

# CHAPTER 1

## INTRODUCTION

### 1.1 Background of the Study

English is essential to be taught for the younger people, for this case; students from the beginner up to senior high school. In developing the students' ability in mastering English, it cannot be separated from speaking mastery, because it can be a measurement of students, understand in English. In learning to speak, the students often made some problems.

Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts according to Chaney (1998: 13). Speaking is part of the language skills which is important for language learners to be developed. This is true because speaking skills include many complex aspects, such as (1.) fluency (smoothness of flow which sounds, syllables, words, and phrases are joined together when speaking), (2.) pronunciation (the way for students to produce clearer language when they speak), (3.) grammar (the rule of study of language inflection), (4.) vocabulary (the words used in language), (5.) comprehension (the ability of understanding the speaker's intention and general meaning). By speaking, people can explain what they had been read and listened so that everyone can understand.

The Werewolf game requires learners to discuss each other and protect themselves as much as possible to win the game. It can be a discussion activity, communicative game, or role-playing in the werewolf game. As one of the communicative game, the werewolf games are expected to help teaching learning process in speaking class with joyful, fun and without having stress. Closer with the results of Dewi (2016: 57) the findings showed that the learners enjoy the lesson and

get more motivation, interest and confidence through communicative games.

In teaching learning English as the foreign language most of students cannot speak English well. It is caused by several factors. These factors can be derived by the teacher and students. Limitation of vocabulary it can be caused difficult to speak. The students feel nervous when he or she will to speak. Students are not ready to learn.

There are some factors from student. While factors from teacher are the teacher teach focus on grammar. The real speaking need short time to speak. It is very difficult to remember Grammar because English Grammar is very complex. So, some students hate English. Ideal English classroom should be enjoyable and learning methods should be fun, so students fell enjoy during teaching learning process. In contrary, most of students still consider that English is difficult lesson, especially in speaking skill. In junior high school English becomes one of subject in national examination. Thus, students must study hard about speaking in an important element in English learning.

From these reasons above, the English teacher must give fun method with games in teaching speaking to interest student motivation like use werewolf game. By using this game students will be easier to improve their speaking skill. It must be remembered by everyone who wants to be professional communication that speaking English is as foundation to step forward their future.

Another reason is that they lack of motivation to practice the second language in daily conversation. They are also very shy and afraid to speak in the conversation in front of the class. Students who need such skills and find them lack report that they sometimes felt awkward when they find themselves in situations that require talking for interaction. The problems above are important to

be investigated, based on Curriculum 2013, speaking is one of important language skills for students in learning language because 3 speaking is one of the ability to carry out a conversation in language. Speaking skills are naturally difficult to be mastered by the students starting from elementary school. This research focused on students' skill on speaking. From the pre-observation the writer get:

**Table 1.1 The student's score in pre observation test.**

No	Initial Name	Comprehention	Vocabulary	Fluency	Score
1	A C	14	16	20	50
2	A I S	10	10	15	35
3	A S	12	13	25	45
4	A G N	10	15	15	40
5	A Y N	12	15	18	45
6	A H	10	10	15	35
7	B C N S	10	15	15	40
8	D L T	15	20	23	58
9	H M M	15	20	20	50
10	M H	12	15	18	45
11	M U H	10	20	20	50
12	M S A	12	15	18	45
13	N M P	13	14	18	45
14	N S	10	20	20	50
15	R S A S	15	20	20	55
16	S H H	12	15	18	45
17	S L H	15	15	15	45
18	K S	10	10	15	35
19	W S	10	15	15	40
20	Y	10	10	10	30

In pre observation to know their ability in speaking, the writer gave them such a simple test, for the speaking test the writer asked them to introduce themselves. And then gave them score based on rubrics in chapter 3. Based on the result the writer concluded that they are lack in speaking, even there are some of them got high value. But overall it shows lack in this skill. Those were such a poor scores where the standard score achievement (KKM) for English subject is 75.

Based on the reason the writer also chose this research so that the writer later can practice and applying this study when the writer already to be a teacher and teach the students by Using Werewolf Game to Improve Student Speaking Skill in Second Grade of Senior High School so that the student can be understand about the explanation from the teacher well, and can speak in front of the class so well with this study the teacher helpful to make the student easier understand about their lesson.

Based on interview there are many students in SMA Negeri 1 Siabu that had difficulties in speaking. They were also afraid to make mistakes about grammar, vocabulary, pronunciation, fluency and their comprehension. Therefore, the students motivation speaking was poor. So the writer see that this strategy is suitable to improve students speaking skills. This case makes the writer interested in researching this research with the title “The Use of Werewolf Game to Improve Student's Speaking Skill In Second Grade of SMA Negeri 1 Siabu” because the students often did not know to organizes their idea and some of them do not even have any idea how to speak in front of the class. The students also get difficult to build a good grammar based on the correct grammatical. Therefore, in Werewolf Game, the students work in a group, they help each other to find ideas and describe about the topic. It makes it easier for them to come up with more creative ideas, and the students can help each other in solving some difficulties speaking.

