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**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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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 ¹submitted as one of the requirements for obtaining a Bachelor’s Degree in English Study Program, Faculty of Teacher Training and Education, Universitas Islam Indragiri.

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⁴⁸The purpose of this study is to find out how students in ⁵³the 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 ¹that the results of this study will enhance English language instruction and help students become more proficient speakers of the language.

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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

Rezva²swatun 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.

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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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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.

⁵⁵ In the Faculty of Teacher Training and Education (FKIP) at Universitas Islam Indragiri, students of ⁸⁹ the English Education Study Program are expected to communicate effectively in English as part of their professional competence. ³⁸ 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 ¹⁰ 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.

²⁰ 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 ⁶⁸ 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

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, ⁷⁴ 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 ³⁰ 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. ³⁸ Based on preliminary observations, there are still students who

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.

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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.

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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.

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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?

E. Objectives ²⁴ The Research

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

1. To describe ²⁶ students' perceptions of the role of classroom experiences in developing their English speaking ability.

² 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' ² 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.

⁶² 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

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

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

¹⁸ The English Education Study Program is a department within the Faculty of Teacher Training and Education (FKIP) at Universitas Islam Indragiri that aims ¹⁴ to prepare students to become professional educators ¹² in the field of English language teaching.

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 ⁸environment. 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

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 ⁶ 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

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.

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.

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 ¹⁰ 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

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 ³⁷ play a crucial role in shaping students' classroom experiences.

3. Speaking

⁵ Speaking is a part of oral communication which involves two main components, they are speaker and listener. ⁵ 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

³ Fluency refers to the ability to speak smoothly, naturally, and continuously without excessive pauses, repetitions, or self-corrections that interrupt the ³ flow of communication. A fluent speaker can express ideas at a reasonable speed and maintain the continuity of speech, even if minor grammatical errors

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 ¹⁴ 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

developing a dialogue, showing that ⁸ 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.

¹² 4. English Education Study Program

¹⁴ 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

support their professional roles as English educators. This curricular direction highlights the program's commitment to ¹⁴producing graduates who are well ¹⁴prepared 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 ¹⁴the 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, ¹²skilled, and adaptable English teachers who are ready to meet the challenges of contemporary English language education.

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B. Review of Related Finding

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

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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.

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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

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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 ² 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 ⁶¹ students' speaking skills in the context of English language instruction. ⁸⁵ 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 ²⁹ 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.

⁴ 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

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 ⁵⁸ are more likely to receive greater opportunities to speak, participate in learning activities, and develop confidence as ⁶ the learning process becomes more engaging and enjoyable. This perspective is in line with the findings of Zulfikar 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 ¹⁹ to the

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.

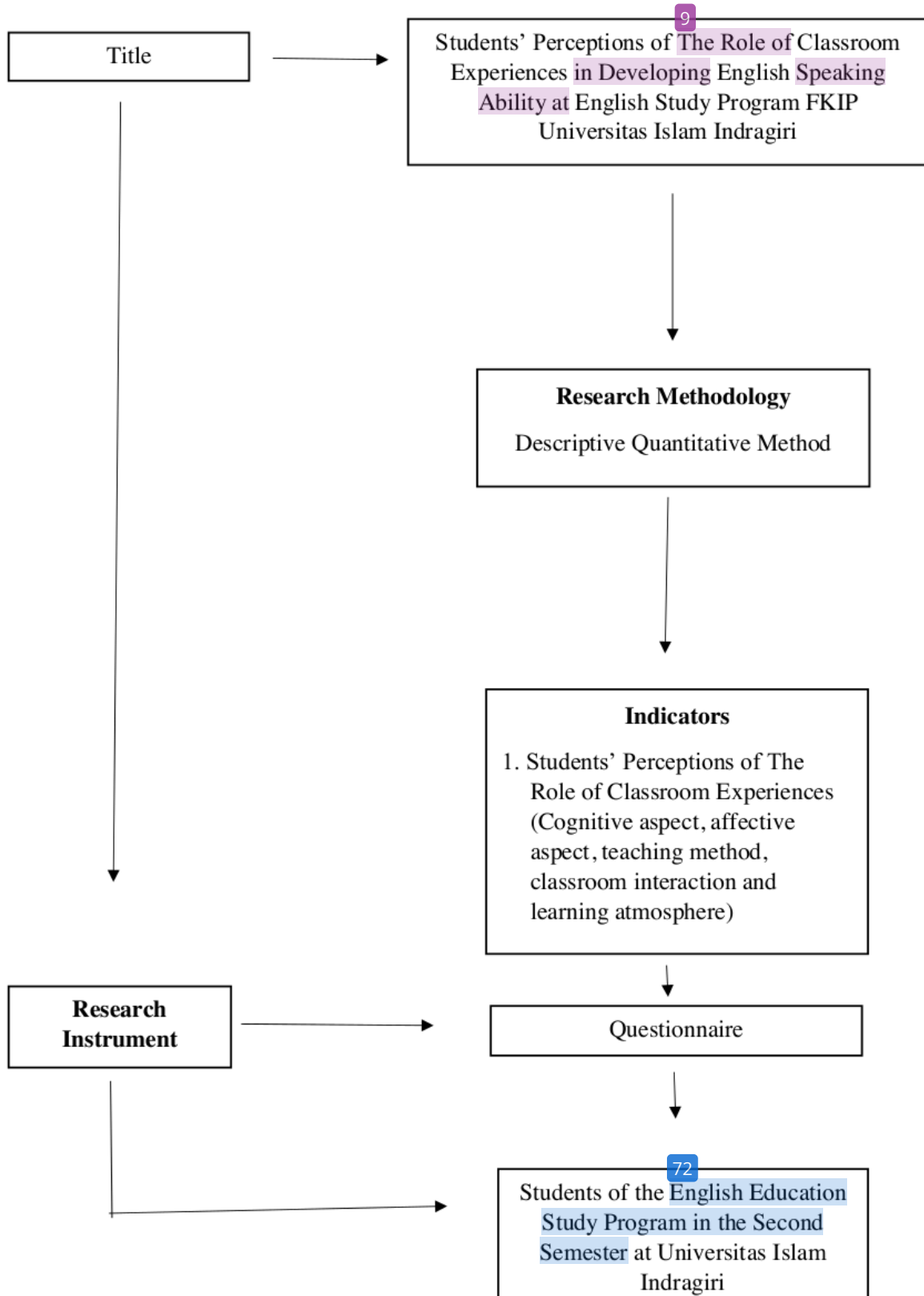
The data were collected through questionnaires and interviews to capture students' perspectives and firsthand experiences during speaking lessons. The findings indicated that the majority of students held positive perceptions of task-based speaking activities. Students reported that these activities 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.

