

CHAPTER I

INTRODUCTION

1.1 Background

At SMK Muhammadiyah 2 Palembang, effective communication in English has become a necessity for students to enter the world of work. According to Brown (in Firmansyah, 2019, p. 892), learning behavior in speaking is aimed at students being able to directly express and communicated conditions in sharing ideas or exchanging opinions. Mastering speaking skills was very important for students in foreign language learning. English served as a means of communication and a gateway to accessing information, cultures, and job opportunities in the global market. Despite the significance of speaking skills in English, many students struggle to develop these abilities. One of the primary reasons for this challenge was the lack of opportunities to practice speaking in a supportive and engaging context. In addition to game-based learning approaches such as the Werewolf Game, collaborative strategies have also been shown to significantly improve students' speaking skills. According to Uzer (2023, p. 84), small group discussions help create an interactive learning environment that encourages students to express their opinions, exchange ideas, and support each other without fear of judgment. This approach increases students' participation and builds a more comfortable atmosphere for practicing English speaking. Moreover, the integration of role-play supported by multimedia devices has proven to enhance various aspects of students' speaking proficiency. In a classroom action research conducted by Uzer and Hidayad (2022, pp. 27–28), students demonstrated significant improvement in pronunciation, vocabulary, grammar, and fluency after engaging in role-play activities. The study also found that students became more confident and motivated to speak in English, as role-play allowed them to creatively express ideas and simulate real-life communication scenarios in a fun and meaningful way.

One promising approach in language learning is the integration of games. According to Widiastuti (2022, p. 26), educational games can enhance students' learning motivation and create an interactive classroom environment. Similarly, a study by Putri (2020, p. 174) revealed that interactive multimedia effectively stimulates young learners' speaking skills by creating enjoyable and communicative situations.

By integrating the Werewolf Game into the English language curriculum, educators offer a fun and engaging way for students to practice their speaking skills within a supportive environment. Through the interactive experience of gameplay, students not only improve their speaking abilities but also build confidence and essential social skills. Therefore, this research aimed to explore the effectiveness of using the Werewolf Game to enhance the speaking skills of eleventh-grade students of SMK Muhammadiyah 2 Palembang, providing insights into how games could serve as effective tools in English language teaching.

SMK Muhammadiyah 2 Palembang was one of the educational institutions that used the Merdeka Curriculum. Based on the results of an interview with one of the English teachers there, most students needed help learning to speak English. This happened because most teachers used media, such as books, to teach speaking skills, making the learning process less attractive and boring for students. Learning with books as media is usually tricky for students who did not master pronunciation. Therefore, students also needed instructors as collaborators to improve their learning outcomes. In this case, the role of games in education was vital as a tool to increase students' enthusiasm and interest in learning, especially English speaking skills, to communicate with students, and to involve their thoughts, attention, and emotions, all of which increased students' interest in learning speaking skills.

Rima Angelina's research (2024), entitled "Using Werewolf Game to Improve Students' Speaking Skill at the Second Grade of SMPN 33 Padang" Indicated that Werewolf gave an effect to improve students' speaking skill in 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 provided 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 enhanced students' language learning experience and promoted effective communication skills development.

Adhiyati (2019), in her study titled "Using Werewolf Games to Teach Speaking to High School Students", emphasized the importance of selecting an appropriate teaching method and having a thorough understanding of it. Teachers must be well-acquainted with how to conduct the Werewolf game effectively to ensure its success in the teaching and learning process. It is advisable for teachers to make adequate preparations before implementing the game, including preparing the necessary materials and media. This study recommends the Werewolf Game as an engaging and stimulating approach to teaching speaking skills to senior high school students. Furthermore, the game can be adapted to various topics such as giving advice, expressing hopes, and practicing conditional sentences.

SMK Muhammadiyah 2 Palembang was one of the vocational high schools in Palembang, South Sumatra. Based on the researcher's observations on SMK Muhammadiyah 2 Palembang, many of the eleventh-grade students needed help speaking English, especially in pronunciation and vocabulary, many of them are unable to pronounce English words correctly, which often leads to misunderstandings and reduced self-confidence. In addition, their limited vocabulary hinders them from expressing ideas fluently and spontaneously, resulting in poor speaking performance overall. English teachers at the school reported that traditional teaching media and methods, such as textbooks and casual conversations, tended to make students feel bored and less enthusiastic about learning to speak English.

The researcher wanted to conduct the research at SMK Muhammadiyah 2 Palembang for several reasons. The researcher wanted to know if implementing the Werewolf Game improved the speaking skills of eleventh-grade students of SMK Muhammadiyah 2 Palembang. This research was expected to contribute to using artificial game methods for effective learning to help eleventh-grade students of SMK Muhammadiyah 2 Palembang communicate using English better. The use of the werewolf game in this context is very relevant. With the game method and game flow offered, the werewolf game could help students learn their speaking skills. Based on the description above, the researcher had the motivation to conduct a study entitled **“USING WEREWOLF GAME TO TEACH SPEAKING TO THE ELEVENTH-GRADE STUDENTS OF SMK MUHAMMADIYAH 2 PALEMBANG”** to identify and help various problems faced by teachers in teaching speaking skills in English.

1.2 Problem of the Research

The research problem was a section that explained the problem to be solved in this research. This section included problem limitation and formulation of the problem.

1.2.1 Problem Limitation

In this research, there were several limitations that needed to be considered to maintain focus and clarity in the analysis. The limitations of this study included:

- 1) Research Subjects: This study was conducted exclusively with eleventh-grade students of SMK Muhammadiyah 2 Palembang. Therefore, the results could not be generalized to students from other educational levels or institutions.
- 2) Speaking Skills: This research's primary focus was on speaking skills in English, which included students' abilities to engage interactive speaking activities in the context of the game. Other skills, such as listening, reading, and writing, were not the main focuses of this study.

- 3) Teaching Method: This research explored using the Werewolf Game as a teaching method. Other methods, such as direct instruction or the use of different teaching media, were not discussed in this study.
- 4) Assessment Aspects: This study assessed students' speaking skills through observations and evaluations from the researcher and feedback from students after participating in the game. Assessment of other aspects, such as learning motivation or changes in students' attitudes, was not the focus of this research.

1.2.2 Formulation of the Problem

Based on the background the researcher above, the research problem can be formulated as follows: “Can implementing the Werewolf Game improve the speaking skills of the eleventh-grade students of SMK Muhammadiyah 2 Palembang?”

1.2.3 Research Purpose

The objective of this study was to analyze whether or not implementing the Werewolf Game could improve the speaking skills of the eleventh-grade students of SMK Muhammadiyah 2 Palembang.

1.3 Benefits of Research

The benefits of this research are presented below:

- 1) For Students: This research was aimed to make learning English more fun for students. By playing the Werewolf Game, students could practice speaking relaxed way, which helped them feel more confident when using English.
- 2) For Teachers: The results of this study can help teachers find new ways to engage their students. Seeing how the Werewolf Game helped students participate more inspired teachers to use fun activities in their lessons.

- 3) For the School: This research can give helpful information to the English program at SMK Muhammadiyah 2 Palembang. The findings helped the school create better teaching methods that students enjoyed, leading to a better learning experience.
- 4) For Future Researchers: This study can help other researchers who want to explore how games could be used in language learning. It can provide ideas for future studies on how different games could improve language skills.