



Hak Cipta Dilindungi Undang-Undang

1. Dilarang memperbanyak atau mendistribusikan dokumen ini untuk tujuan komersial tanpa izin tertulis dari penulis atau pihak berwenang.
Penggunaan untuk kepentingan akademik, penelitian, dan pendidikan diperbolehkan dengan mencantumkan sumber.

2. Penggunaan tanpa izin untuk kepentingan komersial atau pelanggaran hak cipta dapat dikenakan sanksi sesuai dengan UU Hak Cipta di Indonesia.
Plagiarisme juga dilarang dan dapat dikenakan sanksi.

3. Universitas hanya berhak menyimpan dan mendistribusikan dokumen ini di repositori akademik, tanpa mengalihkan hak cipta penulis, sesuai dengan peraturan yang berlaku di Indonesia.

Universitas Islam Indragiri

CHAPTER I INTRODUCTION

A. Background of The Problem

The ability to speak English is one of the essential productive skills for students of the English Education Study Program, as it is directly related to their professional competence as future teachers and academic communicators. Nevertheless, the mastery of speaking skills in Indonesia still faces significant challenges. According to the EF English Proficiency Index (EF EPI, 2024), Indonesia's average score remains below the global average, ranking 80th out of 116 countries. This condition indicates a systemic need to strengthen English language learning practices, particularly in developing speaking skills. Recent studies show that the development of speaking ability is influenced by various factors, both internal (such as speaking anxiety, motivation, and vocabulary) and external (such as classroom practice opportunities, teaching methods, and teacher-student interaction). Studies conducted in the Indonesian context have found that speaking anxiety is a significant factor affecting students' participation and speaking performance (Fauzi, 2023:3).

In addition, Andriani et al., (2024:208) findings revealed that students encountered various challenges influenced by psychological factors when speaking English, low confidence, shyness, fear of making mistakes. They said that the teacher often uses participation methods in class to encourage students to actively interact with each other and get involved in the class, but students always face difficulties such as lack of confidence, shyness, and even fear of making mistakes.



1. Dilarang memperbanyak atau mendistribusikan dokumen ini untuk tujuan komersial tanpa izin tertulis dari penulis atau pihak berwenang.
2. Penggunaan untuk kepentingan akademik, penelitian, dan pendidikan diperbolehkan dengan mencantumkan sumber.
3. Universitas hanya berhak menyimpan dan mendistribusikan dokumen ini di repositori akademik, tanpa mengalihkan hak cipta penulis, sesuai dengan peraturan yang berlaku di Indonesia.

Hak Cipta Dilindungi Undang-Undang

Universitas Islam Indragiri

In the Faculty of Teacher Training and Education (FKIP) at Universitas Islam Indragiri, students of the English Education Study Program are expected to communicate effectively in English as part of their professional competence. However, based on preliminary observations, there are still students who struggle to speak fluently due to limited vocabulary, the dialect used by lecturers, and a lack of confidence when speaking English in public. Some of them said that it is difficult to understand sentences due to a lack of vocabulary, especially in listening lessons because they feel that the vocabulary sounds foreign to their ears. Some of them also said that everything becomes an obstacle because they are not interested in majoring in English Language Education. Then some of them also said that it is difficult to understand the dialects used by some lecturers.

Speaking is one of the most important skills to learn in English because it shows how well students can talk and communicate in real-life situations. A lot of past research has tried to improve speaking skills using different teaching methods like acting out roles, doing tasks, or using communication-based lessons. They do not often look at how students feel about their classroom experiences, which can also affect how well they speak. Many studies have looked at speaking skills from the teacher's side, like what teaching methods they use or how they teach.

Recent studies highlight how crucial it is to understand what students think and feel about their own learning. The study Meanings of a Student Perspective in Mathematics Education Research (2025:368) explains that a student's perspective is about truly listening to students' voices and recognizing the different ways they express their thoughts and emotions about their learning experiences. In the same



- Hak Cipta Dilindungi Undang-Undang
1. Dilarang memperbanyak atau mendistribusikan dokumen ini untuk tujuan komersial tanpa izin tertulis dari penulis atau pihak berwenang.
 2. Penggunaan untuk kepentingan akademik, penelitian, dan pendidikan diperbolehkan dengan mencantumkan sumber.
 3. Penggunaan tanpa izin untuk kepentingan komersial atau pelanggaran hak cipta dapat dikenakan sanksi sesuai dengan UU Hak Cipta di Indonesia.
 3. Universitas hanya berhak menyimpan dan mendistribusikan dokumen ini di repositori akademik, tanpa mengalihkan hak cipta penulis, sesuai dengan peraturan yang berlaku di Indonesia.

