



Students' Perception of Using YouGlish in Learning Pronunciation of Tenth Grade of Senior High School

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Article Info	Abstract
Received: 2025 -10-29 Revised: 2026 04-03 Accepted: 2026 05-31 Keywords: Student perceptions of learning, YouGlish Platform, pronunciation learning, EFL students DOI: 10.24256/ideasv14i1.8316 Corresponding Author: Reza Pitri handayani rezafitri65@gmail.com Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Kotabumi, Lampung	<i>This study aims to understand how students see using the YouGlish Platform to acquire English pronunciation. Thirty-four students from Senior High School's class X-3 participated. A questionnaire intended to gauge students' opinions on using YouGlish to acquire pronunciation was used to gather data for this study, which used a qualitative descriptive method. The results showed that the majority of pupils had favourable opinions. They felt that YouGlish helped them become more confident in speaking, enriched their vocabulary in authentic contexts, improved their understanding of proper word stress and intonation, and enhanced their pronunciation accuracy. Moreover, YouGlish was considered engaging and effective for self-directed learning. However, some challenges were also identified, such as the difficulty of understanding various English accents, dependence on stable internet access, and the need for teacher guidance to use the platform effectively. In conclusion, despite these technical and instructional challenges, YouGlish remains a valuable and enjoyable digital tool that supports pronunciation learning. This study highlights the limited exploration of digital pronunciation platforms like YouGlish in the Indonesian EFL context, emphasizing its potential for enhancing pronunciation learning in future English instruction.</i>

1. Introduction

Since pronunciation has a significant impact on students' overall language performance and communicative skills, it is essential to language learning. A speaker's credibility, comprehension, and self-confidence can all be negatively impacted by mispronunciation (Akyol, 2013). According to Handayani (2017), mastering pronunciation involves not only producing individual sounds but also understanding stress, rhythm, and intonation patterns. Almusharraf et al. (2024) emphasize that pronunciation is essential for meaningful interaction in every aspect of communication. To successfully produce and understand spoken expressions, both the speaker and the listener must work together (Elimat & AbuSeileek, 2014).

When they pronounce words incorrectly, even students with strong grammar and vocabulary skills may still struggle to communicate effectively (Kang, 2015). Additionally, pronouncing words correctly improves speaking performance and listening skills (Nguyen et al., 2021). Therefore, learning how to pronounce words correctly is essential to avoiding miscommunication and having productive conversations (Ghorbani et al., 2016). Two crucial aspects of L2 speech prosody are word stress and intonation.

According to Ladefoged & Johnson (2015), stressed syllables are uttered with more energy and prominence than unstressed ones, and word stress is attributed to entire syllables rather than individual vowels or consonants. As stated by Celce-Murcia et al. (2017), Cutler (2015), and Derwing & Munro (2015), stressed syllables are pronounced louder, longer, and higher in pitch (the relative lowness or highness of the speaker's voice). Because English and their original languages have different sound systems, EFL learners find it difficult to pronounce words correctly (Tiara et al., 2021). Therefore, segmental aspects (individual sounds) as well as suprasegmental features like stress, rhythm, and intonation should be covered in effective pronunciation training (Suzukida & Saito, 2022). Additionally, experts stress that rather than aiming for a native-like accent, pronunciation instruction should focus on intelligibility and comprehensibility (Zoghbor, 2018; Cimenli, 2015).

The way that English pronunciation is taught and learnt has changed significantly as a result of technological advancements. Nowadays, learners can practise pronunciation with real-world examples using a variety of online tools and applications. Students can experience real-life speech scenarios through video learning, especially on sites like YouTube, which improves their motivation and comprehension (Saed et al., 2021). In a similar vein, Ariyamo, Rochasantiningsih, and Pudjobroto (2018) found that employing video-based learning resources can enhance students' pronunciation in terms of intonation, accent, and fluency. Among these technological tools, YouGlish is particularly notable for its ability to provide authentic pronunciation models and interactive learning experiences. One of the technological tools widely used for pronunciation practice is YouGlish, an online

video-based pronunciation dictionary that uses authentic YouTube videos. It allows learners to hear how words are pronounced by native speakers in various English accents—American, British, and Australian (Miller, 2019). YouGlish helps students learn pronunciation through context by providing transcripts and playback speed controls (Fu & Yang, 2019).

According to earlier studies, the YouGlish platform can significantly improve students' speaking and listening skills (Saed et al., 2021) note that it promotes meaningful learning through authentic speech exposure, helping learners to observe how words are used naturally by native speakers. Topal (2023) adds that YouGlish encourages discovery-based and data-driven learning, making pronunciation instruction more interactive and personalized. Additionally, it supports self-paced and stress-free learning environments (Barhen, 2019). However, several studies have also reported challenges such as limited internet access, the diversity of English accents, and the need for teacher guidance when using the platform (Sari & Ahmad, 2021; Wahyuni, 2022; Utami, 2021).

