

CHAPTER V

CONCLUSION AND SUGGESTION

The conclusion and recommendations derived from the study's findings and discussion are presented in this chapter.

A. Conclusion

This descriptive qualitative study has demonstrated that self-discipline plays an essential and indispensable role in improving speaking skills among third-semester English Language Education students at UIN Syekh Wasil Kediri through independent and frequent interaction with the "Speak English With Class" YouTube channel, particularly when practicing explanation texts.

The findings demonstrate that the participants employed four basic strategies to uphold self-discipline: setting objectives, making a schedule, avoiding distractions, and rewarding oneself. These strategies were applied in a number of ways. Some participants adopted more flexible approaches, while others preferred more rigorous ones. All four strategies were found to be effective when tailored to the students' individual characteristics, motivation levels, and daily situations.

Following consistent self-discipline practice, all participants reported notable improvements in their speaking skills. Before engaging in self-disciplined learning, people reported speaking slowly, cautiously, halting a lot, having a limited vocabulary, being disorganized, pronouncing words poorly, and feeling a great deal of worry and fear of making mistakes. After regular practice, they reported feeling much more comfortable speaking in front of

others or in class, being able to speak for longer periods of time with fewer pauses, using a richer vocabulary, organizing ideas more coherently (especially by using linking words in explanation texts), and pronouncing words more clearly. The participants often attributed these benefits to the regularity and persistence made possible by self-discipline.

The motivational and practical content of the "Speak English With Class" YouTube channel contributed to this progress by providing relevant topics and natural language input that the students could imitate and practice. Ultimately, this study concludes that the key connection between the availability of digital learning resources and the actual development in speaking ability is self-discipline. Without deliberate self-regulation, even excellent resources are unlikely to provide meaningful results. Self-discipline, supported by perseverance and consistency of interests, is essential for autonomous language acquisition to succeed in EFL settings.

B. Suggestion

Based on the study's findings, a number of suggestions are given for students, educators, and future researchers.

First, it is highly recommended that students develop personalized self-discipline strategies when they practice speaking English on their own. Setting clear objectives, creating flexible yet dependable schedules, managing distractions, and rewarding oneself with useful activities can all help sustain motivation and consistency in learning.

Second, it is recommended that lecturers and English teachers include teaching self-discipline strategies in speaking classes. In addition to encouraging students to use digital platforms like YouTube channels as supplementary learning resources, lecturers can assist students in developing structured yet useful study programs.

Third, it is recommended that future researchers conduct similar studies with more participants or in alternative educational settings. Future research may examine the effectiveness of combining self-discipline strategies with other teaching approaches or the long-term impacts of such activities on students' speaking proficiency.