USING WEREWOLF GAME TO TEACH SPEAKING TO SENIOR HIGH SCHOOL STUDENTS

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Abstract

This paper discusses how to use Werewolf game to teach speaking to Senior High School Students. As for the background of this paper because teachers are hard to find a fun and effective method in teaching speaking. Werewolf game is a fun, critical, effective and creative game where the learners have to voice their arguments and opinions through discussion activity. The learners will get used to using English without realized that they are in teaching learning process through this game. Before playing this game, the teachers have to explain how to run the game or give example using video. This game uses cards as media that contain the roles of each players. When the learners are playing Werewolf game, they have to voice their opinions and arguments to win the game. In conclusion, this game can help teachers to teach the learners in teaching speaking in English.

Key words: *Speaking*, *Discussion*, *Werewolf Game.*

A. INTRODUCTION

Speaking is a difficult subject for learners. As stated by John (1996) the ability to speak is seen as the most essential communication skill since it is basic for communication and is the most difficult skill after writing. 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 language to communicate.

There are several ways that can be used by the teachers to help learners in learning speaking. Kayi (2006) mentioned that there are thirteen classroom speaking activities namely discussions, role play, simulations, information gap, brainstorming, story telling, interviews, story completion, reporting, playing cards, picture narrating, picture describing and find the difference. From that statement, it can be known that discussion can be used to teach speaking.

According to Jones (1994), discussion is an activity in which people talk together in order to share information about a topic or problem or to seek possible

available evidence for solution. This activity is the exchange of information, opinion and ideas. Discussion activities also serve the purpose of improving learners speaking skills. As stated by Segura (2012), the discussion activities give learners the opportunity to speak more freely and express themselves. Discussion is not an easy activity to carry out but it can be a fun activity through games. The more often the learners discuss the better the speaking skill will be.

Discussion activity in teaching speaking can be applied into a fun activity through games. Zhu (2012) stated that games, as one of the most valuable and effective technique in English language teaching, have been used for a long time by many western teachers. In the same way,Aziza (2013) mentioned that many people have been using games for English language teaching to avoid students from stress upon studying, to recall things well and quickly, to make them feel competitive and interested, to gain motivation, and to understand the lesson easily.

Toth (1995) divided games into two kinds : competitive games and cooperative games. The first one is the competitive games, here the players or teams race to be the first to reach the goal. The second one is cooperative games, the players or teams ask to work together towards a common goal. The emphasis in the games is on successful communication rather than on correctness language. One of the communicative game is "Werewolf Game." It is considered as an communicative games. According to Migdal (2013) 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 expected to help teaching learning process in speaking class with joyful, fun and without having stress. Closer with the results of Dewi (2016) the findings showed that the learners enjoy the lesson and get more motivation, interest and confidence through communicative games.

B. REVIEW OF RELATED LITERATURE
1. The Nature of Speaking

There are many definitions about speaking proposed by many experts. Chaney (1998) defines speaking as: …. the process of building and sharing meaning through the use verbal or non verbal symbols in a variety of context. Florez (1999) stated that speaking is an interactive process, which consists of 3 main stages "producing, receiving and processing information. Also Nunan (2003) puts in that speaking is the productive oral skill, it consists of producing systematic verbal utterance to convey meaning.

According to Bryne (1998), speaking is a process where speaker and listener are involved in productive skill of speaking and the respective skill of understanding. Similarly, Mackey and Gass (2005) summarizes oral expressions as the expressions which involve not only how right sounds are used, but also the choice of words in the right order to communicate the right meaning.

It can be concluded speaking always related to communication that use the language accurately to express meanings in order to transfer or to get

knowledge and information in whole life situation. Speaking is an interaction where people have ideas, messages and meanings in their mind and then building, sharing and express them orally.

2. **The Functions of Speaking**

Brown and Yule (1991), in Richards (2007), classify the functions of speaking into three types, they are as following:

1. Talk 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 speakers and how they want to present themselves to each other than on the message.

2. Talk as Transaction

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

3. Talk as Performance

Talk as performance refers 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.

3. **Classroom Speaking Activities**

There are many types of classroom speaking activities. According to Harmer (2001) there are six classroom speaking activities namely acting from script, communication games, discussion, prepared talks, questionnaires, simulation and role play.

a) Acting from script

The role of teachers in this activity is as the director. The teachers ask the learners to act out scenes from plays, course books or dialogues written by themselves. The learners will be very helped if they are given time before the performance. They will get much more from this experience in the process.

b) Communication games

This activity make use of game to provoke communication between learners. The learners have to talk to their partner in order to do require tasks for examples: to solve a puzzle, draw a picture, put the things in the right order or find similarities and differences between pictures.

c) Discussion

This activity need to be encourage by the teacher because sometimes the learners are difficult to express their ideas. In order to provide productive speaking in the class, the teacher should force the learners to reach a decision in the discussion. According to Harmer (2001) discussion range is divided into several stages from highly formal, whole-group staged events to informal small-group interactions.

