

CHAPTER II

LITERATURE REVIEW

This chapter discusses literature review. In this chapter, speaking, explanation text, self-discipline, and “Speak English With Class” YouTube channel are stated.

A. Speaking

Speaking enables pupils to interact socially, exchange information, and communicate orally, making it a crucial language learning ability. Speaking is sometimes seen as the most difficult of the four language abilities (listening, speaking, reading, and writing), despite its significance (Kusuma, 2022). Speaking necessitates the production and processing of language in real time, which calls for both linguistic competence and psychological readiness. Speaking fluency, according to Toleuzhan et al. (2023), encompasses not just linguistic competency but also the capacity to reply impulsively, self-correct, and continue communicating under duress.

Students frequently struggle with anxiety, reluctance, and a small vocabulary, which makes it difficult for them to speak clearly and effectively in front of others (Wu et al., 2022). Speaking should therefore be given high importance in language training since it is a vital and dynamic aspect of communicative ability (Sari et al., 2020).

Speaking clearly shows a learner's ability to use the language in everyday situations, in contrast to receptive abilities like reading and writing. Speaking is the most important skill, according to Brown (2001), since it is the main way that students demonstrate their overall competence in the target language. In a similar vein, Richards (2008) highlights that speaking is essential to language acquisition since it serves as a means of active engagement in social and academic contexts as well as a communication tool. Building on this viewpoint, Richards (2008) identifies three primary purposes for speaking:

1. Speaking as interaction.

It describes how language is used in casual interactions where preserving social ties is more important than providing exact information. Greetings, small talk, and informal conversations are a few examples.

2. Speaking as transaction.

focuses on the transmission of meaning and information, where precision and clarity are crucial. This function can be observed in tasks like fixing problems, providing guidance, or elucidating concepts while working on academic assignments.

3. Speaking as performance.

Similar to public speaking, speaking as a performance entails more formal and structured communication, such as oral presentations, speeches, or storytelling, when delivery, organization, and coherence are essential.

This idea demonstrates that speaking is not a single, constant action but rather serves a range of purposes that vary depending on the circumstance. Knowing these responsibilities makes it clear that students need to develop

their speaking skills for a number of reasons, such as encouraging social interaction, improving transactional communication clarity, and successfully conveying ideas in performance-based projects. This idea is particularly relevant in higher education, when students are expected to actively participate in discussions, collaborate to solve problems, and present their ideas in an orderly and academic manner.

Speaking is frequently developed in university settings, especially in English Language Education departments, through courses like Speaking for Academic Purposes (or Speaking for Specific Purposes). The capacity to properly employ spoken English in academic situations is referred to as Speaking for Academic Purposes. For events like class discussions, oral presentations, concept explanations (including explanation texts), academic debates, and speeches, it entails presenting coherent, well-organized, and intelligible spoken discourse. In addition to accuracy and fluency, this style of speaking promotes critical thinking, logical concept organization, the use of proper academic language, and the capacity to communicate complicated material to an audience (Flowerdew & Peacock, 2001; Basturkmen, 2006).

These ongoing difficulties are confirmed by recent research on Indonesian EFL university students. Students frequently struggle with limited vocabulary, grammatical precision, pronunciation issues, and poor self-confidence, which impede fluent oral production (Handayani et al., 2025; Nazri, 2025). In a similar vein, Halim et al. (2025) and other researchers (2025) identify psychological barriers (anxiety and fear of negative evaluation), a lack of regular speaking practice, and insufficient authentic exposure as significant

challenges, especially when creating explanation texts and giving academic presentations. These results are consistent with the study's background observations, highlighting the critical requirement for regular, self-regulated practice to close the gap between linguistic knowledge and real communicative skill.

Bygate (1987) concentrates on what makes speaking possible, while Richards describes the purposes of speaking. He contends that speaking requires both linguistic understanding and proficiency. While competence refers to the actual capacity to use such knowledge in impromptu, real-time conversation, knowledge comprises learners' comprehension of linguistic components including grammar, vocabulary, and pronunciation.

According to this perspective, speech is a collection of various skills that cooperate throughout communication rather than a single skill. In order to communicate effectively, students need to be able to utilize the language correctly and fluently in everyday situations in addition to understanding how it works. Brown (2001) expands on this concept by characterizing speaking as a process including both macro and micro skills. While macro skills pertain to more general communicative qualities like fluency and the proper use of language in context, micro skills are the smaller linguistic aspects like pronunciation, syntax, and vocabulary. Pronunciation, grammar, vocabulary, and fluency are some of the key elements from these two skill levels that are frequently utilized to evaluate speaking ability.

