

CHAPTER I

INTRODUCTION

A. The Background of the Study

Learning English as a foreign language in Indonesia has become a primary focus within the national education system. Speaking English, in particular, is a crucial skill as it enables students to communicate effectively in a global context.¹ It means the ability to speak English opens up numerous opportunities for higher education, career advancement, and international collaboration.

However, many students in Indonesia struggle to achieve proficiency in speaking English despite its importance. Franscy and Ramli identified that EFL students in Indonesia face both linguistic and non-linguistic challenges in mastering speaking skills. Linguistic difficulties include comprehension, pronunciation, vocabulary, grammar, and fluency. Non-linguistic challenges involve nervousness, lack of motivation, fear of making

¹ Sadullayeva Nilufar Kadamovna, "The Importance of Speaking Skills for EFL Learners", *International Journal of Innovations in Engineering Research and Technology [IJIERT]*, Vol. 8, No. 1, (2021), 28.

mistakes, and low class participation.² Furthermore, according to Kheryadi and Hilmiyati, the challenges are lack of confidence to speak, students struggle with both the technical aspect of explaining their material and the emotional aspect of managing their nerves and confidence while presenting.³ These challenges highlight the need for new and effective teaching methods that can help students improve their speaking skills.

Traditional teaching methods, such as lectures and rote memorization, are less effective in developing students' speaking skills. Research by Rajendran et al. shows that traditional teaching methods for speaking often fail to provide opportunities for students to interact directly and spontaneously in English.⁴ Conversely, Ningsih's research shows that more interactive and activity-based teaching approaches, such as game-based learning,

² Fransy & Ramli, "Problems Encountered by Indonesian EFL Learners In Mastering Speaking Skills", *Pioneer: Journal of Language and Literature*, Vol. 14, No. 1, (2022), 1

³ Kheryadi & Fitri Himliyati, "Identifying Difficulties Encountered by Indonesian EFL Learners in Oral Presentation", *Voices of English Language Education Society (VOLES)*, Vol. 5, No. 1, (2021), 36

⁴ Megala Rajendran et al., "Investigation into the Source of Students' English Speaking Difficulties", *World Journal of English Language*, Vo. 14, No. 3, (2024), 458

have proven more effective in enhancing students' language skills.⁵ These interactive methods create a more engaging and supportive learning environment that encourages active participation.

This situation reflects a significant gap between the ideal expectations of English speaking instruction and the actual classroom realities. Ideally, students should experience communicative and interactive learning environments that foster confidence, fluency, and spontaneous speaking. However, in many Indonesian classrooms, the teaching of speaking is still dominated by traditional methods that emphasize memorization over communication. As a result, students often remain passive, anxious, and unmotivated, with limited opportunities to practice speaking meaningfully. This gap highlights the urgent need for teaching strategies that can bridge the divide between pedagogical goals and students' actual experiences.

Based on preliminary observations and interviews conducted at SMKS Sabilu El-Muhtadin Pandeglang, it was revealed that most students perceive speaking as one of the most

⁵ Ni Luh Ayu Budi Hari Ningsih, "The Importance of Game-Based Learning in English Learning for Young Learners in the 21st Century", *The Art of Teaching English as a Foreign Language*, Vol.4, No.1, (2023), 25

challenging English skills, along with listening, writing, and reading. The students' speaking scores were also found to be relatively low. The main challenges identified include a lack of confidence, low motivation, limited vocabulary, and a general reluctance to practice speaking regularly. These issues indicate the need for a more engaging and interactive approach to teaching speaking. Therefore, it is necessary to implement an alternative method that can effectively enhance students' speaking skills.

Game-based learning is an approach that integrates game elements into the learning process to boost students' motivation and engagement. According to Ochoa-Cueva, Castillo-Cuesta, Cabrera-Solano, game-based learning is not only enjoyable but also provides deep and meaningful learning experiences to develop students' linguistic and pedagogical skills.⁶ In the context of language learning, games can create a supportive environment where students feel more comfortable and confident practicing speaking.

