

## ABSTRACT

**Novia (2020): Werewolf: A Game-based Learning through Twitter to Foster Students' Critical Thinking Skills** (A Case Study at UIN Sunan Gunung Djati Bandung). A Paper. English Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Gunung Djati Bandung.

This study is intended to discover students' critical thinking by engaging them in activities by playing the werewolf as game-based learning. This study is written to achieve the objectives: 1) to find out the process of teaching critical thinking using werewolf as game-based learning, 2) to find out if there any Paul and Elder critical thinking framework aspects emerged during the process of teaching critical thinking using game-based learning.

This study adopted the qualitative research design, particularly a case study. The participants are nine students of the second semester at the English Education Department in UIN Sunan Gunung Djati Bandung. The participants were selected based on the characteristics needed in this study which are having an experience playing the werewolf game, experience on using twitter, and also having a better internet access. To obtain the data, observation and document analysis were used in this study. The observation was conducted online by using Zoom application. The observation data was aimed to discover the process of teaching critical thinking using game-based learning. Then, the document analysis was collected in form of the screenshot of students' discussion while playing the werewolf on twitter. The data of students' critical thinking aspects were analyzed using the theory of Paul and Elder Critical Thinking Framework 2008.

The findings shows that the first, regarding the implementation, the process of teaching critical thinking using werewolf as game-based learning was established by implementing the procedure of teaching critical thinking skill; activating prior knowledge, introducing critical thinking skill, playing the werewolf game on twitter, answering the question related to the critical thinking skill based on the game, and discussing the answer of the question through direct message on twitter, communicating the result of the discussion, participating to asking a questions, and refuting or adding the discussion. Second, several CT skills emerged during the learning process. The students' discussion result showed that using werewolf as game-based learning seems to help students perform the critical thinking aspects of Paul and Elder critical thinking framework especially the aspects of *point of view* and question at issue.

In summary, the finding shows that the implementation of using werewolf as game-based learning was helpful to engage students' critical thinking skill. Then, this study recommends further implementation of the future researcher who want to engage critical thinking skill for students, especially, the aspects of *point of view* and question at issue of Paul and Elder Critical Thinking Framework 2008.