



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 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.

Hak Cipta Dilindungi Undang-Undang

Universitas Islam Indragiri

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

According Creswell (2014), research design as a plan or proposal for carrying out research that incorporates particular techniques for data collection, analysis, and interpretation as well as philosophical presumptions and research methodologies.

Students' perspectives of how classroom experiences impact their English-speaking skills were described in this study using a descriptive quantitative research design.

Students in the second semester of the English Education Study Program were given questionnaires to complete in order to gather data. Frequencies and mean scores were used in a descriptive analysis of the data. The mean score classification was then used to interpret the results. A descriptive quantitative research design was used in this study. Students were given questionnaires to complete as part of a quantitative data collection strategy. The researcher was able to characterize students' perspectives of the role of classroom experiences in building English speaking skill at Universitas Islam Indragiri's English Study Program, which made this research design appropriate. Frequencies and mean scores were used in a descriptive analysis of the data. The results were then analyzed using the mean score classification to characterize how students perceived the contribution of classroom experiences to the development of English speaking skills.



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

B. Time and Locations

This study was conducted at Universitas Islam Indragiri of English Education Study Program. The campus is located on Soebrantas Street, Tembilahan District, Indragiri Hilir Regency. The researcher conducted the research in February 2026.

C. Population and Sample

1. Population

The population of this study consists of all second-semester students of the English Education Study Program at the Faculty of Teacher Training and Education, Universitas Islam Indragiri, totaling 33 students. Second-semester students will be selected because they have already participated in several English courses and have sufficient classroom learning experience relevant to the focus of this study.

2. Sample

Since the number of students is relatively small, this study applies total sampling, in which all members of the population are included as research participants. Therefore, the sample of this study comprises 33 second-semester students of the English Education Study Program at Universitas Islam Indragiri.

D. Research Procedure

There are steps that were applied by the researcher to conduct the research procedures well. The steps are as follow:



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

1. The researcher identified the problem related to students' English speaking ability and their classroom experiences.
2. The researcher developed the questionnaire based on the indicators of students' perceptions and classroom experiences.
3. The researcher made the questionnaire using Google Form.
4. The researcher gave the questionnaire to the sample.
5. The researcher analyzed the data and made the report.

E. Research Instrument

Research instruments are tools used by the researcher to collect data related to students' perceptions of how classroom experiences affect their English speaking ability. In this study, only one instrument was employed, namely a questionnaire. The questionnaire was designed to gather data from all respondents regarding their perceptions of classroom learning experiences and their English speaking ability. It consisted of written statements developed based on the research indicators, including classroom experiences and students' perceptions.

The questionnaire was constructed using a five-point Likert scale, consisting of very positive, positive, neutral, negative, and very negative. The questionnaire used in this study was developed by the researcher based on the theoretical concepts underlying the research variables. The Students' Perceptions indicator was developed from the perception theory proposed by Eagly and Chaiken (1993), while the Classroom Experiences indicator was developed based on the concepts of



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

language learning and classroom experiences proposed by Brown (2007) and Richards and Rodgers (2001). Therefore, the questionnaire items were not directly adapted from a single previous research instrument. Instead, they were constructed by the researcher according to the theoretical indicators and adjusted to the context of this study.

The statements were completed by students according to their experiences during English language learning in the classroom. Through this instrument, the researcher aimed to obtain quantitative data reflecting students' evaluations and perceptions of how classroom experiences influence their English speaking ability.

Tabel 3.1 Blue Print of Indicators

No	Indicators	Aspect Measured	Item Numbers
1	Students' Perceptions of the Role of Classroom Experiences	Students' cognitive and affective perceptions regarding the role of classroom experiences (teaching method, classroom interaction, and learning atmosphere) in developing English speaking ability.	1-23

Eagly, A. H., & Chaiken, S. (1993:11)., Brown, H. D. (2007:170)., Richards, J. C., & Rodgers, T. S. (2001:165).