1. Pronunciation.

This has to do with producing sounds, emphasis, and intonation accurately.

Even when other aspects of language are perfect, poor pronunciation can result in miscommunication. Conversely, clear pronunciation makes a message easier to understand.

2. Grammar

This has to do with the rules of structure that allow words to be put together to form coherent sentences. Accuracy and clarity are essential for successful communication in both informal and academic contexts, and they are ensured by appropriate grammar use.

3. Vocabulary

This illustrates the variety of vocabulary and idioms that a speaker can employ. While a little vocabulary frequently limits the capacity to effectively communicate information, a larger vocabulary enables more accurate and varied articulation of ideas.

4. Fluency.

This is the capacity to communicate naturally, fluidly, and with little hesitancy. Maintaining a consistent speech flow is crucial for both casual chats and professional speeches; fluency is not about speed.

These elements demonstrate that creating sentences is only one aspect of effective speaking; another is the capacity to integrate precise pronunciation, appropriate sentence structures, adequate lexical resources, and fluid delivery into meaningful communication. According to Brown's framework, vocabulary, grammar, and pronunciation are micro-skills because they deal with the technical aspects of language at the lexical, structural, and sound levels, whereas fluency is a macro-skill because it reflects the overall capacity

to maintain effective and coherent communication in real time.

B. Explanation Text

One of the genres recognized by the Genre-Based Approach, which is based on Halliday's (1994) theory of Systemic Functional Linguistics (SFL), is explanation text. According to O'Donnell (2012), referenced on Almurashi (2016), SFL is an approach to language that was primarily created in the 1960s in the United Kingdom and later in Australia by M.A.K. Halliday and his supporters.

According to O'Donnell (2012), referenced in Almurashi (2016), Systemic Functional Linguistics (SFL) is a theory that views language as a system for creating meaning in social interactions. According to this view, language is about how people use it to organize information, communicate ideas, and develop connections rather than just syntax and rules. A component of SFL, explanation texts are used in social situations to assist people comprehend social or natural events, arrange information logically, and effectively convey ideas. This makes it helpful in both daily life and academic settings, where learning and discussion depend on a grasp of processes and reasons.

Recent research has shown how important explanation texts are for improving EFL students' speaking abilities, especially in Indonesian higher education settings. According to several studies (Hadeli, 2026; Sholihah et al., 2025; Ahyarudin & Dahrul, 2024), structured practice with explanation texts using genre-based approaches significantly enhances students' capacity to arrange ideas logically, employ suitable linking devices, and give coherent oral presentations. For example, it has been demonstrated that including digital

tools and task-based exercises with explanation texts improves students' pronunciation, vocabulary, fluency, and confidence when describing processes or causal linkages (Solihat, 2022; Jaya et al., 2024). These results are consistent with the increasing understanding that explanation texts, whether causal or sequential act as a perfect link between linguistic knowledge and communicative competence, assisting EFL learners in overcoming typical obstacles like disarray, a small vocabulary, and speaking anxiety (Franscy & Ramli, 2022; Winarto & Aprianti, 2022). It is a useful genre for encouraging self-regulated speaking practice because, in the context of autonomous learning, practicing explanation texts through real materials like YouTube podcasts further supports the development of both macro-skills (coherence and fluency) and micro-skills (pronunciation, grammar).

Explanation texts are used in academic writing to clarify linkages and procedures. They are crucial in assisting authors in organizing and presenting information so that readers can comprehend difficult concepts. In addition to describing what occurs, this type of writing aids readers in comprehending the underlying relationships between phenomena or events. Scholars have discovered a number of patterns for constructing explanations since they can be arranged differently based on the text's aim. Thomson and Droga (2012) identify two primary categories of explanatory texts, such as:

1. Sequential explanation.

When describing how something occurs through a sequence of events or stages, sequential explanations are employed. The series of events, which often follows a time sequence, is the main focus.

In science class, for instance, a student might describe how a caterpillar develops into a butterfly: the egg hatches into a larva, which then develops into a chrysalis before emerging as a butterfly. Sequential explanations are sometimes used in daily life, such as when discussing how morning routines typically take place: the alarm goes off, a person gets up, brushes their teeth, and then they eat breakfast before heading to work or school. By showing each step clearly, this type of text helps readers or listeners understand a process in the natural order it occurs.