line, Integrating Students' Perspectives about Online Learning (2020:1) points out that students' perspectives offer valuable and firsthand insights into how they experience and what they expect from the learning process. In this research, the term students' perspectives refers to how students see, understand, and reflect on their classroom experiences that may influence their ability to speak English. Not many people have really paid attention to how students themselves feel about their learning environment. In fact, aspects such as classroom atmosphere, teacher's attitude, and the availability of school facilities greatly influence students' enthusiasm and ways of learning. When the learning environment feels comfortable and supportive, students tend to be more motivated and confident in following the lessons. On the other hand, if the environment is less supportive, they may lose focus and find it difficult to understand the material. Therefore, creating a positive learning environment is very important, especially in Indonesia, where school conditions can vary greatly from one region to another. Factors like how teachers and students interact, working with classmates, the classroom mood, and what kind of activities are done in class all help build students' confidence, interest, and desire to speak.

However, how students feel about these classroom experiences and how those feelings connect to their speaking ability is not well understood, especially in higher education in Indonesia. In particular, at the English Study Program of FKIP Universitas Islam Indragiri, there hasn't been much research on how students see their classroom experiences and how much those experiences influence their ability to speak English. Based on preliminary observations, there are still students who



Hak Cipta Dilindungi Undang-Undang.

1. Dilarang memperbanyak atau mendistribusikan dokumen ini untuk tujuan komersial tanpa izin tertulis dari penulis atau pihak berwenang.
Penggunaan untuk kepentingan akademik, penelitian, dan pendidikan diperbolehkan dengan mencantumkan sumber.

2. Penggunaan tanpa izin untuk kepentingan komersial atau pelanggaran hak cipta dapat dikenakan sanksi sesuai dengan UU Hak Cipta di Indonesia.
Plagiarisme juga dilarang dan dapat dikenakan sanksi.

3. Universitas hanya berhak menyimpan dan mendistribusikan dokumen ini di repositori akademik, tanpa mengalihkan hak cipta penulis, sesuai dengan peraturan yang berlaku di Indonesia.

Hak Cipta Dilindungi Undang-Undang.

Universitas Islam Indragiri

struggle to speak fluently due to limited vocabulary, difficulties in understanding word meanings, and problems in pronouncing words correctly. They also demonstrate a lack of confidence when speaking English in public.

Classroom experiences refer to the overall experiences that students undergo while being in the classroom environment, including social interactions, teaching quality, learning opportunities, psychological atmosphere, and learning activities that take place during the teaching and learning process. These experiences encompass all aspects of students' individual experiences, from entering the classroom to participating in tasks, discussions, collaboration, and reflection on the learning materials.

According to Irvine and Cunningham (2025:17), classroom experiences are defined as the overall experiences that students associate with their engagement in learning, including teaching characteristics, classroom interactions, and perceived learning processes.

Therefore, this study aims to investigate students' perceptions of the role of classroom experiences in developing English speaking ability. The results should give new ideas about how classroom settings help in learning a language and help teachers create better ways to improve students' speaking abilities.

Based on the explanation above, this study is directed to examine the perceptions of students in the English Education Study Program at FKIP Universitas Islam Indragiri regarding how classroom experiences affect their English-speaking ability.



B. Identification of The Problem

Based on the explanation in the background above, several problems can be identified as follows:

1. Many students in the English Education Study Program still have low English-speaking ability, particularly in fluency, pronunciation, grammatical accuracy, and confidence.
2. Students have different perceptions of their classroom experiences, and these perceptions may influence their English-speaking ability.

C. Limitation of The Problem

This study is limited to students of the second semester in the English Education Study Program at FKIP Universitas Islam Indragiri. It focuses only on students' perceptions of their classroom experiences and how these perceptions relate to their English-speaking ability. Classroom experiences in this study include teaching methods, classroom interaction, and learning atmosphere. English-speaking ability is limited to students' perceptions rather than direct speaking performance assessment.

