

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher put forward the conclusions obtained after and analyzing the questionnaire and interviews as well as suggestions related to the results of the study.

A. Conclusion

The conclusions of this research were drawn based on the findings of the study conducted at SMP Negeri 7 Medan, and are divided into two main points according to the research questions as follows:

1. Students' Perception of the Speaking Materials

Based on the questionnaire, it was found that most students showed positive perceptions toward the speaking materials in the “English for Nusantara” textbook. Their positive perceptions appeared across four indicators: Accept, Enjoy, Utilize, and Support. Students accepted the speaking materials because they felt the tasks were understandable and suitable for their level. They enjoyed learning because the activities were fun, interesting, and encouraged them to speak English. Students also believed that the materials were useful in improving their speaking ability, especially vocabulary, pronunciation, and confidence. Therefore, the speaking materials in this textbook can be concluded as appropriate and effective to support seventh-grade students' speaking skills.

2. Factors Influencing Students' Perceptions

The interview analysis revealed three main factors influencing how students perceived the speaking materials: the perceiver, the target, and the situation (Robbins, 2002). The most dominant factor was the perceiver, where students' motivation, confidence, interest, and personal beliefs about English strongly shaped their positive perception. The target, referring to the content of the textbook, also supported learning because the speaking topics were considered relatable and enjoyable. Additionally, the situation, especially the teacher's clear explanation and support from classmates, helped students better understand and feel more confident when speaking. Overall, these factors worked together to create a more meaningful and enjoyable learning experience for the students.

In conclusion, both the speaking materials in the "English for Nusantara" textbook and the supporting learning environment influenced how students perceived the materials. Since the tasks were mostly understandable, interesting, and helpful for their speaking practice, most students developed a positive perception toward the speaking materials in the textbook.

B. Suggestion

Based on the conclusions of this study, the researcher provides several suggestions that are expected to be useful for improving the teaching and learning of speaking using the "English for Nusantara" textbook:

1. For Teachers

Teachers are encouraged to continue using and developing speaking activities from the textbook in creative and interactive ways. Providing clear guidance, modeling pronunciation, and giving more speaking practice opportunities can help increase students' confidence. Teachers also need to support students who struggle with vocabulary and anxiety by giving them scaffolding, encouragement, and a comfortable learning atmosphere so that all students can actively participate in speaking activities.

2. For Students

Students are suggested to be more active in practicing speaking both inside and outside the classroom. They should make use of the speaking materials to enhance their vocabulary, pronunciation, and fluency. Students with low confidence are encouraged to keep trying and work together with friends, because making mistakes is a normal part of the learning process. A positive mindset will help them build stronger speaking skills.

3. For Future Researchers

Further researchers are expected to explore similar studies with a larger population or different grade levels to gain broader findings. It is also recommended to use additional research instruments, such as classroom observation or speaking performance assessment, to provide a deeper analysis of students' speaking abilities and perceptions.