

**THE EFFECTIVENESS OF THE WEREWOLF GAME  
TO DEVELOP STUDENTS' ABILITY  
IN FORMULATING LANGUAGE EXPRESSIONS  
FOR INTERACTION IN ROLE-PLAY ACTIVITY**

**THESIS**

Submitted in partial fulfillment of the requirements for the degree of  
Sarjana Pendidikan (S.Pd) in Teaching English



UIN SUNAN AMPEL  
S U R A B A Y A

By:

Nadya Wahyu Pramita

06020522048

**ENGLISH LANGUAGE EDUCATION DEPARTMENT  
FACULTY OF TARBIYAH AND TEACHER TRAINING  
SUNAN AMPEL STATE ISLAMIC UNIVERSITY  
SURABAYA**

**2026**

# PERNYATAAN KEASLIAN TULISAN

Yang bertanda tangan di bawah ini:

Nama : Nadya Wahyu Pramita  
NIM : 06020522048  
Fakultas/Prodi : Tarbiyah dan Keguruan/Pendidikan Bahasa Inggris  
Judul : THE EFFECTIVENESS OF THE WEREWOLF GAME  
TO DEVELOP STUDENTS' ABILITY IN FORMULATING  
LANGUAGE EXPRESSIONS FOR INTERACTION IN  
ROLE-PLAY ACTIVITY

Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian dan karya saya sendiri, kecuali pada bagian-bagian yang dirujuk sumbernya sesuai kaidah penulisan ilmiah. Apabila di kemudian hari terbukti bahwa skripsi ini adalah hasil plagiasi, maka saya bersedia menerima sanksi akademik sesuai dengan peraturan perundang-undangan yang berlaku.

Surabaya, 9 April 2026

Yang menyatakan,



Nadya Wahyu Pramita  
NIM. 06020522048

## ADVISOR APPROVAL SHEET

This thesis by Nadya Wahyu Pramita entitled “The Effectiveness of the Werewolf Game to Develop Students’ Ability in Formulating Expressions for Interaction in Role-Play Activity” has been approved by the thesis advisors for further approval by the Board of Examiners.

Surabaya, 7 April 2026

Advisor I

A handwritten signature in blue ink, appearing to read 'M. Hanafi', with a large, sweeping flourish above the name.

M. Hanafi, M. Ag, MA.  
NIP. 197408042000031002

Advisor II

A handwritten signature in black ink, appearing to read 'Drs. Muhtarom', with a large, stylized flourish above the name.

Drs. Muhtarom, M.Ed.Grad.Dip.TESOL  
NIP. 196512201992031005

## EXAMINER APPROVAL SHEET

This thesis by Nadya Wahyu Pramita, "The Effectiveness of the Werewolf Game to Develop Students' Ability in Formulating Exprcssions for Interaction in Role-Play Activity," has been approved by the thesis advisors for further approval by the Board of Examiners.



8 April 2026

Dean

Prof. Dr. H. Muhammad Thohir, S. Ag., M.Pd.  
NIP. 197407251998031001

Examiner I

A handwritten signature in blue ink, appearing to be "Rakhmawati".

Rakhmawati, M.Pd.  
NIP. 197803172009122002

Examiner II

A handwritten signature in blue ink, appearing to be "Hilda Izzati".

Hilda Izzati Madjid, M.A  
NIP. 198602102011012012

Examiner III

A handwritten signature in blue ink, appearing to be "M. Hanafi".

M. Hanafi, M. Ag, M.A  
NIP. 197408042000031002

Examiner IV

A handwritten signature in blue ink, appearing to be "Drs. Muhtarom".