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 ¹⁹ to the growth of their English speaking skills. However, the current study investigates classroom experiences more generally ²⁹ in the English Study Program at FKIP Universitas Islam Indragiri, whereas Azis (2023) explicitly looked at Task-Based Learning activities.

³ 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 ¹⁰ during the learning process in the classroom. ¹⁸ In contrast, the study conducted by Rasyid et al. (2023) focused on students' perceptions of English teaching strategies

employed by ¹⁰ 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 ²⁷ 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, ⁶⁴ 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 ²⁰ such as limited vocabulary, fear of making mistakes, and difficulties in completing certain speaking tasks that sometimes hindered students' speaking performance.

C. Conceptual Framework



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.

15 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.

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3 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.

2

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 was 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 Pocedure

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

1. The researcher identified the problem related to students' English speaking ability and their classroom experiences.
- 7 2. The researcher developed the questionnaire based on the indicators of students' perceptions and classroom experiences.
- 1 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

3 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 2 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 28 using a five-point Likert scale, consisting of very positive, positive, neutral, negative, and very negative. The questionnaire used in this study was 27 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 37 was developed based on the concepts of

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).

1

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

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through Google Form, and ¹ 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 ¹⁵ 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. ⁷⁶ 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 ³¹ 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 ³⁶ Speaking lecturer, were appropriate and didn't need to be revised. Following the

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

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:

⁵
X = Mean score

Σ = Total score

N = Total number of respondents

These formulas ² are used to describe students' perceptions of the role of classroom experiences in developing English speaking ability ¹⁹ 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)

The highest score in this study was ² 5 and the lowest score was 1. The total categories of interpretation were 5. Therefore, the interval range was conducted as follows:

$$\text{Interval} = \frac{5-1}{5} = \frac{4}{5} = 0,8$$

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 Classification² 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.

DATA PRESENTATION AND RESEARCH FINDINGS

A. Data Presentation

1. Validity and Reliability Test Results

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 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.

The range of the Cronbach's Alpha coefficient is 0 to 1. The instrument's dependability increases with the value's proximity to 1. The following table displays the study's Cronbach's Alpha value

Table IV.1 The Result Of Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
.868	33

The Cronbach's Alpha value of 0.868, which is close to 1 and suitable for usage as a data collection tool, suggests that the research instrument has extremely good reliability based on the reliability test findings.

Students' perspectives of how their classroom experiences affect their ability to speak English are covered in this chapter. Tables are used to present and describe the data. The information gathered from the questionnaires is used to present and evaluate the results. Students' opinions on their classroom learning experiences are the main subject of the questionnaires.

Twenty-three statements describing students' opinions of their classroom learning experiences that could affect their speaking abilities made up the questionnaire. The goal of this study is to investigate how students perceive the impact of classroom instruction on their ability to speak English.

2. The Results of Questionnaire

The score of each statement of students perception of classroom experiences affect their english speaking ability.

a. Students' Perception

Students' attitudes, ideas, and responses to the learning process and classroom activities are referred to as their perceptions. How students assess and react to their classroom learning experiences is explained by their perceptions. Students' perspectives are crucial because they enable researchers to comprehend

how students react to the learning process and how it may impact their ability to speak English, according to Fairhurst in Students' perspectives of Learning Environment (2023:5)

Table IV.2 Indicator 1 Statement 1

I often find it difficult to understand the material when the lecturer explains too quickly.

No.	Choices	Number of Respondent	Respondent x score of each answer result	Result	Mean Score	Category
1.	Very Positive	5	5 x 5	25		
2.	Positive	9	9 x 4	36		
3.	Neutral	14	14 x 3	42		
4.	Negative	3	3 x 2	6		
5.	Very Negative	2	2 x 1	2		
Total				111	3,36	Neutral

The findings for statement 1, "I often find it difficult to understand the material when the lecturer explains too quickly," are displayed in the table above. The overall score for this statement was 111. 5 students selected "Very Positive ," 9 selected "Positive," 14 selected "Neutral," 3 selected "Negative," and 2 selected "Very Negative." The 33 students answers, which vary from 2.61 to 3.40, are classified as "Neutral." This indicates that the students' opinions of this statement were impartial.

