

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The teacher implemented the Show and Tell method following Musfiroh (2011) core principles, using meaningful visual aids, encouraging peer interaction, and integrating descriptive text elements. The teacher adapted the method to the high school context by using printed or digital images of real objects, simplifying procedures and applying individual presentations instead of group ones. These adaptations maintained the method's effectiveness and made it more practical for the classroom setting.

The teacher perceived the Show and Tell method as an effective, engaging, and flexible approach to teaching speaking. It helped students improve fluency, confidence, and descriptive ability while creating a positive and supportive classroom atmosphere. Although some challenges occurred such as limited vocabulary or forgotten materials, the teacher expressed satisfaction with the outcomes and intended to continue using the method in future lessons.

B. Suggestions

After the researcher carried out of this research, there were suggestions related to the result of this study. Hopefully, they can be easily applied in teaching and learning activities involving the use of the Show and Tell method in teaching speaking.

1. The teacher

Based on the findings of this study, teachers are advised to continue implementing the Show and Tell method in teaching speaking. This method can be further refined by incorporating engaging topics, providing clear guidance before presentations, and providing constructive feedback to help students improve their speaking skills. This approach can increase student confidence and participation during speaking activities.

2. Other Researchers

Future researchers are encouraged to explore the use of the "Show and Tell" method in various contexts, such as with different grade levels, different types of texts, or larger groups of students. They could also investigate its long-term impact on students' speaking skills or compare it with other interactive teaching strategies. Conducting similar studies in various settings could enrich our understanding of how this method contributes to speaking skill development.