

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

The researcher concludes this research to answer the formulation of the problem. The conclusion is based on the data finding and hypothesis testing:

1. The application of the Liar Game to enhance speaking skill in the experimental class at SMKS Sabilu El-Muhtadin was conducted over four meetings. The first meeting introduced basic concepts of teaching material and game rules, while the second focused on structured practice using themes relevant to everyday situations. The fourth meeting served as an evaluation and reflection session. The game itself followed specific steps: the teacher prepared pieces of paper for each player, with one blank paper for the liar. Players were selected through a concentration game, and each received a paper with a keyword. The liar, with the blank paper, had to pretend to know the keyword while students answered questions vaguely to avoid revealing the keyword. Afterward, players voted on who they believed the liar was, and the game concluded with the revelation of the liar's identity, effectively combining fun and education in developing speaking skill.

2. Based on hypothesis testing, it shows that  $H_a$ (alternative hypothesis) of the result is accepted and  $H_o$ (null hypothesis) is rejected. T-test calculation showed that  $t_{o:t_t} = 2,594 > 1,672$  in degree of significance 5% and  $t_{o:t_t} = 2,594 > 2,392$  in degree significance 1%. It means there is a significant effect of using Liar game on students' speaking skill at the eleventh grade of SMKS Sabilu El-Muhtadin Pandeglang.. The calculation of Cohen's d Effect Size gained  $d=0,666$  which means based on the table of Cohen's effect size criterion table, the size effect had moderate effect about Liar Game on the improvement of students' speaking skill.

## **B. Suggestion**

The researcher also suggests the school, the English teachers, and further researcher to improve English learning especially in speaking skill and to improve the next advance research:

1. For schools

The school is encouraged to support innovative teaching methods, such as using the Liar Game, to improve students' speaking skills. The school can facilitate training for teachers to better understand interactive and engaging teaching methods.

## 2. For English Teachers

English teachers are suggested to use the Liar Game method as an alternative in teaching speaking. This method can create a more enjoyable and challenging learning atmosphere, boosting students' confidence in speaking English. Additionally, teachers need to optimize classroom moderation to ensure all students participate equally.

## 3. For Students

Students are encouraged to actively participate in learning activities, especially when using methods like the Liar Game, which require improvisation and active involvement. They should also practice speaking skills outside of class by taking advantage of everyday situations to improve fluency and confidence.

## 4. For Further Researchers

For future researchers, it is recommended to explore the effectiveness of the Liar Game method further by examining other variables, such as improving speaking skills at different educational levels or in various social settings. Further research can also explore how this method can be applied in larger classes and with more complex learning topics.