Table IV.3 Indicator 1 Statement 2

I understand the material more easily when the lecturer gives examples related to everyday life.

No.	Choices	Number of Respondent	Respondent x score of each answer result	Result	Mean Score	Category
1.	Very Positive	13	13 x 5	65		
2.	Positive	17	17 x 4	68		
3.	Neutral	1	1 x 3	3		
4.	Negative	2	2 x 2	4		
5.	Very Negative	0	0 x 1	0		
Total				140	4,24	Very Positive

The results for statement 2, "I understand the material more easily when the lecturer gives examples related to everyday life," are displayed in the above table. This statement received a total score of 140, with 13 students answering "Very Positive," 17 students answering "Positive," 1 student answering "Neutral," 2 students answering "Negative," and no students answering "Very Negative." The responses from the 33 students fall into the "Very Positive" category, which ranges from 4.21 to 5.00. This means that the students had a very positive perception of this statement.

Table IV.4 Indicator 1 Statement 3

I feel more motivated to study when the lecturer clearly explains the course objectives.

			Respondent x score of			
--	--	--	------------------------------	--	--	--

No.	Choices	Number of Respondent	each answer result	Result	Mean Score	Category
1.	Very Positive	7	7 x 5	35		
2.	Positive	15	15 x 4	60		
3.	Neutral	8	8 x 3	24		
4.	Negative	2	2 x 2	4		
5.	Very Negative	1	1 x 1	1		
Total				124	3,75	Positive

Statement 3, "I feel more motivated to study when the lecturer clearly explains the course objectives," received a total score of 124, with 7 students responding "Very Positive," 15 responding "Positive," 8 responding "Neutral," 2 responding "Negative," and 1 responding "Very Negative." The responses from the 33 students fall into the "Positive" category, which ranges from 3.41 to 4.20, indicating that the students had a positive perception of this statement.

Table IV.5 Indicator 1 Statement 4

I hesitate to ask questions because I am afraid my questions might be considered trivial.

No.	Choices	Number of Respondent	Respondent x score of each answer result	Result	Mean Score	Category
1.	Very Positive	2	2 x 5	10		
2.	Positive	5	5 x 4	20		
3.	Neutral	10	10 x 3	30		
4.	Negative	11	11 x 2	22		

5.	Very Negative	5	5 x 1	5		
Total				87	2,63	Neutral

The results for statement 4, "I hesitate to ask questions because I am afraid my questions might be considered trivial," are displayed in the above table. This statement received a total score of 87, with 2 students responding "Very Positive," 5 responding "Positive," 10 responding "Neutral," 11 responding "Negative," and 5 responding "Very Negative." The responses from the 33 students fall into the "Neutral" category, which ranges from 2.61 to 3.40. This indicates that the students' opinions on this statement were unbiased.

Table IV.6 Indicator 1 Statement 5

I feel that the course workload sometimes exceeds the time I have available.

No.	Choices	Number of Respondent	Respondent x score of each answer result	Result	Mean Score	Category
1.	Very Positive	0	0 x 5	0		
2.	Positive	6	6 x 4	24		
3.	Neutral	13	13 x 3	39		
4.	Negative	11	11 x 2	22		
5.	Very Negative	3	3 x 1	3		
Total				88	2,66	Neutral

The table above shows the result for statement 5, which states, "I feel that the course workload sometimes exceeds the time I have available." This statement

obtained a total score of 88. No students answered "Very Positive," 6 students answered "Postivee," 13 students answered "Neutral," 11 students answered "Negative," and 3 students answered "Very Negative." The responses from the 33 students fall into the "Neutral" category, which ranges from 2.61 to 3.40. This means that the students had a neutral perception toward this statement

Table IV.7 Indicator 1 Statement 6

I feel that feedback from the lecturer helps me understand my mistakes.

No.	Choices	Number of Respondent	Respondent x score of each answer result	Result	Mean Score	Category
1.	Very Positive	7	7 x 5	35		
2.	Positive	13	13 x 4	52		
3.	Neutral	11	11 x 3	33		
4.	Negative	2	2 x 2	4		
5.	Very Negative	0	0 x 1	0		
Total				124	3,75	Positive

The results for statement 6, "I feel that feedback from the lecturer helps me understand my mistakes," are displayed in the table above. This statement received a total score of 124, with 7 students answering "Very Positive," 13 students answering "Positive," 11 students answering "Neutral," 2 students answering "Negative" and no students answering "Very Negative." The responses from the 33 students fall into the "Positive" category, which ranges from 3.41 to 4.20, indicating that the students had a positive perception of this statement.

Table IV.8 Indicator 1 Statement 7

I feel that my class attendance affects how well I understand the material

No.	Choices	Number of Respondent	Respondent x score of each answer result	Result	Mean Score	Category
1.	Very Positive	10	10 x 5	50		
2.	Positive	12	12 x 4	48		
3.	Neutral	7	7 x 3	21		
4.	Negative	3	3 x 2	6		
5.	Very Negative	1	1 x 1	1		
Total				126	3,81	Positive

Statement 8, "I feel that my class attendance affects how well I understand the material," received a total score of 126, with 10 students responding "Very Positive," 12 responding "Positive," 7 responding "Neutral," 3 responding "Negative," and 1 responding "Very Negative." The responses from the 33 students fall into the "Positive" category, which ranges from 3.41 to 4.20, indicating that the students had a positive perception of this statement.

Table IV.9 Indicator 1 Statement 8

I am more active when the classroom atmosphere feels relaxed and not stressful.