⁶ Cesar Ochoa-Cueva, Luz Castillo-Cuesta, & Paola Cabrera-Solano, "Engaging English as a Foreign Language (EFL) Students through the Game-Based Learning Approach in Higher Education", *International Journal of Learning, Teaching and Educational Research*, Vol. 22, No. 7, (2023), 517

"Liar Game" is one type of role-play game genre that can be used in English language teaching. Although no specific research has yet examined "Liar Game" in the context of English language learning, this game is a role-play mode genre like the other popular games such as "Werewolf" and "Mafia Game." These games have been used in several studies to enhance students' social and communication skills. For instance, Adhiyati and Fatimah's research discusses how the "Werewolf" game can effectively teach speaking to high school students by encouraging them to voice their arguments and opinions in a fun and engaging way.⁷ Similarly, Rahmawati's study found that the "Werewolf" game significantly increased students' motivation and improved their narrative text speaking skills.⁸

Furthermore, Saefullah, Norhaidi, Romly, & Abdullah 's research focused on using the "Mafia Game" in ESL classrooms to reduce learners' anxiety and improve speaking abilities. Their study revealed that playing "Mafia Game" helped students feel less

⁷ Adek Adhiyati & Sitti Fatimah, "Using Werewolf Game To Teach Speaking To Senior High School Students", *Journal of English Language Teaching*, Vol. 8, No. 1, (2020), 61

⁸ Mawadah Kardina Dwi Rahmawati, "Using Werewolf Game to Improve the Students Narrative Text Speaking Skill of the Tenth Graders of SMA Muhammadiyah 1 Kota Magelang in the School Year 2019/2020." A Paper. (Magelang: Faculty of Education and Teachers Training, Tidar University, 2019), vii

anxious and more engaged, ultimately improving their speaking skills.⁹ This study also highlighted the importance of selecting suitable games and providing clear instructions to cater to students with varying English proficiency levels.

The gap in this research lies in the lack of studies specifically examining the effectiveness of "Liar Game" in improving students' English speaking skills in Indonesia. Most previous research has focused on the general use of games or on games like "Werewolf" and "Mafia Game." For example, Halim's study analyzed the strategic elements of the "Mafia Game" and its potential impact on players' decision-making abilities, demonstrating the game's utility in educational contexts.¹⁰ However, there is still a need to explore how "Liar Game" can be adapted and applied in English language classes in Indonesia to fill this gap in the current literature.

The novelty of this research is the use of "Liar Game" as an innovative teaching tool to improve students' English speaking

⁹ Wan Muhammad Saefullah, Wan Norhaidi, Raihana Romly, & Ahmad Niza Syazre Abdullah, "Lowering Anxiety Among Low Proficiency ESL Learners using the Mafia Game", *International Journal of Innovative Technology and Exploring Engineering (IJITEE)*, Vol. 8, No.2, 9 (2019), 67

¹⁰ Gemma Halim, "Strategies in the Game of Mafia", *Horizons*, Vol. 6, No. 1, (2021),135

skills. The significant difference between Werewolf, Mafia, and Liar Game lies in their mechanics and focus. In contrast, the Liar Game simplifies the setup by focusing on individual players' ability to describe a keyword without revealing too much information, while one player, the liar, must convincingly fabricate their knowledge of the keyword. This game highlights individual speaking skill, improvisation, and keeping a consistent story, so not only their speaking improved but also their critical thinking. This study will empirically test the effectiveness of this game in a specific context, namely at SMKS Sabilu El-Muhtadin Pandeglang, and provide new insights into more interactive and engaging teaching methods for students.

In this study, the researcher will implement "Liar Game" in English classes and measure its impact on students' speaking skills through pre-tests and post-tests. By integrating "Liar Game" into English language teaching, it is expected that students will be more motivated to practice speaking and feel more confident using English. The game is also expected to create a more enjoyable learning atmosphere and reduce anxiety about speaking in public.