F. Data Collection Techniques

The data collection Techniques used a questionnaire consisting of 23 statement representing the indicators of students' perceptions and classroom experiences in the form of Likert Scale. The researcher gave the questionnaire to the students

Universitas Islam Indragiri



through Google Form, and the questionnaire will be translated into Bahasa Indonesia in order to make it easy for the students.

G. Data Analysis Techniques

1. Instrument Test

a. Validity Test

Respondents were given questionnaires with a series of statements to complete in order to gather data for this study. If the measurement results accurately reflect what is being tested and the equipment is operating as intended, the test is said to have high validity. To put it another way, the outcomes reflect facts or the real truth being assessed (Prio Utomo, 2021). As a result, validity testing needs to be done to make sure the instrument being used is appropriate. Content validity, which is the degree to which a research instrument covers every component that should be measured, was the sort of validity used in this study. To ascertain whether the questionnaire items were congruent with the research indicators employed in this study, content validity was examined. Since the study's focus was on students' speaking abilities, two validators the research supervisor and a lecturer in a speaking course conducted the validation process.

The research supervisor recommended removing two questionnaire items, statement number 7 and statement number 25, based on the validation results since they were deemed less pertinent to the study indicators. As a result, these two claims were removed from the study tool. All of the questionnaire items, according to the Speaking lecturer, were appropriate and didn't need to be revised. Following the



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 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.

Hak Cipta Dilindungi Undang-Undang

Universitas Islam Indragiri

validation procedure, the study's total number of statements was lowered from 25 to 23 items, which were deemed suitable for use as the research tool. The instrument's appropriateness for assessing the research variables was then assessed by the researcher using SPSS 27. The validity of the instrument was assessed in this testing procedure using a significance level of 0.05.

b. Reliability Test

The process of determining a research instrument's consistency level is called reliability testing. If a study tool yields consistent results when utilised repeatedly under comparable circumstances, it might be deemed reliable. To put it another way, reliability shows whether a tool can be relied upon to gather data for a study. Sugiyono (2019) defines dependability as the consistency of data throughout a specific time frame. When measuring the same object multiple times, a trustworthy device will yield identical results.

The Cronbach's Alpha technique was used in this study to measure reliability. The internal consistency of questionnaire items is assessed using this technique. It is frequently used with scale-based research tools like the Likert scale. Cronbach's Alpha is a technique used to assess an instrument's internal reliability based on the correlation between the questionnaire items, according to Lee Cronbach (1970).

2. Analysis of Quantitative Data

Frequency, and mean score computations were used in a descriptive analysis of the quantitative data collected from the questionnaires. The purpose of this

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.

analysis is to characterise how students view their educational experiences in the classroom and how these experiences impact their ability to speak English.

b. Mean Score Formula

$$\bar{X} = \frac{\sum x}{N}$$

Where:

$\bar{X}$ = Mean score

Σ = Total score

N = Total number of respondents

These formulas are used to describe students' perceptions of the role of classroom experiences in developing English speaking ability at the English Study Program of Universitas Islam Indragiri.

To classify the mean score, the researcher calculates the interval range using the following formula:

$$\text{Interval Range} = \frac{\text{Highest Score} - \text{Lowest Score}}{\text{Total Categories}}$$

(Sudjana,1984:46)

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.

1. Mean Score Classification Table

Based on the interval of 0.8, the mean scores are classified into 5 levels of perceptions. The classification starts from 1.00 as the lowest possible score. The interpretation table is shown below :

TABLE 3.2 : The Classification of Mean Score

Mean Score Range	Interpretation
4.21-5.00	Very Positive
3.41-4.20	Positive
2.61-3.40	Neutral
1.81-2.60	Negative
1.00-1.80	Very Negative

(Sudjana,1984:46)

The classification of the mean score is categorized into five levels. The range for each level is determined by adding the interval of 0.8 to the starting score of 1.00. For example, the first range is calculated as $1.00 + 0.8 = 1.80$, representing the “Very Negative”. This incremental addition continues until it reaches the maximum score of 5.00