No.	Choices	Number of Respondent	Respondent x score of each answer result	Result	Mean Score	Category
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1.	Very Positive	11	11 x 5	55		
2.	Positive	12	12 x 4	48		
3.	Neutral	8	8 x 3	24		
4.	Negative	1	1 x 2	2		
5.	Very Negative	1	1 x 1	1		
Total				130	3,93	Positive

Statement 8, "I am more active when the classroom atmosphere feels relaxed and not stressful," received a total score of 130, with 11 students answering "Very Positive," 12 students answering "Positive," 8 students answering "Neutral," 1 student answering "Negative," and 1 student answering "Very Negative." The responses from the 33 students fall into the "Positive" category, which ranges from 3.41 to 4.20, indicating that the students agreed with this statement. This indicates that the students had a positive perception of this statement.

Table IV.10 Indicator 1 Statement 9

I feel that my opinions are valued when the lecturer responds seriously to my answers.

No.	Choices	Number of Respondent	Respondent x score of each answer result	Result	Mean Score	Category
1.	Very Positive	9	9 x 5	45		
2.	Positive	16	16 x 4	64		
3.	Neutral	6	6 x 3	18		
4.	Negative	2	2 x 2	4		

5.	Very Negative	0	0 x 1	0		
Total				131	3,96	Positive

Statement 9, "I feel that my opinions are valued when the lecturer responds seriously to my answers," received a total score of 131, with 11 students answering "Very Positive," 12 students answering "Positive," 8 students answering "Neutral," 1 student answering "Negative," and 1 student answering "Very Negative." The responses from the 33 students fall into the "Positive" category, which ranges from 3.41 to 4.20, indicating that the students agreed with this statement. This indicates that ³⁹ the students had a positive perception of this statement.

The average score for the first indication, "Students' Perceptions," which has nine statements, was as follows:

Table IV.11 Overall Analysis of The First Indicator "Students' Perceptions"

Statement	Mean Score	Perception Classification
1	3,36	Neutral
2	4,24	Very Positive
3	3,78	Positive
4	2,63	Neutral
5	2,66	Neutral
6	3,75	Positive
7	3,81	Positive
8	3,93	Positive
9	3,96	Positive
Total	32,03	

Mean	3,56	Positive
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Based on the data, it can be concluded that the students had a positive perception toward the agreement classification. The result of the calculation is 3,56. Based on the agreement classification scale, the score of 3,56 falls within the interval of 3,41-4,20, which is categorized as "Positive".

b. Classroom Experiences

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The term "classroom experience" describes how students engage and participate in the classroom learning process. According to Han and Xu in Students Classroom Experiences and Engagement (2021:4), classroom experiences reflect students' participation and involvement in the learning process. As a result, this indication aids the researcher in comprehending how pupils learn in English classes.

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Table IV.12 Indicator 2 Statement 1

Class discussions are often dominated by the same students.

No.	Choices	Number of Respondent	Respondent x score of each answer result	Result	Mean Score	Category
1.	Very Positive	4	4 x 5	20		
2.	Positive	9	9 x 4	36		
3.	Neutral	13	13x 3	39		
4.	Negative	6	6 x 2	12		
5.	Very Negative	1	1 x 1	1		
Total				108	3,27	Neutral

The table above shows the results for statement 1 of indicator 2, which states that "Class discussions are often dominated by the same students." The statement obtained a total score of 108. There were 4 students who answered "Very Positive," 9 students who answered "Positive," 13 students who answered "Neutral," 6 students who answered "Negative," and 1 student who answered "Very Negative." The responses from the 33 students were categorized as "Neutral," which falls within the range of 2.61 to 3.40, indicating that the students had a neutral perception of this statement

Table IV.13 Indicator 2 Statement 2

I have sometimes felt that I was not actively involved in class activities.

No.	Choices	Number of Respondent	Respondent x score of each answer result	Result	Mean Score	Category
1.	Very Positive	3	3 x 5	15		
2.	Positive	8	8 x 4	48		
3.	Neutral	12	12 x 3	36		
4.	Negative	7	7 x 2	14		
5.	Very Negative	3	3 x 1	3		
Total				116	3,51	Positive

The outcome for statement 2, "I have sometimes felt that I was not actively involved in class activities," is displayed in the above table. The overall score for this statement was 116. 3 students selected "Very Positive," 8 selected "Positive," 12 selected "Neutral," 7 selected "Negative," and three selected "Very Negative."

The 33 students answers were classified as "Positive," falling between 3.41 and 4.20. This indicates that the students had a positive perception of this assertion.

Table IV.14 Indicator 2 Statement 3

I feel that interaction between the lecturer and students is still limited.

No.	Choices	Number of Respondent	Respondent x score of each answer result	Result	Mean Score	Category
1.	Very Positive	3	3 x 5	15		
2.	Positive	7	7 x 4	28		
3.	Neutral	16	16 x 3	48		
4.	Negative	7	7 x 2	14		
5.	Very Negative	0	0 x 1	0		
Total				105	3,18	Neutral

The results for statement 3, "I feel that interaction between the lecturer and students is still limited," are displayed in the above table. The overall score for this statement was 105. Three students selected "Very Positive," seven selected "Positive," sixteen selected "Neutral," seven selected "Negative," and none selected "Very Negative." The 33 students' answers were classified as "Neutral," falling between 2.61 and 3.40. This indicates that the students' opinions on this statement were unbiased.

Table IV.15 Indicator 2 Statement 4

I understand the material better when group discussions run effectively.