Considering these various benefits, this research aims to test the effectiveness of using Liar Game in improving students' speaking skills. It is hoped that this research can make a significant contribution to developing innovative and effective teaching methods, as well as providing practical solutions for teachers in addressing the problems encountered in teaching English speaking skills.

B. The Identification of the Problem

Based on background of study above, the researcher identifies some problems as follows:

1. The students' speaking score is low in every aspect such as accent, grammar, vocabulary, fluency, and comprehension
2. The students feel unconfident and anxiety during speaking in front of their friends
3. The students are not motivated during English lesson because the classroom atmosphere is boring
4. The teacher used conventional teaching and learning media such as pictures, whiteboard, and power point presentation.

C. The Limitation of the Problem

By using Liar games as a learning medium, the researcher hope that students can be more confident in speaking in front of the class, then also have new vocabulary and have more fun in class. This game can be used very easily and is fun when applied as a learning medium. This game focused to improved students' speaking skills at SMK Sabilu El-Muhtadin.

D. The Formulation of the study

Based on the problem in the background above, the researcher can mention the problem in research as follows:

1. How to apply the Liar Game in teaching speaking in the classroom context?
2. How is the effectiveness of using Liar Game to improve students' speaking skill?

E. The Objectives of Study

Based on the formulation of the study, the researcher can mention the object of study as follows:

1. To know how to apply the Liar Game in teaching speaking in the classroom context.

2. To know the effectiveness of using Liar Game to improve students' speaking skill.

F. The Significant of the Study

To be significantly divided into two kinds, theoretically and practically. The significant of the research is useful for teacher, student, school stakeholder, and other researchers.

1. Theoretically, the results of this study can contribute ideas for the renewal of English teaching method, especially speaking skills at the senior high school level. Then, it can make a scientific contribution in the science of English Education, namely making innovations in the use of experimental methods in improving students' speaking skills. It also becomes a foothold and reference for further studies related to improving speaking skills using teaching and method.
2. Practically, this research can increase students' knowledge and experience in learning, so as to increase students' interest and learning outcomes. The teachers also got an idea in designing lessons using "Liar Game". This research can increase knowledge and experience as well as creativity as teacher candidates in developing learning methods. In addition, this

research is also expected to be able to add a vehicle in the practice of applying the theories obtained during the study, can add scientific insight, a vehicle for practicing scientific writing skills and as one of the requirements for obtaining a Bachelor of Education degree at Sultan Maulana Hasanuddin State Islamic University, Banten.

G. Previous Study

There are some previous studies that related with the researcher's study. These studies are the references to make this research improved. In addition, there are some similarities and differences from these previous studies and the researcher's study.

Adek Adhiyati & Sitti Fatimah, *Journal of English Language Teaching*, 2020. 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.¹¹

Mawadah Kardina Dwi Rahmawati, *Faculty of Education and Teachers Training, Tidar University*, 2019. This research is entitled This study aims to know whether the use of Werewolf game can increase the students' motivation in learning narrative text speaking skill of the tenth graders of SMA Muhammadiyah 1 Kota Magelang or not and to know how great the improvement of students' narrative text speaking skill of the tenth graders of SMA Muhammadiyah 1 Kota Magelang after being taught using Werewolf game is. ivation in learning narrative text speaking skill. The students were not played their smartphone or had a conversation with friends, also the students more active to answer

¹¹ Adek Adhiyati & Sitti Fatimah, "Using Werewolf Game To Teach Speaking To Senior High School Students", *Journal of English Language Teaching*, Vol. 8, No. 1, (2020), 61

the teacher's questions. They did not felt sleepy although the learning process started in the afternoon. The students also did not felt afraid and shy anymore in speaking English. There is a great improvement of students' narrative text speaking skill. It is proven by the average score of the test in pre-cycle, cycle 1, and cycle 2. The students' average score in pre-cycle test is 55.85. In cycle 1 test, it improves become 62.31, then in cycle 2 test improves become 73.08 and it has reach the minimum criteria standard. The writer suggests to English teachers to use Werewolf game as one of the strategy to teach narrative text speaking skill in an interesting way.¹²

