

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Speaking is the main way that people express their ideas in social interactions, making it the most important component of good communication. To enhance speaking abilities, educators can implement strategies that address the common obstacles faced by students in an English as a Foreign Language (EFL) classroom and improve students' mastery of knowledge. Learners often encounter challenges such as limited vocabulary, poor pronunciation, lack of fluency, and anxiety about making mistakes, and nervous while speaking in front of others which can hinder their ability to communicate effectively. Endarweni (2014; as as cited in Novandy & Devi, 2022) stated that Students are also afraid and feel shy to participate in conversations, which is why many of them avoid using English as a tool of communication in the classroom and in daily activities. This fear can significantly hinder their language acquisition and overall confidence in using English.

Educators can implement various strategies that not only focus on language mechanics but also encourage students' confidence and reduce anxiety. One of the effective way to achieve this is by integrating activities that promote active participation and collaboration among students. By encouraging students to share their thoughts and experiences, teachers can help them build vocabulary and

improve pronunciation in a more natural context. To create a more interactive and engaging atmosphere, teachers can use interactive and effective teaching methods. One of the good methods is Show and Tell Method. Interactive methods like Show and Tell can significantly enhance students' speaking skills by providing them with opportunities to express themselves and engage with their peers. Wijayanti et al. (2021) stated that the Show and Tell method is effective in making learning more relevant to students' daily lives, which can lead to better understanding and improved academic performance. The Show and Tell method has gained recognition as an effective pedagogical approach in language education, particularly in enhancing speaking skills among students. When students feel comfortable sharing their thoughts and experiences, they are more likely to engage in discussions and practice their speaking skills. This collaborative environment can help alleviate the fear of making mistakes, as students learn from one another and build confidence in their abilities and active participation in the learning process.

In language education, particularly within English as a Foreign Language (EFL) settings, teaching speaking is a crucial element, as effective communication is vital for achieving academic and professional success. Experts highlight the importance of creating a communicative environment that encourages students to practice speaking in meaningful contexts. According to Harmer (2007) stated that engaging students in speaking activities that allow for personal expression can lead to improved language skills and greater motivation to learn. This aligns with the principles of communicative language teaching, which prioritizes interaction as the primary means of language learning.

Rogoff (2005) stated that learning is not only an individual process, but also involves active participation in broader social practices. In this context, students acquire knowledge through dialogue, collaboration, and negotiation of meaning with peers and teachers. This theory emphasizes that learning takes place in a social context, where interaction with other individuals, especially in collaborative environments, plays a crucial role in cognitive development. However, if students feel anxious or lack confidence, they will not be able to participate fully, which hinders their knowledge construction process.

Student perception is very important as it can influence their motivation and engagement in the learning process. Douglas et al. (1999) stated that perception as the process through which individuals utilize information and their comprehension of the world, so that sensations become meaningful experiences. Therefore, understanding students' perceptions of the teaching methods used, can provide valuable insights for future pedagogical practices in EFL classrooms. By addressing the fears and barriers that students face, educators can create a more supportive and interactive learning environment, which in turn can enhance students' speaking skills and confidence.

Based on the researcher's observation conducted in 2024 in the 8th grade at SMP Negeri 1 Harian, there are problems in terms of interaction between students and teachers in the classroom using the Show and Tell method during learning. Students appeared nervous and tended to be more silent during lessons, often used Indonesian when interacting in the learning process.

T : “Alright class, today we’re going to talk about your ideas. You can present this information with a poster or a PowerPoint. Don’t be afraid to share !”

S :

T : “How about you, Sarah?”

S : “Sure! I think we should focus on plastic pollution.”

T : “Great choice!, you can start.”

S : Plastic pollution is a big problem for the oceans and impact on animals, such as turtles and fish. kita bisa lihat di gambar ini bahwa begitu banyak sampah plastik di laut atau pun di sungai. Faktanya plastik susah terurai, butuh puluhan tahun bahkan ratusan tahun dapat terura, berbeda dengan kertas So plastic waste is dangers because sea or river becomes dirty resulting in animals that are in dead water.

One of the main obstacles they face was the fear of speaking in public. As a result, they tended to choose not to speak and do not contribute to discussions, which can hinder their learning process and reduce communication in the classroom. This lack of interactive practice not only limits their ability but also contributed to a growing sense of insecurity regarding their language abilities. Consequently, students found it difficult to build the necessary confidence to engage in conversations. This fear is often accompanied by concerns about making mistakes, which ultimately hinders them from actively participating in learning activities. This discomfort may be stemmed from previous experiences where students found themselves in situations that made them feel embarrassed or less confident when speaking in front of their classmates. Based on the researcher’s experience, the researcher will focus on identifying and analyzing students’ perceptions of the use of the Show and Tell method in the English speaking classroom

1.2 The Problems of the Study

Based on the identifications of the background study above, two research problems have been constructed as follows:

1. What are the students' perceptions of Show and Tell method in English speaking classroom?
2. What factors affect the students' perceptions of Show and Tell method in English speaking classroom?

1.3 The Objectives of the Study

Based on the problem formulated above, the objective from research questions are:

1. To analyze students' perceptions of Show and Tell method in English speaking classroom.
2. To identify the factors that affect students' perceptions of Show and Tell method in English speaking classroom.

1.4 The Scope of the Study

This study specifically focuses on the perceptions of 8th-grade students at SMP Negeri 1 Harian, regarding the Show and Tell method in teaching speaking. By narrowing the scope to a single grade level, this study allows for a more in-depth exploration of the unique challenges and experiences faced by students. The aim of this study is to provide a comprehensive understanding of how the 'Show and Tell' method is perceived by students in teaching speaking in classroom, contributing to

the existing literature with insights that are contextually relevant and practically applicable.

1.5 The Significances of the Study

The research findings are anticipated to be valuable and contribute to the effective teaching speaking and learning processes, both theoretically and practically.

1. Theoretically

This study will enrich the existing literature on effective speaking strategies and lay the groundwork for future research on interactive teaching methods in language education.

2. Practically

a. For English Teachers

The findings from this study will allow teachers to modify their teaching methods to more effectively address the needs of their students.

b. For Students

This study will help students understand the advantages of the 'Show and Tell' method, and this understanding may lead to increased motivation in their speaking activities in classroom, resulting in greater active participation and engagement in the classroom.