Drs. Muhtarom, M.Ed.Grad.Dip.TESOL  
NIP. 196512201992031005



**KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI SUNAN AMPEL SURABAYA  
PERPUSTAKAAN**

Jl. Jend. A. Yani 117 Surabaya 60237 Telp. 031-8431972 Fax.031-8413300  
E-Mail: [perpus@uinsby.ac.id](mailto:perpus@uinsby.ac.id)

LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI  
KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

Sebagai sivitas akademika UIN Sunan Ampel Surabaya, yang bertanda tangan di bawah ini, saya:

Nama : Nadya Wahyu Pramita  
NIM : 06020522048  
Fakultas/Jurusan : Fakultas Tarbiyah dan Keguruan / Pendidikan Bahasa Inggris  
E-mail address : nadyaspocm123@gmail.com

Demi pengembangan ilmu pengetahuan, menyetujui untuk memberikan kepada Perpustakaan UIN Sunan Ampel Surabaya, Hak Bebas Royalti Non-Eksklusif atas karya ilmiah :

Sekripsi  Tesis  Desertasi  Lain-lain (.....)

yang berjudul :

The Effectiveness of the Werewolf Game to Develop Students' Ability in Formulating Expressions for Interaction in Role-Play Activity

beserta perangkat yang diperlukan (bila ada). Dengan Hak Bebas Royalti Non-Eksklusif ini Perpustakaan UIN Sunan Ampel Surabaya berhak menyimpan, mengalih-media/format-kan, mengelolanya dalam bentuk pangkalan data (database), mendistribusikannya, dan menampilkan/mempublikasikannya di Internet atau media lain secara *fulltext* untuk kepentingan akademis tanpa perlu meminta ijin dari saya selama tetap mencantumkan nama saya sebagai penulis/pencipta dan atau penerbit yang bersangkutan.

Saya bersedia untuk menanggung secara pribadi, tanpa melibatkan pihak Perpustakaan UIN Sunan Ampel Surabaya, segala bentuk tuntutan hukum yang timbul atas pelanggaran Hak Cipta dalam karya ilmiah saya ini.

Demikian pernyataan ini yang saya buat dengan sebenarnya.

Surabaya, 9 April 2026

Penulis

(Nadya Wahyu Pramita)

## ABSTRACT

Nadya Wahyu Pramita (2026). *The Effectiveness of The Werewolf Game to Develop Students' Ability in Formulating Expressions for Interaction in Role-Play Activity*. A thesis. English Language Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Ampel Surabaya. Supervisor I: M. Hanafi, M. Ag, MA. Supervisor II: Drs. Muhtarom, M.Ed., Grad.Dip.TESOL.

Keywords: *Werewolf Game, Formulating Expressions, Interaction, Role-Play.*

This study aimed to determine the effectiveness of the Werewolf Game in developing students' ability to formulate expressions for interaction, such as asking opinions, giving opinions, asking permission, giving permissions, agreement, and disagreement, within role-play activities. This research employed a quantitative approach with a pre-experimental design with one-group pre-test and post-test, involving 31 students of class 8E at SMP Negeri 3 Peterongan PP Darul 'Ulum Rejoso – Jombang. The results of the study indicated a significant improvement in students' abilities after the treatment. Based on the statistical analysis using the Wilcoxon Signed Ranks Test, a significance value of 0.000 ( $p < 0.05$ ) was obtained, meaning that the Null Hypothesis ( $H_0$ ) was rejected and the Alternative Hypothesis ( $H_a$ ) was accepted. This was further supported by the average N-Gain score of 0.7239 (72.4%), which falls into the High category. Observations during the treatment also showed an increase in student engagement, rising from 80.7% to the 90.4% in the second session. In conclusion, the Werewolf Game is effective in developing students' ability to formulate expressions for interaction in role-play activity.

## ABSTRAK

Nadya Wahyu Pramita (2026). *The Effectiveness of The Werewolf Game to Develop Students' Ability in Formulating Expressions for Interaction in Role-Play Activity*. A thesis. English Language Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Ampel Surabaya. Supervisor I: M. Hanafi, M. Ag, MA. Supervisor II: Drs. Muhtarom, M.Ed., Grad.Dip.TESOL.