2. Causal explanation.

By concentrating on causes and outcomes, causal explanations explain why something occurs (Thomson & Droga, 2012). This kind can be used to commonplace circumstances that students encounter in the classroom. For instance, a teacher may ask students to explain why some students receive worse grades. Potential explanations include inadequate preparation, missing class, or having trouble comprehending the subject matter, all of which lead to subpar performance. Another illustration would be outlining the reasons why pupils can be late for class, such as traffic bottlenecks, excessive sleep, or lengthy waits for public transportation.

Teachers themselves can also utilize causal explanations. For example, they can explain the significance of homework by emphasizing that regular practice reinforces knowledge, which improves comprehension and yields better outcomes. Causal explanations inspire students to think critically about common educational problems rather than merely

memorize data by connecting causes to results.

To put it briefly, explanation texts are crucial in academic and educational settings because they assist students in organizing their information and demonstrating their comprehension of phenomena and processes. While causal explanations concentrate on why something occurs by demonstrating the causes and effects, sequential explanations concentrate on how something occurs by outlining the processes or stages in order.

Their aim is where the main distinction is found. While causal explanations focus on the causes and effects of events, sequential explanations highlight the process that takes place across time. These two kinds work well together, allowing students to explain what occurs as well as examine the reasons behind it. Because of this, explanation texts are an effective teaching tool for fostering critical thinking and effective communication.

Explanation texts have a regular structure that aids writers in clearly organizing information, just like other genres in the Genre-Based Approach. A general statement, a number of explanations, and a concluding statement make up the traditional structure of an explanation text, according to Thomson and Droga (2012). Every step has a distinct function in helping the reader comprehend the phenomena under discussion.

1. General statement

The first step gives a general overview of the occurrence or process that has to be described. This step defines the process or phenomenon that has to be described and gives general details about it.

2. Series of Explanations

The phenomenon's cause or mechanism is explained in the second step. One or more sequences based on time or cause and effect are shown in this level. While causal explanations concentrate on why something occurs by describing the causes and outcomes, sequential explanations explain how something occurs step-by-step.

3. Concluding Statement

The last phase either summarizes the main ideas of the explanation or offers an assessment of the process's importance. This section evaluates the explanation's content and/or its importance.

Clarity, coherence, and logical reasoning in written and spoken English are developed by writers and learners thanks to the structured format of explanation texts. Students learn how to successfully organize their ideas, convey material coherently, and stay focused throughout their explanations by comprehending the methodical framework of this genre. Students can increase their total communicative competency in language acquisition by practicing this genre, which helps them explain causes and effects precisely and convey ideas in an orderly and academically suitable way.

The linguistic components of explanation texts closely correspond with their communication goal, which is to clearly, logically, and objectively convey information about how or why a process or phenomena occurs. According to Thomson and Droga (2012), this genre's efficacy depends on both its structural structure and the proper application of linguistic elements that guarantee coherence and clarify meaning. These elements help authors and students communicate concepts clearly and methodically by supporting the text's

general information flow. In this sense, explanation texts frequently exhibit a number of crucial linguistic traits, each of which enhances the genre's communication intent and clarity.

1. Use of Simple Present Tense

Because explanation texts convey broad facts and regular processes rather than particular events, they are typically written in the simple present tense. This tense demonstrates the information's ongoing and universal applicability.

Sentences like "Discipline helps people build consistency through small daily actions" or "Success comes slowly because of continuous effort," for instance, convey realities that are true over time. The present tense is used to emphasize the regularity and predictability of the process being described.

2. General Nouns

Instead of describing particular people, general nouns are used to describe groups or categories of things. This lends the explanation a more comprehensive and impartial tone. Words like people, habits, success, and discipline are a few examples. Instead of referring to a single person or thing, these nouns symbolize a whole category, which aids the writer in communicating a broad concept that is applicable to numerous situations rather than just one.

3. Action Verbs

Action verbs are sometimes used in explanation paragraphs to describe events or actions. These verbs provide the explanation movement and

clarity while illustrating how procedures operate.

For example, verbs that express behaviors that result in specific results include assists, teaches, builds, and trains. With its emphasis on change and cause-and-effect connections within the process being described, this trait gives the text a dynamic quality.

4. Cause and Effect or Sequential Conjunctions

Cause and effect or sequential conjunctions such because, so, therefore, then, and as a consequence are frequently used in explanation texts to logically link concepts. Sequential conjunctions show the order of events or phases in a process, whereas cause and effect conjunctions demonstrate the connection between causes and outcomes. By seamlessly connecting each concept and demonstrating how or why something occurs, these connectors make explanations simpler to understand.

