



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 II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. Perception

a. The Definition of Perception

Student perception refers to the way students understand, evaluate, and give meaning to the various learning experiences they encounter in an educational setting. This perception is shaped by how they receive information through their senses and then interpret it based on their background knowledge, prior learning experiences, expectations, and emotional conditions.

In the context of learning, student perception reflects how they view the teacher's role, the classroom atmosphere, the teaching methods used, and the level of difficulty or ease they feel when trying to understand the material. Each student may hold a different perception even when they are in the same learning environment, because the process of interpreting information is influenced by individual factors such as interest, motivation, and personal experience.

Perception is a crucial concept in organizational behavior because it influences how individuals understand and respond to their work environment. Robbins and Judge (2021:184-186) define perception as the process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment. This process is inherently



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.

subjective; therefore, an individual's perception does not always accurately reflect objective reality. Robbins and Judge explain that perception is shaped by characteristics of the perceiver, the target being perceived, and the surrounding situation, which may lead different individuals to interpret the same organizational conditions in different ways

Furthermore, Robbins and Judge (2021:187-190) emphasize that the outcomes of the perceptual process can result in varying interpretations of the work environment, which in practice may be positive or negative in nature. Positive perceptions tend to encourage constructive work attitudes, such as higher motivation, job satisfaction, and improved employee performance. In contrast, negative perceptions may lead to unfavorable attitudes and behaviors, including reduced organizational commitment, increased conflict, and lower performance levels. Therefore, understanding how perceptions are formed is essential for organizations in managing employee behavior effectively and creating a supportive work environment.

b. Process of Perceptions

According to Knudsen and colleagues (2023:68-69), perception is an active process through which individuals select, organize, and assign meaning to the information they encounter in their daily lives. Perception does not occur instantly; instead, it unfolds through three interconnected stages: selection, organization, and interpretation. These three stages operate in a



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.

continuous flow, where the outcome of one stage influences the next and gradually shapes a person's overall perceptual patterns over time.

1. Selection

The selection stage refers to the process in which a person decides which stimuli to pay attention to from the many that surround them. Because the human sensory system constantly receives an overwhelming amount of information, it is impossible to process everything at once. For that reason, the mind naturally filters incoming stimuli.

Knudsen et al. (2023:66) explain that several factors determine which stimuli are selected. Stimuli that appear relevant to the person's current situation are more likely to attract attention. Internal needs, such as emotional states, curiosity, goals, or personal intentions, also guide what an individual chooses to focus on. Expectations further shape this process, as people tend to notice things they anticipate or things that contradict what they expect. As a result, selection is highly personal and strongly influenced by both internal conditions and the surrounding context.

2. Organization

Once certain stimuli have been selected, the mind proceeds to the organization stage. This is when the brain arranges the selected information into patterns or structures that are easier to understand.



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.

According to Knudsen et al. (2023:67), the mind organizes sensory input by grouping elements, identifying patterns, and forming connections among various pieces of information.

This organizing process is guided by psychological principles such as similarity, proximity, and logical relationships. Prior experiences also play a central role by creating mental schemas—internal frameworks that help individuals make sense of new information. These schemas shape the way people categorize and structure what they perceive. Because individuals have different backgrounds and experiences, the way they organize the same set of stimuli can vary considerably.

3. Interpretation

The final stage of perception is interpretation, which occurs when individuals assign meaning to the information they have already selected and organized. Knudsen et al. (2023:69) emphasize that interpretation is the most subjective stage of the perceptual process. It is deeply influenced by personal experiences, beliefs, values, cultural background, and emotional states.

Interpretation involves more than identifying what is happening—it involves making sense of what that information means. The meaning a person constructs through interpretation shapes their understanding of events and contributes to the development of their broader perceptions.



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. 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.

Over time, these meanings can influence how individuals process similar information in the future, making interpretation a dynamic and evolving component of perception.