Kata Kunci: *Permainan Werewolf, Menyusun Ungkapan, Interaksi, Bermain Peran*

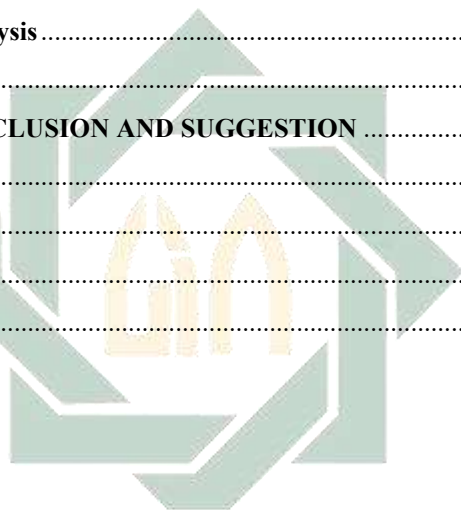
Penelitian ini bertujuan untuk menentukan efektivitas Permainan Werewolf dalam mengembangkan kemampuan siswa dalam menyusun ungkapan untuk interaksi, seperti meminta pendapat, memberikan pendapat, meminta izin, memberikan izin, persetujuan, dan ketidaksetujuan, dalam kegiatan peran. Penelitian ini menggunakan pendekatan kuantitatif dengan desain pra-eksperimen satu kelompok dengan tes pra dan pasca, melibatkan 31 siswa kelas 8E di SMP Negeri 3 Peterongan PP Darul 'Ulum Rejoso– Jombang. Hasil penelitian menunjukkan peningkatan yang signifikan dalam kemampuan siswa setelah perlakuan. Berdasarkan analisis statistik menggunakan Uji Wilcoxon Signed Ranks, nilai signifikansi 0.000 ( $p < 0.05$ ), artinya Hipotesis Nol ( $H_0$ ) ditolak dan Hipotesis Alternatif ( $H_a$ ) diterima. Hal ini didukung oleh skor rata-rata N-Gain sebesar 0.7239 (72,4%), yang masuk dalam kategori tinggi. Pengamatan selama perlakuan juga menunjukkan peningkatan keterlibatan siswa, dari 80,7% menjadi 90,4% pada sesi kedua. Kesimpulannya, permainan Werewolf efektif untuk mengembangkan kemampuan siswa dalam menyusun ungkapan untuk interaksi dalam kegiatan bermain peran.

## Table of Contents

<b>PERNYATAAN KEASLIAN TULISAN</b> .....	i
<b>ADVISOR APPROVAL SHEET</b> .....	ii
<b>EXAMINER APPROVAL SHEET</b> .....	iii
<b>MOTTO</b> .....	v
<b>Dedication Sheet</b> .....	vi
<b>ACKNOWLEDGEMENT</b> .....	vii
<b>ABSTRACT</b> .....	ix
<b>ABSTRAK</b> .....	x
<b>Table of Contents</b> .....	xi
<b>List of Tables</b> .....	xiv
<b>List of Figures</b> .....	xv
<b>List of Appendices</b> .....	xvi
<b>List of Abbreviations</b> .....	xvii
<b>A. Research Background</b> .....	1
<b>B. Research Question</b> .....	6
<b>C. Objective of the Study</b> .....	6
<b>D. Significance of the Study</b> .....	6
<b>1. Theoretical Significance</b> .....	6
<b>2. Practical Significance</b> .....	6
<b>3. Methodological Significance</b> .....	7
<b>E. Scope and Limit of the Study</b> .....	7
<b>1. Scope of the Study</b> .....	7
<b>2. Limit of the Study</b> .....	8

<b>F. Definition of Key Terms</b> .....	8
1. Werewolf Game .....	9
2. Students' Ability in Formulating Expressions .....	9
3. Role-Play in Interaction .....	10
<b>CHAPTER II REVIEW OF RELATED LITERATURE</b> .....	11
<b>A. Theoretical Framework</b> .....	11
1. Communicative Language Teaching (CLT) .....	11
2. Game-Based Learning .....	15
<b>B. Previous Study</b> .....	19
<b>C. Hypotheses</b> .....	23
<b>CHAPTER III RESEARCH METHOD</b> .....	24
<b>A. Research Design</b> .....	24
<b>B. Population and Sample</b> .....	25
<b>C. Research Instrument</b> .....	27
<b>D. Data Collection Technique</b> .....	28
1. Pre-test .....	28
2. Treatment .....	29
3. Observation Checklist .....	45
4. Post-test .....	45
<b>E. Data Analysis Technique</b> .....	47
<b>F. Data Validation &amp; Reliability</b> .....	47
<b>CHAPTER IV RESEARCH FINDINGS AND DISCUSSIONS</b> .....	49
<b>A. Findings</b> .....	49
1. Students' Pre-Test Result .....	49
2. Treatment Implementation .....	52

