

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the research that has been conducted on students of grade VIII of SMP Negeri 1 Harian, it can be concluded:

Based on the results of the research on students' perceptions of the Show and Tell method in learning English speaking at SMP Negeri 1 Harian, it can be concluded that this method has a significant positive impact in creating a comfortable and supportive classroom atmosphere for communication. The use of visual elements and an interactive approach in Show and Tell helped students feel more relaxed and motivated to actively participate in speaking activities. Moreover, this method increased students' interest in English speaking lessons by providing an interesting and relevant context through the use of objects and stories they shared. Social interaction among students also improved, as group discussions and peer support helped build collaborative dynamics and strengthen positive social bonds within the class.

Students' perceptions of the Show and Tell method are influenced by both structural and functional factors. These factors contribute to positive perceptions, particularly in terms of students' emotions and learning experiences, such as increased confidence through repeated practice, vocabulary enrichment, and the influence of physical stimulus characteristics. However, negative perceptions are mainly affected by environmental context factors. The Show and Tell method was not fully effective in building confidence or reducing fear and nervousness for some students due to

limited vocabulary, which led to anxiety and embarrassment, especially among students with negative past experiences such as teasing. Furthermore, the absence of Indonesian translations during instruction.

However, this study also revealed some limitations that need to be considered. Most students felt that the Show and Tell method was less effective in improving vocabulary and speaking skills technically. This was caused by students' dependence on notes during presentations, fear of making mistakes, and insufficient practice to develop fluency. Affective factors such as anxiety, nervousness, and lack of confidence were also major obstacles faced by students, especially those with limited vocabulary and who had experienced negative experiences like teasing from peers. In addition, the lack of Indonesian translations and less optimal teacher guidance in providing vocabulary scaffolding worsened students' difficulties, especially considering the students' basic English proficiency background and the school's rural setting.

Overall, although the Show and Tell method contributed positively to motivation, interest, and social interaction, efforts to adapt and develop the method are still needed to make it more effective in improving students' speaking abilities and building their confidence comprehensively. This study emphasizes the importance of a speaking teaching approach that is not only communicative but also pays attention to affective and structural aspects to optimize English learning outcomes at SMP Negeri 1 Harian.

B. Suggestions

1. Teachers

For teachers, teachers must be able to provide relevant vocabulary instruction prior to implementing the Show and Tell activities so that students are better prepared

and more confident. Time management during Show and Tell sessions should be carefully considered to avoid overly long activities that may cause students to lose focus or feel burdened. Repeated speaking practice combined with constructive feedback is also essential to strengthen students' skills and gradually build their confidence. Finally, creating a safe and supportive classroom environment free from teasing is crucial to ensure that students feel comfortable and motivated to actively participate in speaking activities.

2. Other Researchers

For other researchers who are interested in researching this topic to conduct further research on investigate the effectiveness of various scaffolding techniques and pre-teaching strategies to better prepare students' speaking abilities. This study can serve as a valuable reference for designing interventions that foster students' confidence and active participation in language learning.