## **1.2 The Problem of the Study**

Based on the background of the study, the writer formulates the problem of this research as the following “Does the use of werewolf game improve student’s speaking skill in second grade of SMA Negeri 1 Siabu?”

### **1.3 The Objective of the Study**

The objective of the study is to find out whether there is improvement on students' speaking skills through the using of werewolf game in second grade of SMA Negeri 1 Siabu.

### **1.4 The Scope of the Study**

In fact in teaching learning process, there are four main skills that must be developed when the students want to achieve English language such as speaking skill, reading skill, writing skill and also listening skill. Also, there are so many game that can improves integrated speaking skill for students such as casino, Werewolf game and Bingo. Therefore, based on the background and identification of the problem, this study will be focused on the werewolf game to improve student's speaking skill for second grade students of SMA Negeri 1 Siabu.

### **1.5 The Significant of the Study**

The finding of the study will be expected to be significant in two ways, they are theoretically and practically.

#### **1. Theoretically**

The result from this research might have significance for field of education, in the form of supporting the theories of teaching and learning strategies. Furthermore, it might be able to help the teachers to give additional information about Werewolf Game and become an alternative technique in teaching speaking.

#### **2. Practically**

The findings of the study are expected to be useful for:

##### **a. Teachers:**

The result of the study can be beneficial for the teachers as the ways to teaching and learning process in improving the students' speaking skills.

b. Student

The research can improve the speaking skills of the students of second grade at SMA Negeri 1 Siabu. Also as a tool that may help English students to learn English in proper way and more affective.

c. Writer

The findings of this study can be used as a reference to support other writers who are interested in conducting a study with the similar theme or purposed.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **2.1. Theoretical Framework**

In this theoretical framework, some theories will be explain the relation between terms in the study that writer does. Here, the writer presents a review of literature that explains some terms.

#### **2.2 Speaking**

Speaking is very important ability in doing daily activities because people can react to other persons and situation and express our ideas, thought, and feeling through spoken language. There are some definitions and perspectives of speaking proposed by some experts. According to Cameron (2001: 23) states that speaking is the active use of language to express meanings so that other people can make sense of them. Also adds that attention to precise details of language is required to speak in foreign language in order to share understanding with other people. A speaker needs to find the most appropriate words and the correct grammar to convey meaning accurately and precisely, and needs to organize the discourse so that the listener will understand. While, Chaney (1998: 13) states that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. Furthermore, Richards (2008: 19) states that the mastery of speaking skills in English is a priority for many second language or foreign language learners.

Speaking is a difficult subject for learners. The learners are difficult to express their thinking and they are not confident enough to express their ideas

verbally. Also, speaking is a productive skill of language learning. It should be taught in any language learning to make the learners able to use the target of language to communicate. Consequently learners often evaluate their success in language learning as well as the effectiveness of their English course based on how much they feel they have improved in their spoken language proficiency.

Pollard (2008: 34) says that one of the most difficult aspects for students to master is speaking. It is difficult when learners have to consider and think about their ideas, what to say, language, grammar, vocabulary, pronunciation in one time and how to react with a person who communicates with them. In addition, Brown (2004: 104) says that speaking is a productive skill that can be directly and empirically observed, those observations are in variably color by the accuracy and effectiveness of the test-takers listening skill, which necessarily compromises the reliability and validity of an oral production test. Moreover, Brown (2004: 104) divides speaking skill into two, namely: micro and macro skills of speaking. The micro skills refer to producing the smaller chunk so language such as phonemes, morphemes, words, collocations, and phrasal units. The macro skill simply the speaker's focus on the larger elements: fluency, discourse, function, style, cohesion, nonverbal communication and strategic options.

Speaking is a productive language skill according to Siahaan (2008:95). It means that speaking is a person's skills to produce sounds that exists at the meaning and be understood by other people, so that able to create of good communication. Furthermore, speaking is the use of language to communicate with other according to Fulcher (2003:23). It means that this activity involves two or more people in whom the participants are both hearers and speakers having to react to whatever they hear and make their contribution a high speed, so each



participant has intention or a set of intention that he wants. So, the English teacher should active the students speaking ability by providing communicative language activities and interesting media in the classroom and then giving them the opportunities to practice their speaking skill as much as possible.

According to Bailey (2000:25), speaking is a process of interaction where speakers intend to build meaning through producing, receiving and processing information. From those theories, it can be concluded that speaking skill is related to communication. Speaking is a skill to use a language appropriately to express someone idea, opinions, or feelings in order to give or get information and knowledge from other people who do communication.