3. Students' Post-Test Result.....	54
4. The Schedule of the Research (Pre-Test, Treatment, and Post-Test) .....	57
5. Data Analysis .....	58
B. Discussion .....	64
<b>CHAPTER V CONCLUSION AND SUGGESTION .....</b>	<b>67</b>
A. Conclusion .....	67
B. Suggestion.....	67
<b>REFERENCES.....</b>	<b>69</b>
<b>APPENDICES.....</b>	<b>74</b>



UIN SUNAN AMPEL  
S U R A B A Y A

## List of Tables

<b>Table 3.1 The Schedule of the Research</b> .....	24
<b>Table 3.2 Design of the Study</b> .....	25
<b>Table 3.3 Random Number Results Before Sorting</b> .....	26
<b>Table 3.4 Random Number Results After Sorting</b> .....	26
<b>Table 3.5 Werewolf Game Rules</b> .....	29
<b>Table 4.1 Students' Pre-Test Result</b> .....	49
<b>Table 4.2 Pre-Test Result Percentage</b> .....	51
<b>Table 4.3 Students' Post-Test Result</b> .....	54
<b>Table 4.4 Post-Test Result Percentage</b> .....	56
<b>Table 4.5 Table of the Pre-Test, Treatment, and Post-Test</b> .....	57
<b>Table 5.1 Shapiro-Wilk Test</b> .....	58
<b>Table 5.2 NPar Test Wilcoxon Signed Rank Test</b> .....	58
<b>Table 5.3 Reliability Statistics Pre-Test Formal Situation</b> .....	60
<b>Table 5.4 Reliability Statistics Pre-Test Informal Situation</b> .....	60
<b>Table 5.5 Reliability Statistics Post-Test Formal Situation</b> .....	61
<b>Table 5.6 Reliability Statistics Post-Test Informal Situation</b> .....	62
<b>Table 5.7 Result of N-Gain</b> .....	63

UIN SUNAN AMPEL  
S U R A B A Y A

**List of Figures**

**Figure 4.1 Graphic of the Pre-test Result..... 52**  
**Figure 4.2 Graph of Post-Test Result ..... 57**



UIN SUNAN AMPEL  
S U R A B A Y A

### List of Appendices

<b>Appendix 1</b>	<b>: Research Permit Letter.....</b>	<b>74</b>
<b>Appendix 2</b>	<b>: Supervisor Assignment Letter.....</b>	<b>75</b>
<b>Appendix 3</b>	<b>: Research Instrument Pre-Test and Post-Test....</b>	<b>76</b>
<b>Appendix 4</b>	<b>: Research Instrument Scoring Rubric.....</b>	<b>81</b>
<b>Appendix 5</b>	<b>: Research Instrument Validation Sheet.....</b>	<b>84</b>
<b>Appendix 6</b>	<b>: Teaching Module.....</b>	<b>85</b>
<b>Appendix 7</b>	<b>: Score of Pre-Test and Post-Test.....</b>	<b>93</b>
<b>Appendix 8</b>	<b>: Observation Checklist.....</b>	<b>93</b>
<b>Appendix 9</b>	<b>: Fieldnote.....</b>	<b>93</b>



