# CHAPTER V

## CONCLUSION AND SUGGESTION

### 5.1 Conclusion

Based on the data provided, which includes pre-test and post-test scores for a control class and an experimental class, we can draw conclusions about the effects of the guessing game "Who Am I" on developing students' speaking skills at SMAS Al-Washliyah 1 Medan.

The pre-test scores for both the control and experimental classes showed no significant difference, indicating that both groups had similar speaking skills before the intervention. However, after the implementation of the guessing game "Who Am I," the post-test scores showed notable improvements in both classes.

The post-test scores for the experimental class were higher on average compared to the control class. Additionally, the highest score in the experimental class was higher than the highest score in the control class. These findings suggest that the intervention had a positive effect on developing students' speaking skills.

Based on the analysis, it can be concluded that the guessing game "Who Am I" had a significant effect in enhancing students' speaking skills at SMAS Al-Washliyah 1 Medan. The results indicate that the intervention led to improve speaking abilities in the experimental class compared to the control class.

The comparison between lCount and lTable reveals that lCount has a value of 0.118980509, while lTable has a value of 0.161974406. Since lCount is less than lTable, it indicates that the observed test statistic or calculated value is smaller than the critical value obtained from the table or a reference source.

Based on this comparison, the conclusion drawn is that the null hypothesis (Ho) is accepted. The null hypothesis typically represents the assumption of no significant difference or no effect. In this case, accepting the null hypothesis suggests that there is no significant difference or effect between the variables or conditions being studied

The comparison between fCount and fTable reveals that fCount has a value of 1.971209913, while fTable has a value of 1.860811435. Since fCount is greater than fTable, it indicates that the observed F-statistic or calculated value is larger than the critical value obtained from a reference source or table.

Based on this comparison, the conclusion drawn is that the null hypothesis (Ho) is rejected. The null hypothesis typically represents the assumption of no significant difference or no effect. Rejecting the null hypothesis suggests that there is a significant difference or effect between the variables or conditions being studied.

## 5.2 Suggestion

Based on the positive outcomes observed in this study, it is recommended to continue implementing the guessing game "Who Am I" as a teaching tool to further develop students' speaking skills at SMAS Al-Washliyah 1 Medan. The game can be incorporated into the regular curriculum to provide engaging and interactive opportunities for students to practice and enhance their speaking abilities.

Additionally, it is advisable to conduct further research to explore the long-term effects of the guessing game "Who Am I" on students' speaking skills and to investigate the specific aspects of speaking that are most positively impacted by the game. This can help refine the implementation of the game and provide more targeted support for students' language development.

Furthermore, it would be beneficial to collect qualitative data, such as student feedback or observations, to gain deeper insights into the students' experiences with the game and to gather additional evidence supporting the effectiveness of the intervention.

By implementing these suggestions, educators and researchers can continue to enhance students' speaking skills and contribute to the ongoing improvement of language education at SMAS Al-Washliyah 1 Medan.