### **2.3 Types of Speaking**

A spoken language has a number of forms which is also important to be covered in the language course. Brown (2004: 39) says language teaching is devoted to give an instruction in mastering English conversation. He classifies the types of oral language as monologue and dialogue. Monologue is a type of spoken language, when one speaker uses the language, as in speech, lectures, readings, and news broadcast, the listeners must process long stretch of speech without any interruption and the stream of the speech will go on whether or not the listener understands. Besides, dialogue involved two or more speakers. As the researcher said before, dialogue can be divided into transactional which is concern with the transfer of information, and the interactional which has the primary purpose of maintaining social relationships. From the explanation above, the writer assume that speaking is a process of building and sharing meaning, in which thought and knowledge are use to express what people would deliver and

communicate in different situations. In speaking, there are several aspects that must be dealt with and it could be reference to assess the speaking activity. Furthermore, a speaker needs to use the most appropriate words and the correct grammar to convey meaning accurately and precisely, and needs to organize the discourse so that the listeners will understand.

According to Brown (2000: 255) has state five types of speaking. They are:

#### 1. Imitative

At the end of a continuum types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence.

#### 2. Intensive

A type of speaking frequently employing assessment context is the production of short stretches of oral language designed to demonstrate competence in narrow band of grammatical, phrase, lexical or phonological relationship (such as prosodic elements into intonation, stress, rhythm, or juncture).

#### 3. Responsive

Responsive assessment task includes interaction and test comprehension but at somewhat limited level of very short conversation standard greetings and small talk, simple request and comments, and the like and dislike.

#### 4. Interactive

The differences between responsive and interactive speaking are in the length and complexity of the interaction, which sometimes includes multiple exchanges and or multiple participants.

## 5. Extensive

Extensive oral production task includes speeches and oral production during which the opportunity for oral interaction to listener is either highly limited (perhaps to non verbal responses) or ruled out altogether.

### **2.4 Aspects of Speaking Skills**

In speaking, there are some aspects that must be fulfilled by the learners. It can be used as a measurement whether our speech is good or not. Those are fluency, comprehension, grammar, vocabulary and pronunciation. The description is as follows according to Brown (2001: 406-407):

#### a. Fluency

It refers to an ability to speak smoothly and easily. Fluency is the matter of the way someone speaks the language without any trouble like thinking the word confusing the idea, etc.

#### b. Comprehension

Comprehension is a student competence to comprehend all of the speaker says to them.

#### c. Grammar

Grammar is the way to organize the words into the correct sentence. This is important that if the speaker can master grammar to organize the word so the speaker also easily to speak English well.

#### d. Vocabulary

Vocabulary is the basic of language. It appears in every language skill. It is very important because we can say nothing without vocabulary in or mind. Vocabulary is about choice of word which is used appropriately based on the context of speaking.

e. Pronunciation

Based on the definition, pronunciation is the important component of language. Therefore, it is necessary if the students have a good pronunciation because if they have a good pronunciation so their speaking will be understandable.

## **2.5. Teaching Speaking Skills**

Speaking should improve students' communicative skill to express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance. According to Richard (2008: 106), the emergence of communicative language teaching leads to the change views of syllabuses and methodology, which continue to shape approaches to teaching speaking skill today. In line with this, Kayi (2006: 15) states that teaching speaking has been undervalued and English language teachers have continued teaching speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

Hughes (1996: 100) says that teaching speaking skills is concerned as a need to distinguish between teaching the spoken form of a language and teaching a language through speaking. She also stresses the fact that unfortunately, when it is compared to writing, the spoken form is under researched and it might be one of the reasons why teachers feel more confident when using written forms and genres in their lesson.

Teaching speaking means teaching how to use the language for communication. For transferring idea, thought or even feeling to other people. So, it is clear that language is very important. We cannot only teach what will be spoken but also situation that will deal with the teacher teach speaking by carrying out the students in a certain situation concerning the topic discussed. For example, the topic is about “Drugs” hence the teacher carry out to involve the students’ activities in this situation. The topic must be: a. Familiar (well known from long or close association) to the students so that b. The ideas (a thought or suggestion as to a possible course of action) c. Organization (an entity comprising multiple people, such as an institution or an association that has a collective goal and is linked to an external environment) are clear and the learners have an oral commands. d. Oral commands of the language (the primary goal in small classes, while grammar and the written aspects are not neglected) need to describe the topic.

## **2.6 The Function of Speaking**

Brown (2007: 32) classify the functions of speaking into three types, they are as following:

### **1. Talks as Interaction**

This function refers to what usually mean by “conversation”, and defines interaction that actually serves a primarily social function. It focuses more on the message.

### **2. Talks as Transaction**

Talks as transaction focus on what is said or done. The message and making other understood clearly and accurately is the central focus.

### 3. Talks as Performance

Talks as performance refer to public speaking such as classroom presentation, public announcements, and speeches. It tends to be in the form of monologue rather than dialogue such as giving a class report about school trip, conducting a class debate, and giving a speech of welcome.

## **2.7 The Importance of speaking in Language Learning**

Speaking is considered as a very important aspect of learning a foreign language. As stated by Savage (1994: 23) that speaking in a second language or foreign language has often been viewed as the most demanding of the four skills. Teaching speaking means to teach students to produce the English speech sounds and sounds patterns, and the rhythm of the second language, to select appropriate words and sentence according to the proper social setting, audience, situation and subject matter, to organize their thoughts in a meaningful and logical sequence, to use language as a mean of expressing values and judgments, to use the language quickly and confidently with few unnatural pauses, which is called as fluency.