5. Passive Voice

A formal and impartial tone is often achieved by using the passive voice. It makes it easier to concentrate on the idea or procedure rather than the individual carrying out the deed. Sentences like "Growth is achieved through consistent action" or "Rest is not seen as the opposite of hard work" highlight the process rather than the performer. This gives the writing a more formal, detached tone that is appropriate for factual explanation.

6. Technical Vocabulary

To ensure accuracy and clarity, explanation papers frequently employ

technical or abstract terms associated with the subject. These words succinctly convey difficult concepts.

Motivation, consistency, mindset, feedback, and persistence are a few examples. Such jargon lends the work an educational, scholarly tone and aids in the straightforward explanation of internal or abstract processes.

In conclusion, a successful explanation text uses a number of linguistic elements that set it apart from other genres. The present tense conveys universal truth, general nouns preserve objectivity, action verbs make processes clear, cause-and-effect conjunctions create logical flow, passive constructions codify the text, and technical terminology adds precision. When combined, these elements allow the text to accomplish its primary objective of providing a clear, rational, and factual explanation of events (Thomson & Droga, 2012).

C. Self-discipline

In recent years, self-discipline has drawn more attention as a critical component affecting students' academic performance, especially in independent and online learning settings (Pham & Hoang, 2023; Sunardi et al., 2022; Daeli & Santosa, 2025). According to recent research on EFL students, self-discipline is closely linked to improved self-regulated learning outcomes, consistent language practice, and improved speaking performance (Pham & Hoang, 2023; Halim et al., 2023; Daeli & Santosa, 2025).

Many people believe that self-discipline is essential to helping students manage their conduct and meet their learning goals. Tao and Jing (2023) define self-discipline as the conscious effort to control one's behavior without outside supervision. Put differently, self-disciplined pupils are able to stay focused and

consistent in the face of a variety of distractions. In a similar vein, Geng and Wei (2023) define self-discipline as the ability to restrain impulses in order to achieve more ambitious long-term objectives.

For students, this entails having the ability to set aside transient pleasures like amusement in order to focus on their studies. Both studies emphasize that self-discipline has two sides: encouraging consistent, goal-directed conduct and putting an end to harmful behaviors. May-Os (2022) broadens this perspective by demonstrating that self-discipline involves more than just saying "no" to distractions; it also entails mentoring and training oneself to maintain consistent routines.

In support of this, Jin et al. (2020) created a self-control competence scale and discovered that markers including impulse resistance, emotional management, and attention control may be used to gauge self-discipline. Their results validate that learning behavior and self-discipline are closely related and that self-discipline can be examined as a distinct construct. Together, these results imply that self-discipline aids students in developing consistent study habits and avoiding distractions.

Experts claim that there are several complementary ways to understand self-discipline. Self-discipline is a fundamental component of self-control, according to Baumeister and Tierney (2011), who liken it to a muscle that can be weakened by excessive usage but increased by consistent practice. According to this perspective, self-discipline is the capacity to control urges and make choices that are in keeping with long-term objectives rather than immediate gratification.

Accordingly, self-discipline is framed under the idea of grit by Duckworth et al. (2007), which combines persistence of effort and consistency of interests. While constancy of interests shows dedication to long-term goals without being easily diverted, perseverance of effort refers to maintaining hard work even in the face of difficulties. When taken as a whole, these viewpoints imply that self-discipline entails both avoiding distractions and sustaining consistent motivation, allowing students to form routines that promote ongoing academic development (Duckworth, 2016).

Building on this knowledge, Maltz (2001) notes that after roughly 21 days of constant practice, the benefits of self-discipline typically become apparent. According to his observations, it frequently took people three weeks to adjust to new behaviors or shifts in their self-perception. This concept, sometimes referred to as the "21-day principle," demonstrates that discipline requires consistent practice in order to be effective. However, more recent research indicates that each person may require a varied amount of time. For instance, Weiden et al. (2020) discovered in a 90-day study that when individuals consistently engaged in the same action, habit strength increased over time. Similarly, Gardner et al. (2022) note that consistency is the critical element that transforms effort into automatic action and that habits are created by repetition in the same situation.

As a result, although Maltz's (2001) perspective provides an early image, recent research clearly shows that developing long-lasting habits rely more on consistent and repeated practice than on a set number of days.