UIN SUNAN AMPEL  
S U R A B A Y A

### List of Abbreviations

<b>App AO</b>	: Appropriateness of Expressions of Asking Opinions
<b>Rel AO</b>	: Relevance to the Context of Asking Opinions
<b>Voc AO</b>	: Vocabulary Choice of Asking Opinions
<b>Var AO</b>	: Variety of Expressions of Asking Opinions
<b>Func AO</b>	: Functional Use of Asking Opinions
<b>App GO</b>	: Appropriateness of Expressions Giving Opinions
<b>Rel GO</b>	: Relevance to the Context of Giving Opinions
<b>Voc GO</b>	: Vocabulary Choice of Giving Opinions
<b>Var GO</b>	: Variety of Expressions of Giving Opinions
<b>Func GO</b>	: Functional Use of Giving Opinions
<b>App AP</b>	: Appropriateness of Expressions of Asking Permissions
<b>Rel AP</b>	: Relevance to the Context of Asking Permissions
<b>Voc AP</b>	: Vocabulary Choice of Asking Permissions
<b>Var AP</b>	: Variety of Expressions of Asking Permissions
<b>Func AP</b>	: Functional Use of Asking Permissions
<b>App GP</b>	: Appropriateness of Expressions of Giving Permissions
<b>Rel GP</b>	: Relevance to the Context of Giving Permissions
<b>Voc GP</b>	: Vocabulary Choice of Giving Permissions
<b>Var GP</b>	: Variety of Expressions of Giving Permissions
<b>Func GP</b>	: Functional Use of Giving Permissions
<b>App Agg</b>	: Appropriateness of Expressions of Agreement
<b>Rel Agg</b>	: Relevance to the Context of Agreement
<b>Voc Agg</b>	: Vocabulary Choice of Agreement
<b>Var Agg</b>	: Variety of Expressions of Agreement
<b>Func Agg</b>	: Functional Use of Agreement
<b>App Dis</b>	: Appropriateness of Expressions Disagreement
<b>Rel Dis</b>	: Relevance to the Context of Disagreement
<b>Voc Dis</b>	: Vocabulary Choice of Disagreement
<b>Var Dis</b>	: Variety of Expressions Disagreement
<b>Func Dis</b>	: Functional Use of Disagreement

## REFERENCES

- Akhmad, Z. D., & Amiri, N. I. (2018). Analysis of Students' Understanding in Using Formal and Informal Expression. *Al-Lisan*, 3(2), 94–103. <https://doi.org/10.30603/al.v3i2.424>
- Andini, H. K. H. (2014). *Improving the Eight Grade Students' Speaking Skills Through Role Play at SMPN 1 Klaten in the Academic Year of 2013/2014* [YOGYAKARTA STATE UNIVERSITY]. <https://eprints.uny.ac.id/19238/1/Husnul%20Khotimah%20Hanar%20A%2009202241020.pdf>
- Anggraeni, A. D. (2019). Pengembangan Media Permainan Werewolf untuk Mengenalkan Keragaman Sosial Budaya Indonesia pada Siswa Kelas V SDN Pacar Keling V Surabaya. *PGSD FIP Universitas Negeri Surabaya*.
- Arikunto, S. (2010). *Prosedur Penelitian Suatu Pendekatan Praktik*. Rineka Cipta.
- Biddle, B. J. (1986). *Recent Developments in Role Theory*. University of Missouri.
- Brown, H. D. (2006). *Language Assessment: Principles and Classroom Practices* (Nachdr.). Longman.
- Canale, M., & Swain, M. (1980). *Theoretical Bases of Communicative Approaches to Second Language and Testing*. Oxford University Press. [https://www.researchgate.net/profile/Merrill-Swain/publication/31260438\\_Theoretical\\_Bases\\_of\\_Communicative\\_Approaches\\_to\\_Second\\_Language\\_Teaching\\_and\\_Testing/links/0c960516b1dadad753000000/Theoretical-Bases-of-Communicative-Approaches-to-Second-Language-Teaching-and-Testing.pdf](https://www.researchgate.net/profile/Merrill-Swain/publication/31260438_Theoretical_Bases_of_Communicative_Approaches_to_Second_Language_Teaching_and_Testing/links/0c960516b1dadad753000000/Theoretical-Bases-of-Communicative-Approaches-to-Second-Language-Teaching-and-Testing.pdf)
- Chaplin, J. P. (2013). *Kamus Lengkap Psikologi, Alih Bahasa, Kartini Kartono* (1st ed.). Penerbit Grafindo Persada.
- Chesler, M., & Fox, R. (1966). *Role-Playing Methods in the Classroom*. Science Research Associates, Inc. <https://files.eric.ed.gov/fulltext/ED075276.pdf>
- Cohen, L., Manion, L., & Morrison, K. (2018). *Research Methods in Education*. <https://staibabussalamsula.ac.id/wp-content/uploads/2024/03/Louis-Cohen-Lawrence-Manion->

