

CHAPTER I

INTRODUCTION

This chapter discusses introduction. In this chapter, the research problem, the research objective, the limitation, the significant of the study, and the definition of key terms are stated.

A. Background of the Study

For English language learners at the university level, improving speaking abilities is crucial since it immediately affects their ability to participate in social, professional, and academic interactions. Speaking is still one of the hardest abilities to learn, according to recent research conducted among Indonesian EFL university students stated by Handayani et al. (2023), students frequently struggle with issues including a small vocabulary, a fear of making mistakes, and trouble coming up with ideas on their own during impromptu speaking assignments. In a similar vein, Darmawan et al. (2022) found that pre-service English teachers had low self-efficacy when giving presentations in the classroom and public speaking, despite their overall confidence. Muslimin et al. (2021) found that in order to overcome issues with speaking fluency and pronunciation, third-semester EFL students required to create effective learning strategies. These findings highlight that even at the university level, students' speaking performance is still influenced by anxiety, vocabulary limitation, and lack of practice.

As a result, enhancing speaking skills should be given top priority in higher education settings since it is essential to students' capacity to communicate ideas, negotiate meaning, and engage with confidence in both academic and social settings. Gaining proficiency in the language is just one aspect of improving speaking abilities, another is being able to apply it successfully in authentic contexts. To put it another way, improving speaking skills necessitates both practical communication skills and linguistic understanding. Understanding grammar, vocabulary, and pronunciation are all part of linguistic knowledge, which serves as the basis for knowing what to say and how to properly build meaning. Nevertheless, possessing this information by itself does not ensure effective speaking. Khairani (2023) discovered that during speaking tests, even exceptionally talented pupils struggled to articulate their thoughts on their own. In the same way, Qadri et al. (2023) found that even with enough vocabulary and grammar skills, the majority of students felt nervous and hesitant when speaking. Similarly, Adelya (2022) found that due to a lack of experience and fluency, third-semester EFL students still struggled to maintain interaction and produce genuine speech. These results show that speaking proficiency necessitates more than just language proficiency; it also requires the capacity to use that knowledge in authentic communication. For learners to become proficient and self-assured speakers in real-world situations, it is imperative that language knowledge and communicative practice be integrated.

Learning activities must offer controlled yet meaningful speaking practice in order to support students' simultaneous development of language knowledge

and communicative skills. Using explanation texts is one efficient approach to accomplish this. According to Thomson and Droga (2012), an explanation text is a kind of writing that describes how or why something occurs, typically in relation to social, scientific, or natural occurrences. According to Franscy and Ramli (2022), students who engaged in structured speaking exercises showed improved coherence and fluency when discussing well-known subjects. In a similar vein, Winarto and Aprianti (2022) demonstrated how using task-based language instruction through explanatory speaking exercises assisted EFL students in organizing their thoughts and expressing them more confidently in class. Additionally, Ambawani et al. (2025) emphasized that meaningful speaking exercises that emphasize explanation and reasoning might help learners perform more coherently and with less nervousness. These results imply that including explanation-text-based speaking exercises improves students' language proficiency and communication skills, empowering them to clearly and logically convey concepts in academic contexts.

In light of this, speaking is now required for students in the English department, particularly during the third semester. Students should be more self-reliant at this point and able to use the knowledge they learned in earlier semesters to engage in more active communication. According to the results of a preliminary study conducted in the third-semester speaking for academic specific purpose classes at UIN Syekh Wasil Kediri, only 20% of third-semester students' speaking abilities fall into the excellent category, another 20% fall into the good category, and the majority, roughly 60%, remain in the fair category. According to this circumstance, the majority of students still

struggle to function at higher speaking levels. These difficulties could be caused by a number of things, including a lack of experience, low self-esteem, a restricted vocabulary used in actual conversation, or pronunciation issues.

Given that speaking is a crucial ability that is unavoidable when learning English, These results emphasize the need for more efficient methods, techniques, and chances for students to improve their speaking skills. Speaking is a vital talent, according to Meliyani et al. (2022), since it reflects students' total communicative competence and has a significant impact on their capacity to engage in real-world interactions. Speaking is one of the most important productive skills in EFL learning, according to Muzri et al. (2024), since it enables students to express ideas, gain confidence, and actively engage in scholarly conversations. Students may continue to struggle in the classroom and in their future careers, where English communication is crucial, if they do not make enough progress.

Despite years of preparation, many students still struggle with communicating. Lack of practice, a fear of making mistakes, little exposure to English, and inconsistent learning are some of these challenges (Handayani et al, 2023). Speaking effectively takes consistent practice and self-control, thus it is not a skill that can be learned quickly. However, a different pattern may be seen in the reality of many students today, particularly those from Generation Z. They frequently become sidetracked by social habits and lifestyle decisions, such as preferring appearances above education, spending more time with friends, or experiencing FOMO. This way of living can occasionally result in ineffective time management, low study motivation, and a lack of dedication

to honing their English. Consequently, they continue to make little progress in speaking, and their overall quality as English learners does not reach its full potential.