This study highlights how it can be used in real-world learning activities in addition to these theoretical viewpoints. The researcher modified four useful self-discipline techniques to serve as a conceptual framework for this study based on a review of the literature by multiple experts (Locke & Latham, 2002; Gollwitzer, 1999; Baumeister et al., 2007; Skinner, 2014). Setting goals, creating a timetable, avoiding distractions, and rewarding oneself are some of these tactics. The purpose of this framework was to aid in data analysis rather than to restrict the results. The study was still open to finding more tactics that the participants might employ.

1. Goal-setting.

Establishing precise objectives is the first stage in developing self-discipline. According to Locke and Latham (2002), precise and difficult objectives regularly result in better performance than ambiguous instructions like just trying one's hardest. This means that in speaking practice, students must specify their goals in specific terms. For example, a student can create a more specific goal, such "hold a five-minute conversation fluently" or "deliver a short presentation in English without relying on notes," rather than just saying, "I want to be good at speaking." These objectives contribute to the more general goal of acquiring speaking abilities while being sufficiently detailed to direct daily practice. By establishing clear objectives, students develop focus and direction that improve their self-control and enable them to maintain consistency.

2. Make a schedule

Making a planned schedule that specifies the precise topic to be studied as well as the time, location, and method of practice is the second stage in developing self-discipline. This is known as implementation intents, according to Gollwitzer (1999), when students turn broad objectives into specific action plans. When it comes to speaking, this implies that students should set up a schedule that specifies the precise concentration area as well as the practice time.

For instance, a student can choose to "every evening from 7 to 8 p.m., I will practice the use of the simple present tense" rather than just setting out time for "practice grammar." Similarly, if their present objective is to increase their vocabulary, students may devote multiple consecutive practice sessions at the same time every evening to speaking exercises that highlight new vocabulary before moving on to another focal area like grammar or pronunciation. By establishing a schedule that outlines the time, location, approach, and goal, students reduce uncertainty and improve the consistency and manageability of their practice. Because it turns intentions into tangible, more manageable acts, this degree of clarity enhances self-discipline.

3. Avoid distraction

Avoiding distractions that could interfere with learning is the third step in developing self-discipline. According to Baumeister et al. (2007), self-control is the capacity to restrain or modify one's reactions in order to maintain behavior consistent with long-term objectives.

For students, this entails not just identifying the things that divert them, like social media, talking, or irrelevant videos—but actively acting to lessen or eliminate those distractions. For instance, in order to maintain concentration during speaking practice, students may choose to disable notifications, schedule a specified location and time, or prepare study materials ahead of time. By employing these techniques, students may better control their surroundings and focus, which facilitates maintaining a consistent schedule. In this sense, avoiding distractions involves creating environments that encourage regularity and focus in addition to just saying "no" to distractions.

4. Reward yourself

Giving rewards for completing a learning task is the fourth step in developing self-discipline. According to Skinner (2014), a behavior's outcome might affect the likelihood that it will recur in the future. This implies that students are more inclined to repeat an activity when they reward themselves. Simple things can be used as rewards for speaking practice. For instance, pupils may feel content when they observe improvements like longer fluency or clearer pronunciation. After finishing a practice session, they can reward themselves with tiny indulgences like watching a favorite show or taking a quick break. Rewards assist students stay focused and consistent by making practice more pleasurable and inspiring.

To sum up, these four steps, setting goals, creating a timetable, avoiding distractions, and rewarding oneself illustrate how self-discipline can be used in actual educational endeavors. Setting defined goals offers learners direction, creating a timetable gives structure, avoiding distractions helps keep focus, and rewarding oneself boosts motivation. All of these steps are intended to make disciplined behavior more realistic and lasting. When combined, these techniques transform self-discipline from an abstract idea into tangible acts that can help students consistently enhance their speaking abilities.

The four phases demonstrate how self-discipline may be applied to everyday learning tasks, but it is also important to consider how this construct can be quantified. The indicators put forth by Duckworth et al. (2007), who created a scale to evaluate commitment and persistence across time, are used in this study. In contrast to Baumeister and Tierney (2011), whose research emphasizes short-term self-control, Duckworth's approach offers a more straightforward method of assessing the long-term traits that facilitate steady learning advancement. According to her concept, consistency in interests and persistence in effort are two important markers of self-discipline.

1. Perseverance of effort

This signifies continuing to put in effort even when things become challenging. According to Duckworth et al. (2007), students with strong tenacity do not give up on their studies merely because they struggle or receive poor grades. They do not give up until they see results. This is seen in speaking practice when students keep repeating words, correcting their pronunciation, and practicing frequently, even

if their progress seems sluggish or they make mistakes frequently.