According to Nunan (2003: 90) state that one of the most important aspect of speaking is that it always occurs within context. When we speak we are both using language to carry out various social functions and choosing forms of language which relate in relevant way to the cultural and social context. Speaking is closely related to self realization, much of impression about people comes from what they say and how they say it. For the reason, the teaching of speaking should be able to give contribution to the improvement of students' abilities.

## **2.8 Teaching Speaking to Senior High School.**

Knowing the characteristics of the learners will help the teacher to prepare

the learners to help themselves. Spratt (2005: 53) states the characteristics of senior high school students are: able to keep still for longer periods, able concentrate for longer period, learn in more abstract ways, usually able to control and plan their own behavior, not so willing to make mistakes or take risks, aware of themselves and/or their actions, paying intention to form and meaning in language, and have experience of life.

According to Harmer (2001: 32) it can sometimes be easy to get students to speak in the classroom if the atmosphere of the class is good such as students who get on with each other and whose English is in an appropriate level. He added, it will be difficult for the teachers to make the learners to speak if they are reluctant to speak, the topic chosen is not appropriate, the organization of teaching plan is at fault, and if there is an unpredicted event happened. Therefore, the teachers have to use method that essential for the learners and will give fun and enjoyable atmosphere.

## **2.9 Using Game in Language Teaching Learning**

Kim (1995: 78) said that games are motivating and challenging. Language learning requires a lot of effort and games also help learners make and maintain their effort and learning. They will not be bothered because games are welcome break from the usual language class routine. Then, Ersoz (2000: 90) stated that games are highly motivating because they are amusing and motivating. According to Lewis (1999: 19) in Mei and Yu- Jing (2000: 46) said that games add variation to a lesson and can increase motivation by providing and plausible incentive to use the target language.

As we know that game is fun activity and provides benefits in learning activities. Based on Nguyen and Nga (2003: 34), games bring real world context

Into the classroom and enhance student's use of English in a flexible communicative way. And then, Nguyen and Nga added games usually involve friendly competition and they keep learners interested and participate actively in the learning activities.

In the implementation of games in teaching activities, teachers should consider certain principles to make the game effective. As stated by Brown (2000: 56), games involved in language teaching should be designed appropriately based on the class level and considered the learners' interest; selecting games, introducing new games, and playing the game.

### **2.10 Using Werewolf Game in Teaching Learning**

Brian Fitzpatrick (2008: 45) Werewolf game is a super fun party game that can be played with a large group of people. The object of the game is to identify and kill the werewolves amongst the villagers. Start by shuffling and dealing out the game cards, making sure to include 2 werewolves, a Doctor, and a Seer card. There are also wild cards that can be played such as the Drunk, the Witch, and the Alpha Werewolf. Then, the night phase begins and the moderator has the werewolves choose a victim, the Doctor is allowed to save 1 person, and the Seer gets to guess at 1 person they suspect of being a werewolf. When the night round ends, the day round begins and the players discuss their characters and then take a vote on who they believe is a werewolf. That player is then killed and the night round begins again. The game continues until either the werewolves or the villagers win. A popular version of the game called One Night: Ultimate Werewolf has even more roles that can be played.

Andrew Plotkin (1997: 47), gave the rules a werewolf theme in arguing that the mafia were not that big a cultural reference, and the werewolf concept fit



the idea of a hidden enemy who looked normal during the daytime. According to Migdal (2013: 59) the werewolf game is one of the conversation based role playing party games. The werewolf game requires learners to discuss each other and protect themselves as much as possible to win the game. It can be a discussion activity, communicative game, or role playing in the werewolf game. As one of the communicative games the werewolf games are related to help teaching learning process in speaking class with joyful, fun and without having stress.

There are several other names for this game, including namely: Mafia Game, Detective Game and Are you A Werewolf Game. It is an interactive and communicative game of deduction for groups. According to Xiong (2018: 48) explained that werewolf Game not only can make human feel relax, but also has certain strong academic meaning in the psychology and society communication. Werewolf Game is a game of argumentation that must be played by several people, the goal is to find out who is the werewolf (it will be more exciting when have more participants or players because the werewolves are hard to find). Later, on the card will determine the character role of each other players. Here some roles in Werewolf Games:

- a) Moderator : A player who manages all the course of this game both in the day and night phases. It is important role because the moderator will help the game run well and she/he is the only one knows the role of each player.
- b) Villagers : Only ordinary people that do not have special skills.
- c) Werewolves: Players that during the day they only claimed to be a villager, but in the night phase where all villagers sleep, they wake up and

have the right to choose 1 villager to eat.

d) Seer : A player who has opportunities to guess other players' identities and then she/he has a responsibility to convince the villagers who are being a werewolf.

e) Guard : A player who can choose a player to be protected every night arrives, then the player who has been protected cannot be killed by the werewolf.