2. Classroom Experiences

Classroom experiences generally refer to the various situations and interactions students encounter during the learning process in the classroom. These experiences such as interactions among classmates as well as interactions between students and lectures. They are not limited to the instructional content or assignments provided by the teacher, but also involve the classroom atmosphere, learning activities, and students' emotional responses while participating in lessons. Such factors collectively shape how students feel during learning, whether they feel comfortable, engaged, confused, or increasingly motivated. These experiences are not limited to the instructional content or assignments provided by the teacher, but also include the classroom atmosphere, teacher–student interactions, learning activities, and students' emotional responses while participating in lessons. Such factors collectively shape how students feel during learning, whether they feel comfortable, engaged, confused, or increasingly motivated.

This perspective is consistent with the study conducted by Zulfiqar and Nausheen (2024:132), who argue that students' learning experiences are influenced not only by the subject matter but also by the social dynamics and activities that occur throughout the instructional process. Their findings



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. 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

indicate that students tend to show greater enthusiasm and better understanding when teachers employ interactive approaches and provide opportunities for active student participation. Moreover, positive teacher–student relationships and a supportive classroom environment were found to contribute significantly to more meaningful and positive learning experiences. In other words, teaching practices and classroom climate play a crucial role in shaping students' classroom experiences.

3. Speaking

Speaking is a part of oral communication which involves two main components, they are speaker and listener. In Oxford dictionary, speak defines to say something in order to convey information or to express a feeling. Speaking in term of usage is oral communication in expressing ideas to other people as the partner of conversation. Speaking is particularly useful when we want to get something stated and we need to give instruction or orders.

Speaking ability can be analyzed in terms of five components: fluency, accuracy, range, interaction, and coherence (Hughes, 2011:15)

1. Fluency

Fluency refers to the ability to speak smoothly, naturally, and continuously without excessive pauses, repetitions, or self-corrections that interrupt the flow of communication. A fluent speaker can express ideas at a reasonable speed and maintain the continuity of speech, even if minor grammatical errors



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.

occur. The main focus of fluency is the ease and flow of communication, allowing the listener to understand the message without significant difficulty.

2. Accuracy

Accuracy is the correct use of language elements such as grammar, sentence structure, vocabulary, and word forms during speech. This component evaluates how precisely a speaker applies linguistic rules in conveying ideas. A higher level of accuracy is indicated by fewer grammatical and lexical errors, demonstrating strong control over language forms. Accuracy is therefore concerned with the correctness and appropriateness of language use.

3. Range

Range refers to the variety and flexibility of vocabulary and grammatical structures used in speaking. A speaker with a good range does not rely solely on simple sentences and basic vocabulary but is able to employ more complex structures, diverse expressions, and varied lexical choices depending on the context. A wide range reflects broader language proficiency and the ability to adapt language use to different topics and communicative situations.

4. Interaction

Interaction is the ability to actively and effectively engage in communication with others. This includes responding appropriately to questions or comments, maintaining the flow of conversation, asking follow-up questions, and using communication strategies such as clarification or confirmation. Interaction highlights the speaker's role in sustaining and



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.

developing a dialogue, showing that speaking is not only about producing language but also about participating cooperatively in communication.

5. Coherence

Coherence refers to the logical organization and clear connection of ideas in spoken discourse. A coherent speaker presents thoughts in a structured and orderly manner, using linking devices and discourse markers to connect ideas smoothly. This ensures that the message is easy to follow and meaningful to the listener, as the ideas are presented in a consistent and logically related sequence.

4. English Education Study Program

The English Education Study Program is essentially an academic setting designed to prepare students to become prospective English teachers who possess not only language proficiency but also a solid understanding of how English should be taught effectively. Within this program, students are encouraged to develop comprehensive knowledge, ranging from the nature and structure of language, instructional material design, to appropriate methods of assessing students' language abilities. Therefore, the learning process is not limited to theoretical discussions but also emphasizes practical training that familiarizes students with real classroom situations.

The orientation of this program is clearly outlined in the study program's curriculum documents, which emphasize that graduates are expected to master linguistic competence, pedagogical skills, and research abilities that



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. 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

support their professional roles as English educators. This curricular direction highlights the program's commitment to producing graduates who are well prepared for the demands of English language teaching.