The learners have to build their critical thinking and being brave to talk what in their mind. As stated by Brookfield (2006), the aims of the discussion are to develop critical, informed understanding, enhance self-critique, foster appreciation for diverse views, and help people take informed action.

d) Prepared talks

Prepared talks is an activity where the learners make a presentation based on a topic of their own choice. This activity is not designed as informal spontaneous conversation because it is prepared. This activity is more like writing, but it is possible if the learners speak from notes.

e) Questionnaires

The learners can design their questionnaires of any appropriate topic. The role of teacher here act as a resource, helping the learners in the design process. The results obtained from questionnaires can then form the basis for written work, discussions, or prepared talks.

f) Simulation and role play

This activity can be used to encourage the general oral frequency or to train learners for specific situations. The learners can act out simulation as them or can take the role of a different character and express their feelings as they doing in the real world. It has to remember by the teacher to think the situation, conditions and learners' material that will be taught.

The teachers can used these activities to teach speaking. Teachers can select an activity that relates to the subject and purpose of the lesson. Also, the teachers have to consider the situation, the condition of the learners and the teaching materials. These activities can be used to measure how far the learners can speak using English.

4. Teaching Speaking to Senior High School

Knowing the characteristics of the learners will help the teachers to prepare the learners to help themselves. Spratt (2005) states the characteristics of senior high school students are: able to keep still for longer periods, able concentrate for longer periods, 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 (2007), 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 used method that essential for the learners and will give fun and enjoyable atmosphere.

5. Teaching Speaking Based on 2013 Curriculum

According to Wachidah (2013), the 2013 English Curriculum seems to be the reaction or correction of the previous curriculum and the reality that has happened. She added that most learners are hard to use English in real life communication even for simple purposes. In the different way, Nur and Madkur (2014) stated that after applying the 2013 English Curriculum, teaching English has been much better as it is developed by the following principles:

1) The 2013 English Curriculum is bringing back the true goal of English teaching, that is, "meaningfulness and communicative functions". The final goal

of English teaching is the development of communicative competence in using English.

2) The 2013 English Curriculum is expected to shift the teacher-centered to student-centered.

3) Students learn the social function, text structure, and lexicon grammar. Most topics are closely related to the students' life at school, home and society.

4) Students learn English by observing, questioning, exploring, associating, and communicating. The processes of those are expected to promote students' critical, analytical, investigational, procedural and communicative competence.

5) Teachers play a role as a model of language users and language learners.

6) Students use authentic or near-authentic texts, spoken and written from various sources, including English textbooks and textbooks for other subjects.

7) Students are empowered for the availability of texts.

8) Students are expected to learn English in interpersonal, transactional and functional communication.

9) Students should learn attitude, knowledge, and skills.

10)   Students learn English by doing activities, having real texts, and using the language.

Based on the 2013 English Curriculum, there are several speaking topics that must be taught in high school for eleven graders during the year. The topics include giving advice, asking and giving opinion, hopes, inviting someone, letters, procedure text, passive voice, conditional sentence, factual report, exposition text, biography text and song. This paper deals with the topic of asking and giving opinion.

6. Using Game in Language Teaching Learning

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

As mentioned earlier, the game is a fun activity and provides benefits in learning activities. According to Huyen and Thu Nga (2003), games bring real world context into the classroom and enhance students' use of English in a flexible communicative way. Furthermore, Huyen and Thu 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), games involved in language teaching should be designed appropriately based on the class level and considered the learners' interests; selecting games, introducing new games, and playing the game.

7.   Using Werewolf Game in Teaching Learning

There are several other names for this game, including namely: Mafia Game, Detective Game and Are You A Aerewolf (AYAW) Game. It is an interactive and communicative game of deduction for groups. The creator of this game is Dmitry Davidoff that generally acknowledged as the game's creator. This game began as a psychology experiment to help Dmitry Davidoff with his research at the Moscow State University in 1970s. Then, he developed the game to his duties in teaching high school students. Xiong (2018) 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, two players will be divided randomly using cards. The task is to find out who is the werewolf.

Werewolf Game uses media that called cards. There are several cards that will be provided by the teachers, depending on how many players this game is. The teachers can make the cards by themselves or they can get get it from internet. 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 an important role because the moderator will help the game run well and she/he is the only one who 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.

At the beginning of the game, each player does not know the roles of the other players have (except werewolves, they know each other). Each player is free to claim to be anyone to keep his true identity a secret. Based on that situation, there will be accusations accusing who is actually a werewolf. The atmosphere of the game will be hot if the players argued each other looking for who the werewolf is.

C. DISCUSSION
1. Teaching Preparation

The teachers should prepare everything that is needed in order to make teaching learning process run well. The teachers need to choose the appropriate teaching material and media. Based on the 2013 Curriculum syllabus, one of the

topics studied in the speaking skills in Senior HighSchool is asking and giving opinion. Here, teachers should prepare the materials about asking and giving opinion's topic. Teachers need to prepared pictures related to the topic and a good example about the expression of asking and giving opinion.