Keith-Morrison-Research-Methods-in-Education-Routledge-2018-staibabussalamsula.ac\_id\_.pdf

- Creswell, J. W., & Creswell, J. D. (2009). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Sage Publications, Inc.
- Dewi, R. S., Kultsum, U., & Armadi, A. (2016). Using Communicative Games in Improving Students' Speaking Skills. *English Language Teaching*, 10(1), 63. <https://doi.org/10.5539/elt.v10n1p63>
- Europe, C. of. (2020). *Common European Framework of Reference for Languages: Companion Volume*. Council of Europe.
- Field, A., Miles, J., & Field, Z. (2014). *Discovering statistics using R* (Repr). Sage.
- Fink, A. (2010). Survey Research Methods: Interrater Reliability [International Encyclopedia of Education (Third Edition)]. *Inter- and Intrarater Reliability*. <https://www.sciencedirect.com/topics/nursing-and-health-professions/interrater-reliability>
- Fitriati, S. W., & Lisa, A. (2019). *Discourse Studies in English Language Education* (1st ed.). UNESS PRESS.
- Hake, R. R. (1999). Analyzing Change/Gain Scores. *American Educational Research Association's Division D*.
- Hariz, W.-, Sudana, D., & Gunawan, W. (2021). Pengaruh Penggunaan Bot Werewolf Telegram pada Penguasaan Kosakata Siswa Sekolah Menengah Atas. *Jurnal Penelitian Pendidikan*, 21(2), 12–24. <https://doi.org/10.17509/jpp.v21i2.37421>
- Hasanat, H., Abu Omar, R. A., & Al-Jazi, S. (2017). A study of the Extent and Nature of Classroom Verbal Interaction in Tenth-Grade, Arabic Language Class in Jordan Using Flanders Interaction Analysis Category System (FIACS). *International Journal of Learning and Development*, 7(4), 68. <https://doi.org/10.5296/ijld.v7i4.12106>
- Hashim, H., Rafiqah M. Rafiq, K., & Md. Yunus, M. (2019). Improving ESL Learners' Grammar with Gamified-Learning. *Arab World*

- English Journal*, (5), 41–50.  
<https://doi.org/10.24093/awej/call5.4>
- Humaeroah, H. (2017). Teachers' Expressions in EFL Classroom at a Senior High School. *ELT Worldwide: Journal of English Language Teaching*, 4(1), 44.  
<https://doi.org/10.26858/eltww.v4i1.3196>
- Hutagalung, M. (2018). *The Use of Werewolf Game to Improve Student's Speaking Skill in Second Grade of SMA Negeri 1 Siabu*. Universitas HKBP Nommensen.
- Kian, T. H. (2021). Using Werewolf Game in Speaking Lessons Among Primary ESL Learners: A Case Study. *Faculty of Social Sciences and Humanities Universiti Teknologi Malaysia*.
- Larsen-Freeman, D., & Anderson, M. (2011). *Techniques and Principles in Language Teaching* (3rd ed). Oxford University Press.
- Long, M. H. (1996). *Input, Interaction, and Second Language Acquisition*. The New York Academy of Sciences.
- Mahmoud, A. A. A., & Tanni, Z. A. (2014). Using Games to Promote Students' Motivation towards Learning English. □□□□ □ □□□□□□□ □□□□□□□□ □□□□ □□□□ 33–11), 5(2, □□□□□□□ □□□□□□□□ □□□□□□□□. <https://doi.org/10.12816/0016267>
- Maulana, I., & Lolita, Y. (2023). The Effectiveness of Role-Play To Improve Student's Speaking Achievement. *International Journal of Education*, 3.
- Migdal, P. (2010). *A Mathematical Model of the Mafia Game*.
- Muhdar, S., & Mus, A. H. (2020). Werewolf Game: Strategi Pembelajaran Bahasa Indonesia dalam Mengoptimalkan Pendidikan Karakter di PKBM Pandawa. *Jurnal Ilmiah Telaah*, 5(1).
- Mukaromah, S., & Joko Yulianto, H. (2023). Classroom Interaction in the Teaching of English at a Private High School in Indonesia. *English Education Journal*, 13(1), 105–117.  
<https://doi.org/10.15294/eej.v13i1.71936>
- Nasution, J. (2021). *SPEAKING FOR DAILY CONTEXT*. CV. AYRADA MANDIRI.