This circumstance emphasizes how crucial self-control is when learning to speak English. Self-discipline cultivates constancy, the true "superpower" that keeps students moving forward even when they lack drive, in contrast to motivation, which can change and fade over time. Self-discipline helps students form consistent practice routines that progressively improve their confidence, fluency, and pronunciation. According to Susanto et al. (2020), self-awareness-based disciplined learning fosters self-control and independence in learning, which in turn promotes perseverance and sustained progress. It fosters perseverance and a growth mentality, assisting students in seeing obstacles as chances to adapt rather than as justifications for giving up. English feels more comfortable and natural when speaking practice is incorporated into daily life, which enables communication skills to gradually and significantly improve. In this way, self-discipline serves as the key factor that determines whether students can achieve long-term improvement in speaking ability.

However speaking with self-control is not always simple. Many students start off very motivated but eventually become inconsistent because of worry, boredom, a lack of feedback, or a lack of opportunity to utilize English outside of the classroom. According to Meliyani et al. (2022), speaking anxiety and the dread of making mistakes frequently deter students from practicing frequently, which causes speaking progress to stagnate. Some people struggle to match

their study schedules with other obligations, which results in inconsistent practice, while others are bashful or fear making mistakes. Their growth frequently regresses in the absence of consistent practice, leading to dissatisfaction and a decline in confidence.

Finding efficient methods to encourage students' self-discipline is therefore crucial to their English language acquisition. Students can be motivated to practice regularly by an encouraging atmosphere and interesting materials. Because they provide flexibility, autonomy, and variety that encourage students to study consistently and on their own, digital platforms have emerged as one of the most accessible instruments for language learning. According to Halim et al. (2023), EFL students who used online apps and digital resources like YouTube showed greater motivation, autonomy, and consistency in controlling their speaking practice. In a similar vein, Cabanas and Mercado (2024) emphasized how digital learning environments, especially YouTube and other video-based platforms to support learner autonomy by giving students the freedom to set their own pace, access a variety of resources, and sustain long-term interest in language acquisition. When students can control their pace and choose materials that match their interests, they are more likely to sustain long-term learning habits.

YouTube has become one of the most important media for enhancing speaking abilities among these platforms. It offers free, real-world, interactive resources that integrate audio, visual, and contextual components to improve students' vocabulary, pronunciation, and fluency. According to Melisa et al. (2023), students' speaking skills are greatly enhanced by YouTube-based

speaking practice due to its accessibility and frequent exposure to real-world content. In a similar vein, Salsabila et al. (2024) stressed that by making daily speaking practice more pleasurable and adaptable, YouTube promotes independent learning and aids students in developing self-discipline.

Numerous studies demonstrate that self-discipline plays a significant role in promoting language acquisition, particularly when students use internet resources like YouTube. According to Sunardi et al. (2022), self-discipline can greatly raise students' English proficiency since it keeps them consistent in their practice. According to Pham and Hoang (2023), students who exhibited greater self-discipline in online learning environments outperformed their peers in language tasks because they were able to manage their time and stay away from distractions. Furthermore, according to Şimşir and Dilmaç (2020), self-discipline is crucial for long-term progress because it impacts a variety of aspects of students' lives, such as daily routines and academic achievement. More recently, Daeli and Santosa (2025) noted that when students exercise self-control in choosing resources, going over information, and regularly practicing, YouTube can be a useful tool for independent English learning. Additionally, Fatimah et al. (2024) discovered that students who watched English vlogs on YouTube on their own enhanced their pronunciation by frequent viewing, attentive listening, and speaking practice. According to these research, YouTube and other video-based media can help students develop self-discipline by helping them develop consistent study habits and improve their speaking abilities.

The purpose of this study is to investigate how self-control enables students to use the "Speak English With Class" YouTube channel to enhance their speaking abilities. It seeks to comprehend the particular strategies used by students to maintain consistency in their learning. This study will demonstrate how disciplined habits of watching and practicing with the channel can result in improved fluency, pronunciation, and confidence in speaking English by hearing students' personal stories.

B. Research Questions

The research questions of this study are as follow:

1. What strategies do students employ to maintain self-discipline in using the "Speak English With Class" YouTube channel for speaking practice?
2. What are the students's perceptions of the impact of their self-disciplined learning on their speaking skills?

C. Research Objective

The research objective is as follow:

1. To identify the specific strategies employed by students to maintain self-discipline in using the "Speak English With Class" YouTube channel for their speaking practice.
2. To explore students' perceptions of the impact of their self-disciplined learning on the improvement of their speaking skills.

D. The Limitation of the Study

This study focuses on four students who utilize the YouTube channel "Speak English With Class" as a learning tool to enhance their speaking abilities, particularly in the genre of explanation texts. Furthermore, because the study was restricted to college students at UIN Syekh Wasil, the results might not apply to other English language learners.

E. The Significances of the Study

1. For EFL Learners: This study can assist students in comprehending how online learning tools can improve their speaking and self-discipline.
2. For Teachers: The results can shed light on how to incorporate online resources like YouTube into conventional teaching strategies to improve language acquisition.
3. For Upcoming Scholars: Future research examining the effects of digital media on language acquisition and performance can refer to this study.

F. Definition of the Key Terms

1. Speaking skill: The capacity of pupils to converse clearly in spoken English, encompassing elements like confidence, fluency, and pronunciation.
2. Self-discipline: The capacity of students to maintain self-control and consistency in their English practice, including adhering to regular schedules, concentrating on learning objectives, and overcoming distractions while studying.

3. A digital learning resource that offers instructional vodcasts on learning English is the Speak English With Class YouTube channel.