Andrew Plotkin (1997: 47), recommends having exactly two Mafiosi, where is the original Davidoff rules suggest a third of the players (rounding to the nearest whole number) be mafiosi. Davidoff's original game does not include roles with special abilities. In his rules for "Werewolf", Plotkin recommends that the first phase be night and that there be an odd number of players (including the moderator). The roles play is:

#### 1. Night

All players close their eyes. The moderator then instructs all werewolves to open their eyes and acknowledge their accomplices. The werewolves pick a "victim" by silently gesturing to indicate their target and to show unanimity then close their eyes again. A similar process occurs for other roles with nightly actions. In the case of the seer, the moderator may indicate the target's innocence or guilt by using gestures such as nodding or head shaking. Werewolves discuss whom to kill during the night. Night may be accompanied by players tapping gently to mask sounds made by gesturing. At night, the moderator tells all the players "Close your eyes." Everyone begins slapping their knees (or table) to cover up any noises of the night. The moderator says, "Werewolves, open your eyes." The werewolves do so, and look around to recognize each other.

The moderator should also note who the werewolves are. The moderator says "Werewolves, pick someone to kill." The werewolves silently agree on one villager (It is critical that they remain silent). The other players are sitting there with their eyes closed, and the werewolves do not want to give themselves away. Sign language is appropriate, or just pointing, nodding, raising eyebrows, and so on. When the werewolves have agreed on a victim, and the moderator understands who they picked, the moderator says, "Werewolves, close your eyes." Now, the moderator awakens the Doctor and says, "Doctor, who would you like to heal?" The Doctor selects someone they'd like to heal. The person chosen (which could be he himself) will survive if the werewolves chose to kill them. If someone was killed, and then saved by the Doctor, the moderator will let the village know by saying, "Someone has been saved", at the beginning of daytime.

The moderator says "Seer, open your eyes". Seer, pick someone to ask about." The seer opens their eyes and silently points at another player. (Again, it is critical that this be entirely silent because the seer doesn't want to reveal his identity to the werewolves.) The moderator silently signs thumbs-up if the seer pointed at a werewolf and thumbs-down if the seer pointed at an innocent villager. The moderator then says, "Seer, close your eyes." The moderator says, "Everybody, open your eyes; it's daytime." And let's the villager know who has been killed. That person is immediately dead and out of the game. They do not reveal their identity. Alternative rule: After you die, you reveal what role you had.

## **1. Day**

For the first day, go around and have everyone introduce themselves. During the "day" phase, players vote on whom to eliminate the moderator instructs players to open their eyes and announces who "died" the previous night.

Discussion ensues among the living players. At any point, a player may accuse someone of being a werewolf and prompt others to vote to eliminate them. If over half of the players do so, the accused person is eliminated and night begins. Otherwise, the phase continues until an elimination occurs. According to some rules, the role of dead players are revealed; according to others, it is not. In both cases, dead players are not permitted to attempt to influence the remainder of the game. Because players have more freedom to deliberate, days tend to be longer than nights.

Alternative rule: To keep the game moving along, you can put a time limit to how long a day is, and if the village doesn't choose someone to kill, they miss the opportunity. There are no restrictions on speech. Any living player can say anything they want - truth, misdirection, nonsense, or a barefaced lie-. Dead players may not speak at all. Similarly, as soon as a majority vote indicates that a player has been chosen to be killed, they are dead. If they want to protest their innocence or reveal some information (like the seer's visions), they must do it before the vote goes through. Once a player is killed, night falls and the cycle repeats.

Moderator note: Continue to wake up the Doctor and Seer even if they are no longer alive. Werewolf is an interactive game of deduction for two teams: Villagers and Werewolves. The Villagers do not know who the Werewolves are, and the Werewolves are trying to remain undiscovered while they slowly eliminate the Villagers one at a time, while the moderator (the teacher who is not on a team) runs the game. Each game lasts around 30 minutes, but this can vary depending on how sloppy or sneaky the Werewolves are. The villagers win if they kill both werewolves. The werewolves win if they kill enough villagers so

that the numbers are even.

### **2.11 Previous of the Study**

There are some previous study will use by the writer in this study. The first previous study is Adhiyati (2019) a journal entitled “Using Werewolf Game to Teach Speaking to Senior High School Students”. The journal use Bryne (1998: 78) theory in this journal, the research used speaking test in technique of collecting data. This journal used classroom action research. The purpose of this study is to find out the use of Werewolf Game to Teach Speaking to Senior High School.

The similarities of Adhiyati (2019) journal with this study are to find out Werewolf Game to improve Speaking skill and both of the study applies to Senior High School students. The differences between the journal to this study is in the theory. The journal used Bryne (1998: 78) theory meanwhile this study will use Migdal (2013: 59) theory, the werewolf game is one of the conversation based role playing party games. The werewolf game requires learners to discuss each other and protect themselves as much as possible to win the game. It can be a discussion activity, communicative game, or role playing in the werewolf game. As one of the communicative game the werewolf games are related to help teaching learning process in speaking class with joyful, fun and without having stress. The writer will use this journal as a reference to find the use of werewolf game to improve students speaking skill.