- Neupane, B. (2019). Effectiveness of Role Play in Improving Speaking Skill. *Journal of NELTA Gandaki*, 1, 11–18. <https://doi.org/10.3126/jong.v1i0.24454>
- Nur, A. (2019). *Daily Expressions and Word-study in Conversation* (1st ed.). Perdana Mulya Sarana.
- Nurhidayatullah, N., Hidayat, M., & Masita, E. (2023). The Analysis of Classroom Interaction in English Between Teachers and Students at A Kindergarten in Jambi. *Langue (Journal of Language and Education)*, 2(1), 73–81. <https://doi.org/10.22437/langue.v2i1.26646>
- Permana, H. S., Fitriana, N. A., Safitri, N., Wicaksono, P. A., & Safitri, H. (2025). Semantics Analysis of Sentence, Utterance, and Proposition in Blyton's on the Farm. *Jejak Digital: Jurnal Ilmiah Multidisiplin*, 1(4b), 1809–1816.
- Piscesa, M. M., & Aji, M. P. P. (2024). The Use of Role Play to Improve Students Speaking Skill 2024. *The 10th ELTT Conference, Proceedings: FKIP-Prodi Pendidikan Bahasa Inggris, Universitas Nusantara PGRI Kediri*. <https://proceeding.unpkediri.ac.id/index.php/eltt/article/view/6860/4467>
- Plass, J. L., Homer, B. D., & Kinzer, C. K. (2015). Foundations of Game-Based Learning. *Educational Psychologist*, 50(4), 258–283. <https://doi.org/10.1080/00461520.2015.1122533>
- Prastiwo, J. E. (2020). Memperkuat Kecakapan Siswa Melalui Werewolf in Education di SMAN 2 Blitar. *Briliant: Jurnal Riset dan Konseptual*, 5(1), 137. <https://doi.org/10.28926/briliant.v5i1.442>
- Ramadhani, M. T., Ruyadi, Y. R., & Supriyono, S. S. (2022). Peningkatan Keterampilan Berpikir Kritis Siswa SMAN 1 Tambun Selatan Melalui Permainan Werewolf Card Game. *Syntax Idea*, 4(5), 913–923. <https://doi.org/10.46799/syntax-idea.v4i5.1844>
- Richards, J. C., & Rodgers, T. S. (2001). *Approaches and Methods in Language Teaching* (2nd ed.). Cambridge University Press. <https://ia801609.us.archive.org/28/items/ApproachesAndMethodsInLanguageTeaching2ndEditionCambridgeLanguageTeachin>

gLibrary\_201610/\_Approaches\_and\_Methods\_in\_Language\_Teaching\_2nd\_Edition\_Cambridge\_Language\_Teaching\_Library\_.pdf

- Robbins, S. P., & Judge, T. (2013). *Organizational Behavior* (15th ed.). Pearson.
- Ruslan. (2020). Students' Perception on the Use of Role Play by the Teacher in EFL Classroom. *JOURNAL OF TEACHING & LEARNING ENGLISH IN MULTICULTURAL CONTEXTS (TLEMC)*, 4(1), 46–54.
- Scrivener, J. (2005). *Learning Teaching* (2nd ed.). Macmillan Publishers Limited.
- Sudra, F., Erma Purwanti, S., & Tria Sauhana, F. (2021). A Study on the Students' Ability in Using Expression of Seventh Grade MTs Al-Rasyid Tanjung Siantar. *J-SHELVES OF INDRAGIRI (JSI)*, 3(1), 22–31. <https://doi.org/10.32520/jsi.v3i1.1769>
- Vygotsky, L. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Style.
- Wills, S., Leigh, E., & Ip, A. (2011). *The Power of Role-based e-Learning Designing and Moderating Online Role Play* (1st ed.). Routledge.

UIN SUNAN AMPEL  
S U R A B A Y A