In line with this perspective, a study conducted in 2022 indicates that students' learning experiences throughout the program significantly influence the development of their professional competence. The study reports that activities such as micro-teaching, teaching practicum, and classroom-based discussions enable students to understand how theoretical knowledge is applied in actual teaching practices. Through these experiences, students become more confident and better prepared to face teaching responsibilities, as they are exposed to authentic classroom contexts rather than relying solely on textbook knowledge.

Taken together, both the curriculum framework and research findings suggest that the English Education Study Program is designed as a comprehensive learning environment. Students are not only equipped with language skills, but are also guided to develop competencies in lesson planning, classroom management, and student assessment. With such preparation, the program serves as a foundation for shaping professional, skilled, and adaptable English teachers who are ready to meet the challenges of contemporary English language education.



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.

B. Review of Related Finding

There are some previous findings that related to this research, the related findings below.

The first study was conducted by Rasyid et al. (2023), focusing on students' perceptions of teaching strategies employed by native and non-native English teachers in English language learning. This study not only described the instructional strategies applied by the teachers but also explored students' firsthand experiences regarding how these strategies influenced their learning processes in the classroom. Through interviews and classroom observations, the findings revealed that teachers' methods of delivering materials, providing additional explanations, and responding to students' questions significantly shaped students' perceptions of both comfort and instructional effectiveness. Rasyid and colleagues further found that differences in teaching styles between native and non-native teachers were evident not only in the choice of teaching methods, but also in the nature of classroom interaction, including the pace of instruction, clarity of explanations, use of relevant examples, and sensitivity to students' learning difficulties.

In the context of English language learning, these findings suggest that the teaching strategies employed by teachers play a significant role in shaping how students perceive the classroom atmosphere and how they position themselves within the learning process. When teaching strategies are perceived positively for instance, when teachers provide clear explanations, foster



Hak Cipta Dilindungi Undang-Undang

Universitas Islam Indragiri

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.

comfortable interactions, and create opportunities for students to speak students' confidence and willingness to use English tend to increase. In contrast, when students experience difficulty adapting to certain teaching styles, they may become more reluctant to participate, particularly in speaking activities that require confidence and spontaneity. Therefore, this study makes an important contribution to understanding how teaching strategies directly influence the development of students' speaking skills in the context of English language instruction. Because both studies look at students' perspectives in the context of learning English, this study is pertinent to the current investigation. According to Rasyid et al. (2023), students' learning experiences and confidence in their ability to use English were impacted by instructional tactics and classroom interaction. These results corroborate the current study, which examines how students perceive the contribution of classroom experiences to the development of English speaking skills. However, the current study focuses more broadly on classroom experiences, including classroom atmosphere, learning activities, teaching methods, and lecturer-student interaction in the English Study Program at FKIP Universitas Islam Indragiri, in contrast to Rasyid et al. (2023), which concentrated on teaching strategies used by native and non-native teachers.

The second study was conducted by Boonmoh et al. (2021). In this study, teachers were asked to describe how they integrated technology into their classrooms and how these experiences supported or influenced their teaching practices. Although the focus of the study was on teachers' experiences, the qualitative descriptive approach employed closely relates to research examining



Hak Cipta Dilindungi Undang-Undang

Universitas Islam Indragiri

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 juga dilarang 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.

how classroom experiences affect students' speaking ability. Both types of studies seek to understand what actually occurs in the classroom through firsthand accounts from those directly involved. In the study by Boonmoh and colleagues, teachers reported that the use of technology helped make learning activities more engaging, interactive, and easier for students to understand.

When teachers feel supported and comfortable in using technology, the classroom atmosphere tends to become more positive and less stressful. Students are more likely to receive greater opportunities to speak, participate in learning activities, and develop confidence as the learning process becomes more engaging and enjoyable. This perspective is in line with the findings of Zulfiqar and Nausheen (2024), who argue that classroom climate and teacher–student interactions significantly influence students' level of engagement and willingness to participate. Therefore, although the study by Boonmoh et al. (2021) examines teaching experiences from the teachers' perspective, its findings remain closely related to research on students' perceptions of classroom experiences. The way teachers manage instruction—including the integration of technology shapes students' learning experiences, which in turn influence their confidence and ability to use English. This study is relevant to the current research since it shows how technology integration and instructional strategies in the classroom generate more engaging learning environments. Students who have positive classroom experiences are more likely to actively participate and gain confidence when speaking English. Similarly, the current study investigates how students perceive the contribution of classroom experiences to the



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.
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.