No.	Choices	Number of Respondent	Respondent x score of each answer result	Result	Mean Score	Category
1.	Very Positive	3	3x 5	15		
2.	Positive	19	19 x 4	76		
3.	Neutral	8	8 x 3	24		
4.	Negative	3	3 x 2	6		
5.	Very Negative	0	0 x 1	0		
Total				121	3,66	Positive

The outcome for statement 4, "I understand the material better when group discussions run effectively," is displayed in the above table. The overall score for this statement was 121. Three students selected "Very Positive," 19 selected "Positive," 8 selected "Neutral," and 3 selected "Negative." No student selected "Very Negative." The 33 students answers were classified as "Positive," falling between 3.41 and 4.20. This indicates that the students had a positive perception of this statetment.

Table IV.16 Indicator 2 Statement 5

I feel that the use of technology in class sometimes distracts me from learning.

No.	Choices	Number of Respondent	Respondent x score of each answer result	Result	Mean Score	Category

1.	Very Positive	2	2 x 5	10		
2.	Positive	5	5 x 4	20		
3.	Neutral	14	14 x 3	42		
4.	Negative	9	9 x 2	18		
5.	Very Negative	3	3 x 1	3		
Total				93	2,81	Neutral

The results for statement 5, "I feel that the use of technology in class sometimes distracts me from learning," are displayed in the table above. The overall score for this statement was 93. Two students selected "Very Positive," five selected "Positive," fourteen selected "Neutral," nine selected "Negative," and three selected "Very Negative." The 33 students answers were classified as "Neutral," falling between 2.61 and 3.40. This indicates that the students' opinions on this statement were unbiased.

Table IV.17 Indicator 2 Statement 6

I feel that classroom rules are not always applied consistently.

No.	Choices	Number of Respondent	Respondent x score of each answer result	Result	Mean Score	Category
1.	Very Positive	0	0 x 5	0		
2.	Positive	9	9 x 4	36		
3.	Neutral	11	11 x 3	33		
4.	Negative	10	10 x 2	20		
5.	Very Negative	3	3 x 1	3		

Total	92	2,78	Neutral
--------------	-----------	-------------	----------------

The outcome for statement 6, "I feel that classroom rules are not always applied consistently," is displayed in the table above. The overall score for this statement was 92. Nine students said "Positive," eleven said "Neutral," ten said "Negative," three said "Very Negative," and none said "Very Positive." The 33 students answers were classified as "Neutral," falling between 2.61 and 3.40. This indicates that the students' opinions on this statement were unbiased.

Table IV.18 Indicator 2 Statement 7

I feel comfortable learning when the lecturer is open to different opinions.

No.	Choices	Number of Respondent	Respondent x score of each answer result	Result	Mean Score	Category
1.	Very Positive	5	5 x 5	25		
2.	Positive	18	18 x 4	72		
3.	Neutral	9	9 x 3	27		
4.	Negative	0	0 x 2	0		
5.	Very Negative	1	1 x 1	1		
Total				125	3,78	Positive

The outcome for statement 7, "I feel comfortable learning when the lecturer is open to different opinions," is displayed in the above table. The overall score for this statement was 125. Five students selected "Very Positive," eighteen selected "Positive," and nine selected "Neutral." One student said "Very Negative," but no classmates said "Negative." The 33 students answers were classified as "Positive,"

falling between 3.41 and 4.20. This indicates that the students had a positive perception of this statement.

Table IV.19 Indicator 2 Statement 8

I often feel confused about assignment instructions.

No.	Choices	Number of Respondent	Respondent x score of each answer result	Result	Mean Score	Category
1.	Very Positive	1	1 x 5	5		
2.	Positive	9	9 x 4	36		
3.	Neutral	14	14 x 3	42		
4.	Negative	7	7 x 2	14		
5.	Very Negative	2	2 x 1	22		
Total				119	3,60	Positive

The outcome for statement 8, which reads, "I feel that my opinions are valued when the lecturer responds seriously to my answers," is displayed in the table above. The overall score for this statement was 119. One student selected "Very Positive," nine selected "Positive," fourteen selected "Neutral," seven selected "Negative," and two selected "Very Negative." The 33 students answers were classified as "Positive," falling between 3.41 and 4.20. This indicates that the students had a positive perception of this statement.

Table IV.20 Indicator 2 Statement 9

I feel that the classroom atmosphere affects my concentration during lectures.

			Respondent x score of			
--	--	--	------------------------------	--	--	--

No.	Choices	Number of Respondent	each answer result	Result	Mean Score	Category
1.	Very Positive	6	6 x 5	30		
2.	Positive	12	12 x 4	48		
3.	Neutral	7	7 x 3	21		
4.	Negative	6	6 x 2	12		
5.	Very Negative	2	2 x 1	2		
Total				130	3,93	Positive

The results for statement 9, "I feel that my opinions are valued when the lecturer responds seriously to my answers," are displayed in the above table. The overall score for this statement was 130. Six students selected "Very Positive," twelve selected "Positive," seven selected "Neutral," six selected "Negative," and two selected "Very Negative." The 33 students answers were classified as "Positive," falling between 3.41 and 4.20. This indicates that the students had a positive perception of this statement.

Table IV.21 Indicator 2 Statement 10

I sometimes feel that I do not fully understand the material after the class ends.

