducting the research, which caused the teaching and learning process to be abbreviated. For a number of reasons, this research did not follow the researcher's planned research strategy. Despite what transpired, the researcher made every effort to complete the research.

Implication of the Research

Implications are drawn from the research findings. This study found that there were significant differences in the speaking skill of students who were taught using the Werewolf game and students who were taught with conventional method. In addition, this study implies that the use of grouping strategies is necessary in teaching speaking skill. Considering the conclusions drawn above, this implies that the use of the Werewolf game is able to encourage an increase in students' speaking skills. It can be seen from the progress of students' speaking scores after being given treatment using the Werewolf game. Therefore, it is hoped that teachers are strongly encouraged to utilize Werewolf game in teaching speaking to improve students' speaking skills. In short, the use of Werewolf game during research can improve their speaking skills. Therefore, the application of Werewolf game needs to be applied continuously in teaching speaking, especially in students' communication. This is because the use of Werewolf game is an effective strategy to help students practice speaking and create an enthusiastic learning process so that competency standards in the learning process can be achieved.

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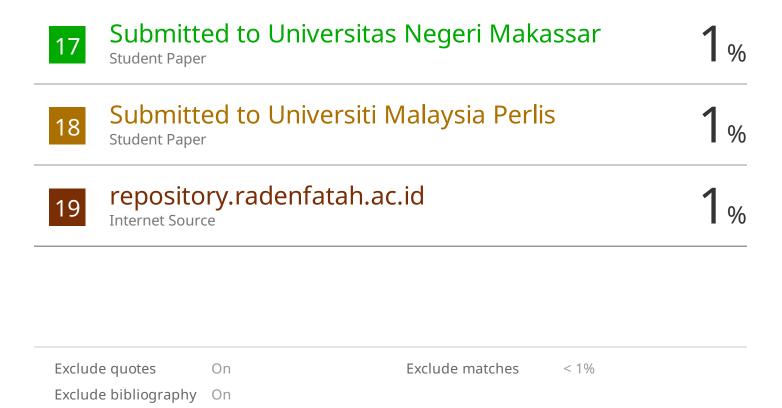
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