Wan Muhammad Saefullah, Wan Norhaidi, Raihana Romly, & Ahmad Niza Syazre Abdullah, *International Journal of Innovative Technology and Exploring Engineering (IJITEE)*, 2019. This study focuses on the use of the 'Mafia Game' in ESL classroom to help the learners to be less anxious in ESL classroom since respondents involved in this study are low proficiency ESL learners. The "Mafia Game" was played as a speaking activity

¹² Mawadah Kardina Dwi Rahmawati, "Using Werewolf Game to Improve the Students Narrative Text Speaking Skill of the Tenth Graders of SMA Muhammadiyah 1 Kota Magelang in the School Year 2019/2020." A Paper, (Magelang: Faculty of Education and Teachers Training, Tidar University, 2019), vii

which required players to interrogate and make a decision in a team. The instruments used in this study included a set of questionnaire, students' self-report and a set of semi-structured interview administered to 137 undergraduate students and 12 facilitators. The findings revealed that learners tended to have lower anxiety in learning English using the game. Besides, findings showed that the game is a useful tool to engage learners' participation and to improve the speaking ability of low proficiency ESL learners. It can be recommended that using games in ESL classroom is beneficial to low proficiency ESL learners from several aspects, however teachers ought to consider thoughtfully when selecting suitable games and also instructions that must be given to students during the implementation of the game since students with different English ability performed differently.¹³

Gemma Halim, *Horizons Journal*, 2021. This paper focuses on the impact of each role at different stages of Mafia Game to form optimal strategies for the different roles, taking into account

¹³ Wan Muhammad Saefullah, Wan Norhaidi, Raihana Romly, & Ahmad Niza Syazre Abdullah, "Lowering Anxiety Among Low Proficiency ESL Learners using the Mafia Game", *International Journal of Innovative Technology and Exploring Engineering (IJITEE)*, Vol. 8, No.2, 9 (2019), 67

that mafias depend on possibility while the townies depend on probability. A hypothesis is first made with theoretical probabilities based on common and logical plays that will then be compared to experimental probabilities derived from real-life games conducted. These findings are then evaluated to compose a strategy. This investigation focuses on a theoretical game with perfect circumstances, disregarding qualitative factors, that include but are not limited to, bluffing, body language, and manipulation, that may affect players' mannerisms and potentially the outcome of the game. It turns out that an individual vanilla townie has limited flexibility in their playstyle since they should always vote as a group while the mafia will have to rely on random possibilities to eliminate special roles. Moreover, the doctor should act as any other vanilla townie, never revealing their role, while cops, should share their investigations and reveal themselves when half the number of the mafia are found.¹⁴

This research, like previous studies by Adhiyati & Fatimah, Rahmawati, Saefullah et al., and Halim, aims to enhance students' speaking skills through game-based learning by increasing

¹⁴ Gemma Halim, "Strategies in the Game of Mafia", *Horizons*, Vol. 6, No. 1, (2021), 1

motivation and reducing anxiety; however, it differs by introducing the "Liar Game"—rather than the "Werewolf" or "Mafia" games—and focuses specifically on issues such as confidence, vocabulary, motivation, and laziness observed among students at SMKS Sabilu El-Muhtadin Pandeglang, addressing the unique needs of its participants compared to those in high school and university settings.

H. The Organization of Writing

This paper is arranged into five chapters, every chapter has some points to explain the chapter:

Chapter I Introduction, it contains the background of the study, statement of the problem, objective of the study, the significance of the study, the limitation study, previous study and the organization of writing.

Chapter II Theoretical Framework, this chapter consists of the theories from some experts who conducted the research related to this research.

Chapter III Research Methodology, it contains method of the research, the site and time of study, the population and sample, the technique of data collecting and the technique of data analysis.

Chapter IV Results and Discussion, which consist of research results and discussion.

Chapter V Closing, which consist of conclusion and suggestion.