2. Consistency of interests

This signal is about maintaining long-term focus on a single objective without becoming sidetracked or veering off course too frequently. In the Duckworth et al. (2007) study, those with high consistency continued to work toward the same objectives for years rather than switching to new ones. This means that when learning a language, students do not quit up easily or move on to anything else. For instance, rather than pausing and searching for irrelevant content, they consistently practice utilizing the videos from the "Speak English With Class" YouTube channel.

The Duckworth et al. (2007) model offers an organized method of grading self-discipline in academic contexts by integrating these two variables. It measures students' willingness to put in a lot of effort in the short term as well as their long-term commitment. Because it accurately captures the perseverance and consistency needed in language learning, Duckworth's et al. (2007) paradigm is thought to be more suitable than Baumeister's self-control model.

In summary, research indicates that self-control is essential for effective learning. It is defined as self-control that aids students in controlling their urges and maintaining concentration on long-term objectives (Baumeister & Tierney, 2011) and as a component of grit that blends persistence in effort and constancy in interests (Duckworth et al., 2007, 2016).

This study takes four stages that are backed by earlier hypotheses in order to make this idea more realistic. Setting goals is based on the idea that precise and well-defined objectives focus attention and effort on significant learning outcomes (Locke & Latham, 2002). Gollwitzer's (1999) theory of implementation intentions, which demonstrates that defining when, where, and how to act increases the chance of consistent practice, lends credence to scheduling. Baumeister and Tierney's (2011) theory that self-discipline functions like a muscle and requires impulse control to maintain attention is reflected in avoiding distractions. Lastly, self-rewarding is consistent with behaviorist concepts of reinforcement (Skinner, 1953), which describe how rewarding oneself makes desired behaviors more likely to be repeated. According to recent research (Tao & Jing, 2023; Geng & Wei, 2023; May-Os, 2022; Jin et al., 2020), these techniques aid students in maintaining motivation, controlling their routines, and fending off distractions. At the same time, a formal framework for evaluating the degree of self-discipline is offered by Duckworth et al.'s (2007) indicators of persistence of effort and consistency of interests. When combined, these viewpoints show self-discipline as both a psychological ability and a series of doable actions that can be seen, practiced, and directly connected to gains in speaking abilities.

D. “Speak English With Class” YouTube Channel

For those who wish to learn English independently, particularly to enhance speaking abilities, the "Speak English With Class" YouTube channel is a well-liked online resource. The "English Leap Podcast" series is the main topic of this channel. These are free podcast-style films that resemble casual

discussions. They provide students with an enjoyable and simple way to practice speaking and listening. According to Daeli and Santosa (2025) and Melisa et al. (2023), learners can select movies that suit their needs, watch at their own pace, pause to repeat, and practice speaking by imitating the speakers. Students that engage in self-regulated learning employ techniques such as goal-setting, consistent practice, and self-reward following practice (Halim et al., 2023). The channel's inspirational shows promote precisely these behaviors, like developing self-control and perseverance.

Similar to using vlogs for practice, students can repeat words and sentences from the podcasts to improve their pronunciation (Fatimah et al., 2024). Although they occasionally need more ideas for activities, teachers also find value in real videos like this to support speaking (Cabanas & Mercado, 2024). According to a comprehensive analysis of numerous studies, YouTube significantly improves speaking abilities in EFL contexts (Salsabila et al., 2024).

The channel has about 191 videos and over a million subscribers. Typically, the videos last between twenty and thirty minutes. They discuss everyday routines, improving discipline, transforming your life, motivation, simple living, and discussing your day. There are episodes such as "How To Be More Disciplined," "Talk About Daily Routine in English," "The Power Of Not Reacting," and "How To Change Your Life: 2026 Comeback." These subjects have a strong connection to self-discipline because they teach students how to maintain consistency, create objectives, and practice despite difficulties.

Simple English is used in the content, which corresponds to many levels, including beginner (A1-A2), intermediate (B1-B2), and higher. Learners can hear everyday phrases, practical terminology, and natural discussions with clear pronunciation. They can mimic native speakers, increase their fluency, and feel more comfortable speaking as a result. These kinds of YouTube channels encourage independent learning, according to numerous research.

This study uses the YouTube channel "Speak English With Class" as an illustration of how students might develop self-discipline. Learners can overcome obstacles like feeling sluggish or fearful of making mistakes by listening to and practicing these podcasts on a daily basis. This lends credence to the notion that regular use of these channels enhances speaking abilities through self-directed effort.