The second previous study is “the effect of using the game technique (werewolf) in Reducing FL Anxiety the Case Second 2<sup>nd</sup> Year L’arbi Ben Mhidi University Students”. The study is use Richard, Platt (1995: 201) theory to find

out the effect of using game werewolf. This study used experimental qualitative as research design. The similarity of this previous study to the study is the using Werewolf games as the technique. The differences of between the previous study to this study is the theory used. The previous study used Richard, Platt (1995: 201) theory meanwhile this study use Migdal (2013: 59) theory. The subject in the previous study is Second 2<sup>nd</sup> Year L'arbi Ben Mhidi University Students mean while in this study the subject is the second grade of senior high school. The research design in previous study is experimental qualitative meanwhile in this study the research design is classroom action research. The writer will use this study as a reference to find the use of werewolf game to improve students speaking skill.

## **2.12 Conceptual Framework**

Communication is an essential need for human being. One of the ways to communicate with other people is by speaking. As stated in previous chapter, second grade of SMA Negeri 1 Siabu faced several problems related to their speaking. The class activity was not interesting so they were bored during the teaching learning process and more of them chatted with their friend in bahasa Indonesia.

Speaking is a skill, just like swimming, driving a car, or playing guitar. It can be achieved only by practicing the speaking skill itself. Students achieve it if only they are studying in speaking class. They must practice it regularly in English class and out of the class, but the reality is they don't mind speaking in teaching speaking learning process. Therefore, the writer will overcome the problems by using werewolf game in speaking class. The student would get more opportunity to explore their speaking skill. This study will improve students

speaking skill by using werewolf game and will be carry in this study is constructed in the figure below:

