



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This study was conducted at the English Study Program, Faculty of Teacher Training and Education (FKIP), Universitas Islam Negeri, to investigate students' perceptions of the role of classroom experiences in developing English speaking ability. Thirty-three second-semester students participated in the study, which employed a descriptive quantitative method. Based on the findings, it can be concluded that the students had positive perceptions of the role of classroom experiences in developing their English speaking ability. This conclusion was supported by the overall mean score of 3.47, which was classified as Positive.

Regarding Students' Perceptions, the first indicator received a mean score of 3.56, falling into the "Agree" category. This finding suggests that students perceived classroom experiences as playing an important role in developing their English speaking ability. Regarding Classroom Experiences, the second indicator received a mean score of 3.38, placing it in the "Neutral" category. This finding indicates that although students recognized the important role of classroom experiences in developing English speaking ability, several aspects of classroom instruction still need improvement to better support students' speaking development. Overall, the combined mean score of both indicators was 3.47, which was classified as Positive. Therefore, it can be concluded that the students generally had positive perceptions of the role of classroom experiences in developing their English speaking ability.



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The results also showed that when instructors give clear explanations, offer real-world examples, create a welcoming environment in the classroom, encourage productive conversations, and are receptive to students' perspectives, students typically have more favourable learning experiences. These elements encourage students to take part in speaking exercises by making them more engaged, self-assured, and driven. Thus, it can be said that classroom experiences have a significant impact on students' capacity to speak English and should be regularly enhanced to promote successful language acquisition.

B. Suggestion

1. For Lecturers

Lecturers are urged to establish a more encouraging and stimulating classroom environment that supports students' speaking growth in light of the study's findings. Lecturers should use instructional techniques that connect the topic to students' everyday lives, promote active involvement, and give clear directions. Additionally, instructors must give students opportunity to practice speaking English on a regular basis and offer constructive criticism. Students may gain more self-assurance and motivation to enhance their speaking abilities as a result.

2. For Students

Pupils are urged to engage fully in class activities and take advantage of every chance to practice speaking English. Since mistakes are a normal part of learning, they shouldn't be frightened to make them. Additionally, students are encouraged to practice speaking independently outside of the classroom by participating in



English-language discussions, joining discussion groups, seeing English-language media, and increasing their vocabulary. Students can improve their speaking skills with increased engagement and regular practice.

3. For Future Researchers

To get broader and more thorough results, future researchers are advised to carry out comparable studies with a greater number of participants and various educational environments. Future research may also use qualitative or mixed-method techniques, such as classroom observations and interviews, to learn more about how students' classroom experiences affect their ability to speak English. Researchers may also look into particular elements that may have an impact on students' speaking performance, such as instructional strategies, classroom dynamics, the learning environment, motivation, or speaking anxiety.