No.	Choices	Number of Respondent	Respondent x score of each answer result	Result	Mean Score	Category
1.	Very Positive	1	1 x 5	5		
2.	Positive	12	12 x 4	48		
3.	Neutral	15	15 x 3	45		
4.	Negative	4	4 x 2	8		

5.	Very Negative	1	1 x 1	1		
Total				107	3,24	Neutral

The outcome for statement 10, "I sometimes feel that I ³⁵do not fully understand the material after the class ends," is displayed in the above table. The overall score for this statement was 107. One student selected "Very Positive," twelve selected "Positive" fifteen selected "Neutral," four selected "Negative," and one selected "Very Negative." The 33 students answers were classified as "Neutral," falling between 2.61 and 3.40. This indicates that the students' opinions on this statement were unbiased.

Table IV.22 Indicator 2 Statement 11

I feel that group work does not always feel fair to all members

No.	Choices	Number of Respondent	Respondent x score of each answer result	Result	Mean Score	Category
1.	Very Positive	6	6 x 5	30		
2.	Positive	8	8 x 4	32		
3.	Neutral	12	12 x 3	36		
4.	Negative	6	6 x 2	12		
5.	Very Negative	1	1 x 1	1		
Total				111	3,36	Neutral

The outcome for statement 11, "I feel that group work does not always feel fair to all members," is displayed in the table above. The overall score for this statement was 111. Six students selected "Very Positive," eight selected "Positive," twelve

selected "Neutral," six selected "Negative," and one selected "Very Negative." The 33 students answers were classified as "Neutral," falling between 2.61 and 3.40. This indicates that the students' opinions on this statement were unbiased.

Table IV.23 Indicator 2 Statement 12

I feel that class discussions help me understand different points of view.

No.	Choices	Number of Respondent	Respondent x score of each answer result	Result	Mean Score	Category
1.	Very Positive	3	3 x 5	15		
2.	Positive	20	20 x 4	80		
3.	Neutral	7	7 x 3	21		
4.	Negative	2	2 x 2	4		
5.	Very Negative	1	1 x 1	1		
Total				121	3,66	Positive

The outcome for statement 12, "I feel that class discussions help me understand different points of view," is displayed in the table above. The overall score for this statement was 121. Three students selected "Very Positive," twenty selected "Positive," seven selected "Neutral," two selected "Disagree," and one selected "Very Negative." The 33 students answers were classified as "Positive," falling between 3.41 and 4.20. This indicates that the students had a positive perception of this statement.

Table IV.24 Indicator 2 Statement 13

I feel that limited class time prevents the material from being discussed in depth.

No.	Choices	Number of Respondent	Respondent x score of each answer result	Result	Mean Score	Category
1.	Very Positive	2	2 x 5	10		
2.	Positive	8	8 x 4	32		
3.	Neutral	16	16 x 3	48		
4.	Negative	3	3 x 2	6		
5.	Very Negative	4	4 x 1	4		
Total				100	3,03	Neutral

The results for statement 13, "I feel that limited class time prevents the material from being discussed in depth," are displayed in the table above. The overall score for this statement was 100. Two students selected "Very Poositive," eight selected "Positive," sixteen selected "Neutral," three selected "Negative," and four selected "Very Negative." The 33 students answers were classified as "Neutral," falling between 2.61 and 3.40. This indicates that the students' opinions on this statement were unbiased.

Table IV.25 Indicator 2 Statement 14

I feel that my learning experience varies depending on the lecturer's teaching style.

No.	Choices	Number of Respondent	Respondent x score of each answer result	Result	Mean Score	Category
1.	Very Positive	5	5 x 5	25		
2.	Positive	13	13 x 4	52		

3.	Neutral	12	12 x 3	36		
4.	Negative	1	1 x 2	2		
5.	Very Negative	2	2 x 1	2		
Total				117	3,54	Positive

The outcome for statement 14, "I feel that my learning experience varies depending on the lecturer's teaching style," is displayed in the above table. The overall score for this statement was 117. Five students selected "Very Positive," thirteen selected "Positive," twelve selected "Neutral," one selected "Negative," and two selected "Very Negative." The 33 pupils' answers were classified as "Positive," falling between 3.41 and 4.20. This indicates that ³⁹ the students had a positive perception of this statement.

The average score for the second indication, "Classroom Experiences," which has fourteen statements, was as follows:

Table IV.26 Overall Analysis of The Second Indicator "Classroom Experiences"

Statement	Mean Score	Perception Classification
1	3,27	Neutral
2	3,51	Positive
3	3,18	Neutral
4	3,66	Positive
5	2,81	Neutral
6	2,78	Neutral
7	3,78	Positive
8	3,60	Positive

9	3,93	Positive
10	3,24	Neutral
11	3,36	Neutral
12	3,66	Positive
13	3,03	Neutral
14	3,54	Positive
Total	47.35	
Mean	3,38	Neutral

11

Based on the data, it can be concluded that the students had a neutral perception toward classroom experiences toward the agreement classification. The result of the calculation is 3,38. Based on the agreement classification scale, the score of 3,38 falls within the interval of 2,61-3,40, which is categorized as “Neutral”.

Table IV.27 Overall result of indicator I and II

No	Indicators	Mean	Classification	Overall Mean Score	Criteria
1	Students' Perceptions (Cognitive and Affective Aspects)	3,56	Positive	3,47	Positive
2	Classroom Experiences (Teaching Method, Classroom Interaction, and Learning Atmosphere)	3,38	Neutral		

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Based on Table IV.25, the mean score of Students' Perceptions was 3.56, which was classified as Positive, while the mean score of Classroom Experiences was

3.38, which was classified as Neutral. The overall mean score of both indicators was 3.47, which fell into the Positive category. Therefore, it can be concluded that the students had a positive perception of the role of classroom experiences in developing English speaking ability at English Study Program FKIP UNISI.

