



**STUDENTS' PERCEPTIONS OF THE ROLE OF CLASSROOM
EXPERIENCES IN DEVELOPING ENGLISH SPEAKING
ABILITY AT ENGLISH STUDY PROGRAM FKIP
UNIVERSITAS ISLAM INDRAGIRI**

A THESIS

Submitted to Fulfil One of The Requirements for the Award of Sarjana Degree
(S1) in English Study Program



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**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
ISLAMIC UNIVERSITY OF INDRAGIRI
TEMBILAHAN**

2026



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DECLARATION

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Title : Students' Perception of The Role of Classroom Experiences in Developing English Speaking Ability at English Study Program FKIP Universitas Islam Indragiri

Hereby declare that the thesis entitled "Students' perceptions of the role of classroom experiences in developing English speaking ability at English Study Program FKIP Universitas Islam Indragiri" is entirely the result of my own work, writing, and ideas. To the best of my knowledge, this thesis does not contain any work or opinions that have been written or published by other people, except for those that have been properly acknowledged and cited in the text and listed in the references.

I also declare that this thesis has never been submitted for any academic degree at any university or other higher education institution. If any violation of this declaration is found in the future, I am willing to accept any sanctions in accordance with the applicable regulations.

Thus, I make this statement truthfully to be used properly.

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This thesis is submitted as one of the requirements for obtaining a Bachelor’s Degree in English Study Program, Faculty of Teacher Training and Education, Universitas Islam Indragiri.

During the process of completing this thesis, the writer encountered various challenges and difficulties in collecting data, analyzing data, and preparing the research report. However, with the assistance, guidance, support, and prayers of many people, this thesis was finally completed successfully.

The purpose of this study is to find out how students in the English Study Program at Universitas Islam Indragiri's Faculty of Teacher Training and Education perceive the contribution of classroom experiences to the development of English speaking skills. The author thinks that the results of this study will enhance English language instruction and help students become more proficient speakers of the language.

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The writer realizes that this thesis is far from perfect. Therefore, constructive criticism and suggestions are highly appreciated for future improvement. The writer hopes that this thesis will be beneficial to readers and serve as a useful reference for future research.

Tembilahan, June 16th 2026

The researcher

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ABSTRACT

Rezva Uswatun Hasanah. 502221010003. 2026. Thesis. Students' Perceptions of The Role of Classroom Experiences in Developing English Speaking Ability at English Study Program FKIP Universitas Islam Indragiri. English Language Education Study Program. Faculty of Teacher Training and Education. Indragiri Islamic University.

One of the primary objectives of learning English is to develop English speaking ability. Classroom experiences, including teaching methods, classroom interaction, and the learning atmosphere, are considered important factors that can support students in developing their English speaking ability. Since students directly experience these learning activities, their perceptions provide valuable insights into the role of classroom experiences in developing English speaking ability. Therefore, the purpose of this study was to investigate students' perceptions of the role of classroom experiences in developing English speaking ability. This study aimed to investigate students' perceptions of the role of classroom experiences in developing English speaking ability at the English Study Program, Faculty of Teacher Training and Education, Universitas Islam Indragiri. This study employed a descriptive quantitative method. The participants were 33 second-semester students selected using total sampling. Data were collected through a questionnaire consisting of 23 statements and analyzed using descriptive statistics. The results indicated a mean score of 3.47, which was categorized as positive. This finding suggests that students had positive perceptions of the role of classroom experiences in developing English speaking ability. The findings also revealed that teaching methods, classroom interaction, and the learning atmosphere were perceived to support students' confidence and speaking development. In conclusion, classroom experiences play an important role in developing students' English speaking ability.

Keywords: students' perceptions, role of classroom experiences, English speaking ability.



ABSTRAK

Rezva Uswatun Hasanah. 502221010003. 2026. Skripsi. Persepsi Mahasiswa terhadap Peran Pengalaman Belajar di Kelas dalam Mengembangkan Kemampuan Berbicara Bahasa Inggris pada Program Studi Pendidikan Bahasa Inggris FKIP Universitas Islam Indragiri.. Fakultas Keguruan dan Ilmu Pendidikan. Universitas Islam Indragiri.

Salah satu tujuan utama pembelajaran bahasa Inggris adalah mengembangkan kemampuan berbicara dalam bahasa Inggris. Pengalaman belajar di kelas, yang meliputi metode pengajaran, interaksi di kelas, dan suasana belajar, dianggap sebagai faktor penting yang dapat mendukung mahasiswa dalam mengembangkan kemampuan berbicara bahasa Inggris. Karena mahasiswa mengalami secara langsung berbagai aktivitas pembelajaran tersebut, persepsi mereka memberikan wawasan yang berharga mengenai peran pengalaman belajar di kelas dalam mengembangkan kemampuan berbicara bahasa Inggris. Oleh karena itu, penelitian ini bertujuan untuk mengetahui persepsi mahasiswa mengenai peran pengalaman belajar di kelas dalam mengembangkan kemampuan berbicara bahasa Inggris. Penelitian ini bertujuan untuk mengetahui persepsi mahasiswa terhadap peran pengalaman belajar di kelas dalam mengembangkan kemampuan berbicara bahasa Inggris pada Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Islam Indragiri. Penelitian ini menggunakan metode kuantitatif deskriptif. Partisipan penelitian ini adalah 33 mahasiswa semester dua yang dipilih menggunakan teknik total sampling. Data dikumpulkan melalui kuesioner yang terdiri atas 23 pernyataan dan dianalisis menggunakan statistik deskriptif. Hasil penelitian menunjukkan nilai rata-rata sebesar 3,47, yang termasuk dalam kategori positif. Temuan ini menunjukkan bahwa mahasiswa memiliki persepsi yang positif terhadap peran pengalaman belajar di kelas dalam mengembangkan kemampuan berbicara bahasa Inggris. Hasil penelitian juga menunjukkan bahwa metode pengajaran, interaksi di kelas, dan suasana belajar dipersepsikan dapat mendukung kepercayaan diri mahasiswa serta perkembangan kemampuan berbicara mereka. Dengan demikian, dapat disimpulkan bahwa pengalaman belajar di kelas memiliki peran penting dalam mengembangkan kemampuan berbicara bahasa Inggris mahasiswa.

Kata kunci: persepsi mahasiswa, peran pengalaman pengalaman belajar di kelas, kemampuan berbicara bahasa Inggris



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