Universitas Islam Indragiri

development of English speaking skills. The present study focused on students' perspectives, while Boonmoh et al. (2021) investigated teachers' experiences.

The third study was conducted by Alfarisi, M. A. (2023) focused on students' perceptions of speaking activities implemented in the classroom through Task-Based Learning in an EFL context. This study aimed not only to describe the speaking activities used during the instructional process, but also to explore students' learning experiences and how those experiences influenced their English speaking ability. By employing a descriptive qualitative approach, the researcher sought to gain a deeper understanding of students' views toward classroom speaking activities.

The data were collected through questionnaires and interviews to capture students' perspectives and firsthand experiences during speaking lessons. The findings indicated that the majority of students held positive perceptions of task-based speaking activities. Students reported that these activities encouraged more active participation, helped them practice speaking in meaningful and realistic contexts, and gradually enhanced their confidence in using English. In addition, the study found that a supportive classroom environment, clear lecturer instructions, and opportunities for peer interaction played an important role in increasing students' willingness to speak. Nevertheless, several challenges were also identified, including limited vocabulary, fear of making mistakes, and difficulties in completing certain tasks, which at times affected students' speaking performance.



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. 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

The findings of Alfarisi, M. A. (2023) are closely related to the present study. Although the third study specifically emphasized speaking activities through Task-Based Learning, it highlights the broader importance of classroom experiences in the development of students' speaking ability. In line with this perspective, the present study examines how various classroom experiences, including classroom atmosphere, learning activities, and lecturer–student interaction, influence students' English speaking ability. Because both studies concentrate on how students perceive their classroom experiences in relation to their ability to speak English, this study is extremely pertinent to the current research. Azis (2023) discovered that students' confidence and speaking performance were positively impacted by peer contact, clear lecturer direction, and encouraging classroom activities. In a similar vein, the current study explores how students view the contribution of classroom experiences to the growth of their English speaking skills. However, the current study investigates classroom experiences more generally in the English Study Program at FKIP Universitas Islam Indragiri, whereas Azis (2023) explicitly looked at Task-Based Learning activities.

There are several differences between the present study and the previous studies discussed above. The present study aims to analyze how classroom experiences influence students' English language ability, particularly in terms of how students perceive and respond to various conditions that occur during the learning process in the classroom. In contrast, the study conducted by Rasyid et al. (2023) focused on students' perceptions of English teaching strategies



Hak Cipta Dilindungi Undang-Undang

Universitas Islam Indragiri

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.

employed by native and non-native English teachers, examining aspects such as the types of teaching strategies used, students' direct classroom experiences, teachers' approaches to delivering instructional materials, differences in teaching styles, as well as the impact of these strategies on classroom atmosphere, students' confidence, and English speaking skills. Meanwhile, Boonmoh et al. (2021) examined teachers' experiences in integrating technology into English language instruction, highlighting how technology supported teaching practices, created more engaging and interactive learning environments, and influenced classroom atmosphere as well as students' participation and learning experiences. Furthermore, Alfarisi, M. A. (2023) analyzed students' perceptions of speaking activities implemented through a Task-Based Learning approach in an EFL context, exploring how these activities affected students' English speaking ability and learning experiences, while also identifying challenges such as limited vocabulary, fear of making mistakes, and difficulties in completing certain speaking tasks that sometimes hindered students' speaking performance.

C. Conceptual Framework



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 tanpa izin untuk kepentingan akademik, penelitian, dan pendidikan diperbolehkan dengan mencantumkan sumber.
 3. Plagiarisme juga dilarang dan dapat dikenakan sanksi.
- Universitas Islam Indragiri
- peraturan yang berlaku di Indonesia.