B. Research Findings

The results of the study showed that students generally had positive perceptions toward their classroom learning experiences in the English Education Study Program at FKIP UNISI. Based on the first indicator, namely Students' Perceptions, the mean score obtained was 3.56, which was categorized as "Agree" according to the interpretation interval of 3.41–4.20. This result indicates that most students agreed that classroom learning experiences had a positive influence on their understanding, motivation, and participation during the learning process.

Meanwhile, the second indicator, namely Classroom Experiences, obtained a mean score of 3.38, which was categorized as "Neutral" based on the interpretation interval of 2.61–3.40. This result shows that students had different views regarding their classroom experiences. Some students viewed the learning activities and classroom environment positively, while others felt that there were still several aspects that needed improvement.

In conclusion, the findings of this study indicate that students had a positive perception of the role of classroom experiences in developing English speaking ability at the English Study Program, FKIP Universitas Islam Negeri. This conclusion was based on the overall mean score of 3.47, which was classified as

Positive. The findings suggest that classroom ⁴¹experiences play an important role in developing students' English speaking ability. Positive classroom experiences, including effective teaching methods, meaningful classroom interaction, and a supportive learning atmosphere, contribute to improving students' confidence and speaking skills.

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.

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 ²an impact on students' speaking performance, such as instructional strategies, classroom dynamics, the learning environment, motivation, or speaking anxiety.

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APPENDIX

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Put a check mark (✓) on one of the options Very Positive, Positive, Neutral, Negative, and Very Negative according to your opinion. Please answer based on your experiences in the classroom!

Name :

Nim :

Semester :

No	Statement	Students response				
		Very Positive	Positive	Neutral	Negative	Very Negative
1	I often find it difficult to understand the material when the lecturer explains too quickly. <i>(Saya sering merasa kesulitan memahami materi ketika penjelasan dosen terlalu cepat.)</i>					
2	I understand the material more easily when the lecturer gives examples related to everyday life. <i>(Saya lebih mudah memahami materi jika dosen memberikan contoh yang dekat dengan</i>					

	kehidupan sehari-hari.)					
3	I feel more motivated to study when the lecturer clearly explains the course objectives. (Saya merasa lebih termotivasi belajar ketika dosen menjelaskan tujuan perkuliahan dengan jelas.)					
4	I hesitate to ask questions because I am afraid my questions might be considered trivial. (Saya merasa ragu untuk bertanya karena takut pertanyaan saya dianggap sepele.)					
5	I feel that the course workload sometimes exceeds the time I have available. (Saya merasa beban tugas perkuliahan terkadang melebihi kemampuan waktu saya.)					
6	I feel that feedback from the lecturer helps me understand my mistakes. (Saya merasa umpan balik dari dosen membantu saya memahami kesalahan saya.)					
7	I feel that my class attendance affects how well I understand					

	the material. (<i>Saya merasa kehadiran saya di kelas memengaruhi pemahaman saya terhadap materi.</i>)					
8	I am more active when the classroom atmosphere feels relaxed and not stressful. (<i>Saya lebih aktif ketika suasana kelas terasa santai dan tidak menegangkan.</i>)					
9	I feel that my opinions are valued when the lecturer responds seriously to my answers. (<i>Saya merasa pendapat saya dihargai ketika dosen menanggapi jawaban saya dengan serius.</i>)					
10	Class discussions are often dominated by the same students. (<i>Diskusi kelas sering didominasi oleh mahasiswa yang sama.</i>)					
11	I have sometimes felt that I was not actively involved in class activities. (<i>Saya pernah merasa tidak terlibat secara aktif dalam kegiatan kelas.</i>)					
12	I feel that interaction between the lecturer and students is still					

	limited. (<i>Saya merasa interaksi antara dosen dan mahasiswa masih terbatas.</i>)					
13	I understand the material better when group discussions run effectively. (<i>Saya lebih memahami materi ketika diskusi kelompok berjalan efektif.</i>)					
14	I feel that the use of technology in class sometimes distracts me from learning. (<i>Saya merasa penggunaan teknologi dalam kelas terkadang justru mengganggu fokus belajar.</i>)					
15	I feel that classroom rules are not always applied consistently. (<i>Saya merasa aturan kelas tidak selalu diterapkan secara konsisten.</i>)					
16	I feel comfortable learning when the lecturer is open to different opinions. (<i>Saya merasa nyaman belajar ketika dosen terbuka terhadap perbedaan pendapat.</i>)					
17	I often feel confused about assignment instructions. (<i>Saya sering mengalami kebingungan</i>					

	<i>terhadap instruksi tugas yang diberikan.)</i>					
18	I feel that the classroom atmosphere affects my concentration during lectures. <i>(Saya merasa suasana kelas memengaruhi konsentrasi saya selama perkuliahan.)</i>					
19	I sometimes feel that I do not fully understand the material after the class ends. <i>(Saya terkadang merasa belum sepenuhnya memahami materi setelah perkuliahan selesai.)</i>					
20	I feel that group work does not always feel fair to all members. <i>(Saya merasa kerja kelompok tidak selalu berjalan adil bagi semua anggota.)</i>					
21	I feel that class discussions help me understand different points of view. <i>(Saya merasa diskusi kelas membantu saya memahami sudut pandang lain.)</i>					
22	I feel that limited class time prevents the material from being discussed in depth. <i>(Saya merasa keterbatasan waktu</i>					