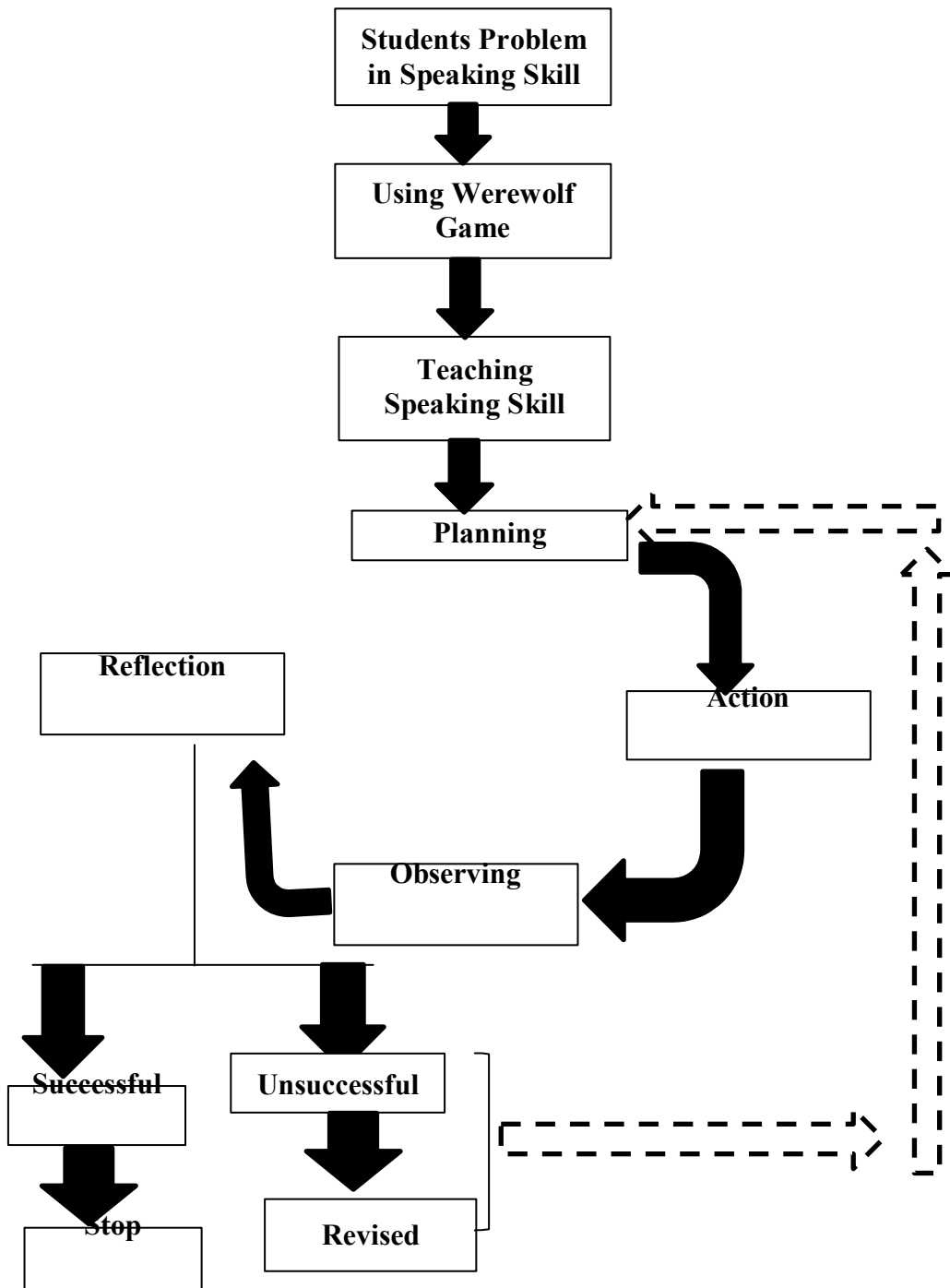


Figure 2.12 Conceptual Framework

## CHAPTER III

### RESEARCH METHODOLOGY

#### 3.1 Research Design

The research design in this study was Classroom Action Research. This research deals with improving students' speaking skill by using Werewolf Game in communicating English language since it is often consider as one of difficult skills to be mastered by the students. The research mainly dealt with score since to find out whether there is improvement on the students' speaking skill or not, the observer compared the result of the test. According to Stringer (2007:8) said that action research was related to idea of reflective practice and the teacher as the researcher. State to Burns (1999: 12) classroom action research is something that may language teachers seems to have heard about, but often they had only a hazy idea of what it actually is and what doing involves. The main aims of action research is to identify a problematic situation or issue that the participants who include teachers, students, managers, administrators, or even parents consider worth looking into more deeply and systematically. In this study the resign design is using model Kemmis and Mc Taggart. According to Kemmis and McTaggart (2002: 24) Action research is a form of collective self- reflection enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practices, as well as their understanding of these practices and the situation in which these practices are carried out. Based on the explanation the researcher or writer concludes that classroom action research is a research to an activity and improving the learning inthe classroom.



## **3.2 Population and Sample of the Study**

### **3.2.1 Population**

Arikunto (2010: 183) states, population is set or collection of all element processing or more attributes processing. The population of this research was the second grade students of SMA Negeri 1 Siabu they are consist of 107 students.

### **3.2.2 Sample**

Arikunto (2010: 183), sample is some representative of research. Its mean that sample is simply is a subject of the writer were more focus on the research. The Sample of this research was students XI SAINS 3' class. The students consist of 20 students (7 male students and 13 female students).

## **3.3 Research Procedure**

The research procedure adapted from some expert by Kemmis and Mc Taggart in Burns (1999: 32) action research occurs through a dynamic and complementary process, which consists of four essential steps, planning, action, observation and reflection. In this classroom action research, the writer conducts two cycle through the using of Werewolf game which were consist of four stages, they are:

### **Cycle 1**

#### **1. Planning**

Before doing this research the writer prepared the lesson plan and then chooses teaching aids to imply the Werewolf Game. In this phase, writer was prepared media that related to the material of speaking.

#### **2. Action**

In action, the writer implemented lesson plan that the writer made before

during the action in three meetings. As the writer conducted the teaching learning process with using media game as strategy. The collaborator did the observation by taking field notes and other activities that were required to this action research. The writer found some crucial weakness of the students in pronounced the words. In the first meeting, even, the students did not bring dictionaries that they could not comprehend on the topic of those materials. It affected to their answer.

### 3. Observation

This phase involves writer in observing systematically the effect of action and documenting the content, action, and opinions, of those involved.

### 4. Reflection

After collecting the data, the writer evaluated the teaching-learning process. Then, the writer was reflect herself by seeing the result of the observation, whether the teaching learning process of speaking using Werewolf Game is good to imply in teaching learning process at SMA Negeri 1 Siabu. If the first plan is unsuccessful, the writer should make the next cycle to get a good result during the process of the action research in the second grade of students at SMA Negeri 1 Siabu.

## **Cycle 2**

The Cycle 2 is basically the same process as in cycle 1. Here are the processes:

### 1. Planning

Before doing this research the writer prepared the lesson plan and then chooses teaching aids to imply the Werewolf Game. In this phase, the writer was prepared media that related to the material of speaking.

### 2. Action

In action, the writer implemented lesson plan that the researcher made before during the action in three meetings. As the writer conducted the teaching learning process with using media game as strategy. The collaborator did the observation by taking field notes and other activities that were required to this action research. The writer was found some crucial weakness of the students in pronounce the words. In the first meeting, even, the students did not bring dictionaries that they could not comprehend on the topic of those materials. It affected to their answer.