D. Research Questions

Based on the background of the study, the research questions are formulated as follow:

1. How do students perceive the role of classroom experiences in developing their English Speaking Ability?



1. Dilarang memperbanyak atau mendistribusikan dokumen ini untuk tujuan komersial tanpa izin tertulis dari penulis atau pihak berwenang.
2. Penggunaan untuk kepentingan akademik, penelitian, dan pendidikan diperbolehkan dengan mencantumkan sumber.
3. Universitas hanya berhak menyimpan dan mendistribusikan dokumen ini di repositori akademik, tanpa mengalihkan hak cipta penulis, sesuai dengan peraturan yang berlaku di Indonesia.

E. Objectives The Research

Based on the research question above, researcher defined the purpose of this research as follow:

1. To describe students' perceptions of the role of classroom experiences in developing their English speaking ability.

F. Significance of The Research

This study is expected to provide both theoretical and practical benefits. Theoretically, the findings of this study can enrich the understanding of the relationship between classroom experiences and the development of students' speaking skills in the context of English as a Foreign Language (EFL) learning, as well as serve as a basis for developing theories and instructional models that emphasize communicative interaction, constructive feedback, and authentic practice in the learning process.

Practically, this study is beneficial for the English Education Study Program of FKIP Universitas Islam Indragiri as an evaluation material for designing more effective learning policies and strategies;

- a. for lecturers as input in selecting appropriate teaching methods and speaking activities that meet students' needs
- b. for students as a reflection to enhance their awareness and learning strategies in speaking



1. Dilarang memperbanyak atau mendistribusikan dokumen ini untuk tujuan komersial tanpa izin tertulis dari penulis atau pihak berwenang.
 2. Penggunaan untuk kepentingan akademik, penelitian, dan pendidikan diperbolehkan dengan mencantumkan sumber.
 3. Penggunaan tanpa izin untuk kepentingan komersial atau pelanggaran hak cipta dapat dikenakan sanksi sesuai dengan UU Hak Cipta di Indonesia.
 4. Plagiarisme juga dilarang dan dapat dikenakan sanksi.
 5. Universitas hanya berhak menyimpan dan mendistribusikan dokumen ini di repositori akademik, tanpa mengalihkan hak cipta penulis, sesuai dengan peraturan yang berlaku di Indonesia.

Hak Cipta Dilindungi Undang-Undang

Universitas Islam Indragiri

c. for future researchers as a reference and a starting point for further studies on teaching speaking skills in the context of higher education EFL in Indonesia.

G. Definition of The Key Term

To avoid misunderstanding and to clarify the scope of this research, several key terms used in this study are defined as follows:

1. Perception

According to Knudsen, Lucas, and Kelley (2023), perception as the process by which people choose, arrange, and analyze data from their environment in order to generate meaning. Personal experiences, beliefs, feelings, expectations, and cultural background all have an impact on this process. Perception in this study refers to students' perspectives, comprehension, and beliefs about their classroom learning experiences, especially with regard to how these experiences affect their English-speaking proficiency.

2. Classroom Experiences

Classroom experiences, according to Fraser (1998), include how students engage with classmates, teachers, learning activities, and the classroom setting as a whole, all of which influence their learning results. The term "classroom experiences" in this study refers to all learning activities, interactions, and teaching methods that take place during English learning sessions, such as speaking practice exercises, peer collaboration, feedback providing, and lecturer-student engagement.

3. Speaking Ability



1. Dilarang memperbanyak atau mendistribusikan dokumen ini untuk tujuan komersial tanpa izin tertulis dari penulis atau pihak berwenang.
2. Penggunaan untuk kepentingan akademik, penelitian, dan pendidikan diperbolehkan dengan mencantumkan sumber.
3. Penggunaan tanpa izin untuk kepentingan komersial atau pelanggaran hak cipta dapat dikenakan sanksi sesuai dengan UU Hak Cipta di Indonesia.
4. Universitas hanya berhak menyimpan dan mendistribusikan dokumen ini di repositori akademik, tanpa mengalihkan hak cipta penulis, sesuai dengan peraturan yang berlaku di Indonesia.

According to Brown & Abeywickrama (2019), Speaking is a useful ability that allows students to verbally convey thoughts, emotions, and facts in communicative circumstances. Speaking ability in this study relates to pupils' ability to communicate verbally in English with proper fluency, pronunciation, grammatical accuracy, and confidence.

4. English Education Study Program

The English Education Study Program is a department within the Faculty of Teacher Training and Education (FKIP) at Universitas Islam Indragiri that aims to prepare students to become professional educators in the field of English language teaching.