	<i>kelas membuat materi tidak dibahas secara mendalam.)</i>					
23	I feel that my learning experience varies depending on the lecturer's teaching style. <i>(Saya merasa pengalaman belajar saya berbeda tergantung pada gaya mengajar dosen.)</i>					

Expert Validation Sheet (Content Validity)

SURAT KETERANGAN VALIDASI INSTRUMEN PENELITIAN

Yang bertanda tangan dibawah ini:

Validator I

Nama : Samsul Amri, M. Pd

NIDN : 1031018501

Dengan ini menerangkan bahwa instrument penelitian yang disusun oleh:

Nama : Rezva Uswatun Hasanah

NIM : 502221010003

Program Studi : Pendidikan Bahasa Inggris

Fakultas : Keguruan dan Ilmu Pendidikan

Judul Penelitian;

"Students' Perceptions of How Classroom Experiences Affect Their English Speaking Ability at English Study Program FKIP Universitas Islam Indragiri"

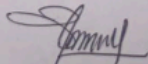
Telah dilakukan proses validasi meliputi aspek kesesuaian isi, konstruksi, bahasa, serta keterkaitan dengan indikator dan variabel penelitian.

Berdasarkan hasil validasi, instrumen penelitian tersebut dinyatakan:

- ☐ Layak digunakan tanpa revisi
☒ Layak digunakan dengan revisi sesuai saran
☐ Belum layak digunakan

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Tembilahan, 3 April 2026
Validator I


Samsul Amri, M.Pd
NIDN. 1031018501

SURAT KETERANGAN VALIDASI INSTRUMEN PENELITIAN

Yang bertanda tangan dibawah ini:

Validator I

Nama : Sri Erma Purwanti, M. Pd

NIDN : 1008048901

Dengan ini menerangkan bahwa instrument penelitian yang disusun oleh:

Nama : Rezva Uswatun Hasanah

NIM : 502221010003

Program Studi : Pendidikan Bahasa Inggris

Fakultas : Keguruan dan Ilmu Pendidikan

Judul Penelitian;

"Students' Perceptions of How Classroom Experiences Affect Their English Speaking Ability at English Study Program FKIP Universitas Islam Indragiri"

Telah dilakukan proses validasi meliputi aspek kesesuaian isi, konstruksi, bahasa, serta keterkaitan dengan indikator dan variabel penelitian.

Berdasarkan hasil validasi, instrumen penelitian tersebut dinyatakan:

☒ Layak digunakan tanpa revisi

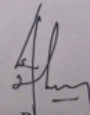
☐ Layak digunakan dengan revisi sesuai saran

☐ Belum layak digunakan

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Tembilahan, 3 April 2026

Validator II



Sri Erma Purwanti, M.Pd

NIDN. 1008048901

Recapitulation of Students' Perceptions of How Classroom Experiences Affect Their English Speaking Ability

Nomor Responden	17 P1	Pernyataan																				Total		
		P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	P13	P14	P15	P16	P17	P18	P19	P20	P21		P22	P23
1	3	4	4	4	3	4	4	4	4	5	4	4	4	3	4	4	2	3	3	4	4	3	4	85
2	4	5	3	2	2	3	4	4	4	4	4	3	4	2	2	4	2	4	3	5	4	3	3	78
3	4	4	4	3	3	4	4	5	4	3	2	3	4	3	3	4	4	4	4	2	4	3	4	80
4	3	4	3	2	2	4	5	3	4	3	2	4	3	3	2	4	2	5	3	3	4	2	4	74
5	5	4	3	2	2	5	5	5	3	4	3	2	4	5	2	4	1	4	4	3	5	4	3	82
6	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	70
7	4	4	4	2	4	4	4	4	4	3	3	2	4	3	3	4	4	4	4	4	4	4	4	84
8	3	5	5	4	3	5	5	5	4	5	4	2	4	2	4	5	4	5	4	3	5	5	5	96
9	2	4	5	1	4	3	4	2	4	4	5	3	3	4	2	3	4	2	3	3	3	3	3	74
10	3	5	4	3	4	3	1	3	4	2	3	4	5	2	4	3	2	2	2	5	4	1	2	71
11	3	5	4	2	2	4	4	4	3	3	2	3	4	3	2	4	2	3	4	3	4	3	3	74
12	4	3	4	5	3	4	3	4	5	5	3	3	2	3	3	4	3	4	3	5	4	4	5	86

[illegible]

30	3	4	2	2	2	2	5	5	4	3	3	3	3	4	3	2	4	4	3	74	
31	5	5	5	1	1	5	5	5	5	5	1	1	3	5	5	5	5	1	1	91	
32	4	4	4	4	2	4	4	4	4	2	2	2	4	4	4	4	4	4	4	84	
33	3	5	5	1	1	5	5	5	5	5	3	4	1	4	3	4	2	3	4	84	
TOTAL	111	141	124	88	85	124	135	127	135	135	932	925	991	117	107	108	1210	100	115	2,580	

DOCUMENTATION



This documentation details how the questionnaire was distributed to second-semester students in Class A of the English Education Study Program at Universitas Islam Indragiri's Faculty of Teacher Training and Education via the class WhatsApp group in order to collect data. Thirty-three students in all took part in the study by answering the researcher's questionnaire.

RIWAYAT SINGKAT PENELITIAN

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