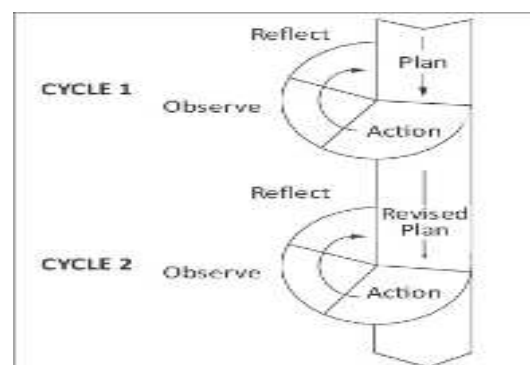
### 3. Observation

This phase involves writer in observing systematically the effect of action and documenting the content, action, and opinions, of those involved.

### 4. Reflection

After collecting the data, the writer evaluated the teaching-learning process. Then, the writer was reflect herself by seeing the result of the observation, whether the teaching learning process of speaking using Werewolf Game is good to imply in teaching learning process at SMA Negeri 1 Siabu. If the first plan is unsuccessful, the writer should make the next cycle to get a good result during the process of the action research in the second grade of students at SMA Negeri 1 Siabu.

**Figure 3.3 Model of Action Research on Kemmis and Taggart (1999: 32)**



### **3.4 The Instrument of Collecting Data**

The instrument is a tool that writer use to collect research data. According to Siyoto and Sodik (2015: 75), research instrument is important work in the research step, but collecting data was even more important, especially if the writer use a method of prone to the entry of the subjective seal of the writer.

In this research, there are some Instruments of collecting data. They were observation, interview, and test. In this research the data took from the source by employing test, observation, and interview.

#### **1. Test**

Test means some question to students to be answered. The test used to compere the students' speaking achievement before conducting the research (post-test) and after conducting the research (pre-test). The writer used speaking test as the instrument to measure their speaking skill.

#### **2. Observation**

The writer did the observation directly toward teaching speaking learning process in SMA Negeri 1 Siabu. In this research, the writer acted as an active observer. The writer interacted with the students as well as the teacher. In speaking lesson, the writer observed their speaking skill, such as; their pronunciation, vocabulary, memorizes and their brave in speaking lesson.

#### **3. Interview**

To obtain information about students' weakness, feelings, problems in teaching speaking learning process through Werewolf Game Method, data collected by interviewing the students.

### **3. 5 Scoring of the Test**

In scoring the test of this research, oral test gave to the students in order

to evaluate the students speaking and listening competencies. Some criterions were gave that the need to be scored. In speaking test Brown (2001: 406-407) categorized element of speaking into five skills, they were vocabulary, pronunciation, grammar, fluency and comprehension.

**Table 3.5 Tables of scoring the test.**

Criteria	Score 4	Score 3	Score 2	Score 1
Pronunciation	The pronunciation can be understood.	There is problem with pronunciation that makes listener must be focus and sometimes misunderstanding	The pronunciation is difficult to understand	The pronunciation not good.
Grammar	The grammar follows the structure	There is some error with the grammar but doesn't affect the meaning	There are many errors with grammar that affect the meaning	The grammar is very bad and so difficult to understand.
Vocabulary	Sometimes the pronunciation is not correct but must make more explanation.	The vocabularies are not pronounced well.	Use wrong vocabulary	The vocabulary is limmited.
Fluency	Conversation is fluent	Not to fluent	Nervous	Often stop when in conversation.
Comprehension	All conversation can be understood.	A part of conversation can be understood although there is some repeating.	Difficult to follow the dialog done except general dialog that use general vocabulary.	The conversation can't be understood at all.

### 3.6 Technique of Analysis Data

The study applied quantitative and qualitative data. The quantitative data used to analyze the score of the students. Quantitative data was broadly use to describe what can be counted or measure and could therefore be considered

objective according to Wallace (1998:38).

The qualitative data gathered by using questionnaire. The qualitative data used to describe data which were not amenable to being counted or measure in an objective way, and are therefore subjective according to Wallace (1998: 38).

The technique of analyzing data is:

1. Calculating the test of cycle 1 and cycle II
2. Tabulating the student's score cycle 1 and cycle II.
3. Comparing the students' score cycle 1 and cycle II.
4. Making the percentage of tests score cycle I and cycle II.
5. Making conclusion.

In this research, the writer also used mean formula to know the score of the students. The formula is as follow:

$$\bar{X} = \frac{\sum x}{N} \times 100$$

Where:

$\sum x$  : The mean of the Student

X : The total score

N : The number of the Students

Next, to know the percentage of students' score who pass the completeness criteria (KKM). The formula is as follow:

Where:

$$P = \frac{R}{T} \times 100$$

P: The percentage of students

R: The number of students who get the point about 75

T: The total number of students.

### **3.7 The procedure of Analyze the Data.**

The procedure of analyzing the data is a procedure for obtaining raw data and converting it into information useful for decision making by users. Data collected and analyzed to answer questions. Here some procedures that are apply in order to analyze the data of the research:

1. Scoring the students' speaking test.
2. Counting the student's score cycle I and cycle II
3. Tabulating the student's score cycle I and cycle II
4. Comparing the student's score cycle I and cycle II
5. Making conclusion.