Furthermore, when the teachers use a game in teaching learning process, they need to understand the rules of the game first. The teachers have to know about how the game starts, what they are going to do during the game, and how the game ends. By understanding the game, teachers can explain the game clearly to the learners, so they will not get confused when playing the game. Here, teachers have to understand how to run the Werewolf game. The teachers also should prepare a video about playing Werewolf game using laptop, speaker and projector.

It is necessary to make a lesson plan before going to teaching-learning process. By using a lesson plan, the teachers will not get confused what activity they should do next. Also, the teachers should consider about the time that will be used before the teaching-learning process runs. It is important to predict how long the game will apply and take time in the class.

2. Teaching Activity

Based on stated in Bloom's taxonomy, learning will be efficient if it involves five stages of learning. The five stages are; remembering/ understanding, applying, analyzing, evaluating, and creating. Those five stages are integrated with the new educational curriculum for Senior High School in Indonesia. It is 2013 curriculum. The adaptation of Bloom's taxonomy made in educational curriculum in Indonesia are observing, questioning, experimenting, associating, and communicating

a. Observing

In this stage, the teachers can show the pictures that related to asking and giving opinions' topic. Before showing the pictures, teachers ask the learners to pay attention to the video. Here are the activities in observing stage:
- The teachers show the pictures
- The learners see and observe the pictures

b. Questioning

In this activity, the teachers can ask some questions to the learners in order to stimulate the curiosity and enthusiasm on what they are going to learn. For examples: Have you ever watched this video before? When you watched the video? Have you ever express asking and giving opinions?

c. Exploring

In this stage, the learners can explore the information about asking and giving opinion from the textbook, internet and the material given by the teachers. It can help them to understand the topic of the lesson. They can find out the expressions of asking and giving opinion. They can also figure out more information about the topic on their own. After that, learners should note down in their book the important information they get. The teachers can guide the learners in doing this activity.

d. Associating

In this stage, the communicative game that called Werewolf Game will be conducted. First, the teachers explain about how to play the game clearly. The teachers also can show the video how to play Werewolf game to the learners in front of the class using laptop, speaker and projector. If the class is big where there are 20-25 learners, they can be divided into 2 groups that will help teachers easier to control. One group play the game and other part just watching the game first.

Next, the teachers should arrange the sitting position of the learners, for example the classroom can be designed to circle position or in line with each other. During the game, learners need to discuss and argue each other because the aim of this activity is to practice speaking skills. The aim can be achieved if the game is played effectively. For example it can be 10 learners as players, 1 as a moderator, 2 as werewolves, 1 as seer, 1 as guard and 5 as villagers. Actually, it can be more than 10 players. Then, teachers give cards to the learners or players. Each player should secretly view their card, and place it face down. After all of the players know their role, teachers give a narration to the moderator. Then the moderator tells the story.

During the game, the players are required to argue their opinion, how to express asking and giving opinion and how to discuss each other and refute as well as possible so that their identity is not revealed. This is where the players are required to improve their speaking skills. Players discuss among themselves who are they believe the werewolves are. All players may say anything, but may never show their card to anyone. Werewolves might want to claim to be a different role so that they do not die.

e. Communicating

Then, thelearners have to discuss about definitions and expressions of asking and giving opinion based on the sources and the activities they have done. They can also share their thoughts about the asking and giving opinions' topic. After that, learners can deliver their discussion results to the whole class.

D. CONCLUSION AND SUGGESTIONS
1) Conclusion

Speaking is not an easy skill which requires the right method in teaching learning process. The teachers should use an effective method in teaching speaking. One of the effective method is "Werewolf Game" that include to communicative games. Werewolf game is a method that can help teachers to familiarize learners speaking using English. In using Werewolf game method, teachers have to choose the right topic that can be teach through this game, for example in this paper is asking and giving opinion through discussion in the classroom. Teachers have to prepare a video about asking and giving opinion, a video about how to play Werewolf game, laptop, speaker, projector, and cards. The learners will be divided into two groups. The learners will be given a role based on the card. This game will run by the moderator and teachers will control this activity. The learners will apply how to used asking and giving opinions' expression through discussion in this game. This method provides opportunities

for learners and teachers in speaking English with fun, joy and interesting atmosphere.

2) Suggestions

Based on the discussion, it is suggested for the teachers to choose the right method and understand the method well. The teachers must understand how to run the game to make it effective in teaching learning process. It is better for teacher to do some preparation before implementing the Werewolf game. The teachers need to prepare the materials and media well. This paper suggests Werewolf Game as a method to teach speaking to senior high school students because that game is motivating and challenging. This game also can used in other topics, for example: giving advice, hopes, and conditional sentence.

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