Elements such as stress, intonation, and rhythm, all of which are essential for conveying meaning in English (Yangklang, 2013). Researchers agree that pronunciation significantly contributes to comprehensibility, and intelligibility should be prioritized over achieving native-like accents, especially considering the role of English as a global lingua franca (Zoghbor, 2018, cimenli, 2015). In this context, the goal of pronunciation instruction should be to achieve clear and understandable speech rather than native-like precision. Effective pronunciation teaching should address both segmental features, such as individual sounds, and suprasegmental features, including stress, rhythm, and intonation, as these aspects greatly influence how easily students are understood (Suzukida & Saito, 2022). Both teachers and students have increasingly acknowledged the effectiveness of communicative pronunciation instruction, which integrates listening and speaking activities to develop phonological awareness are also essential in helping students improve their pronunciation, with an emphasis on comprehensibility rather than perfection (Dlaska & Krekeler, 2013).

Two crucial aspects of L2 speech prosody are word stress and intonation. According to Ladefoged and Johnson (2015), stressed syllables are uttered with more energy and prominence than unstressed ones, and word stress is attributed to entire syllables rather than individual vowels or consonants. As stated by Celce-Murcia et al. (2017), Cutler (2015), and Derwing & Munro (2015), stressed syllables are pronounced louder, longer, and higher in pitch (the relative lowness or highness of the speaker's voice). Furthermore, vowels that retain their full and natural sound quality are called strong or full vowels, and they usually appear in stressed syllables.

Seven theories that are the basis of questionnaire indicators:

1. Students' Perception of Learning Pronunciation (Q1)

According to Hidayat (2021), students' experiences in learning pronunciation are shaped by the teaching methods used by the teacher, such as listening, repetition, drilling, and modeling. These early experiences influence how students understand the challenges and needs in pronunciation learning. Furthermore, Kelly (2000) explains that pronunciation instruction focuses on aspects such as sounds, intonation, stress, and connected speech. Therefore, how teachers introduce and practice these elements shapes students' perceptions of their pronunciation learning at school

2. Use of Previous Media/Technology (Q2)

Based on Akyol & Garrison (2011) in the Community of Inquiry framework, students' perceptions of digital learning tools are influenced by their previous experiences using technology. Prior exposure affects their comfort, readiness, and motivation to engage with new platforms such as YouGlish. Students who are familiar with online learning tools tend to adapt more easily to technology-based pronunciation practice.

3. Perceived Usefulness of YouGlish (Q3)

Kelly (2000) states that effective pronunciation learning requires exposure to authentic pronunciation models, such as vowel sounds, consonant sounds, intonation, and stress patterns. Meanwhile, Gilakjani (2016) highlights that technology and authentic audio-visual input significantly enhance learners' awareness of both segmental and suprasegmental features. Field (2005) emphasizes the importance of authentic listening input—hearing native speakers in real contexts—to improve intelligibility. YouGlish provides multiple authentic examples from native speakers in real-life usage, helping learners understand pronunciation in meaningful contexts

4. Difficulties in Using YouGlish (Q4)

According to Field (2005), learners often struggle with pronunciation learning through listening because of challenges such as accent variations, speech rate, and contextual differences. Learners frequently experience confusion when encountering distinct accents such as American, British, or Australian English. In addition, technical issues such as internet connection and difficulty selecting appropriate examples also influence learners' experiences with digital pronunciation tools like YouGlish.

5. Students' Confidence (Before and After YouGlish) (Q5) According to Akyol & Garrison (2011), students' confidence in learning increases when technology helps them understand the material better. YouGlish allows students to listen repeatedly, slow down phrases, and practice at their own pace, supporting the development of self-efficacy. Frequent exposure to clear pronunciation models strengthens

learners' confidence to pronounce words and speak in English.

6. Comparison of Learning with Teacher vs. YouGlish (Q6)

Akyol & Garrison (2011) state that face-to-face learning and technology-based learning provide different strengths. Teachers offer structured explanations, guidance, and direct correction, while digital tools provide autonomy, unlimited input, and flexibility. According to Hidayat (2021), pronunciation lessons in class often have limited time and examples, whereas platforms like YouGlish provide more extensive and varied exposure. Therefore, students may evaluate the effectiveness of both approaches and identify which is more beneficial for their learning

7. Evaluation of YouGlish Features (Q7)

Based on Field (2005), effective pronunciation tools should provide features such as slow playback, repetition, and contextual listening because these support learners in recognizing pronunciation variations and improving accuracy. Akyol & Garrison (2011) also explain that students evaluate learning technology based on usefulness, ease of use, and completeness of features.

Thus, students' comments about which YouGlish features help them and what should be improved reflect their perception of the platform's overall effectiveness.

Perception is an important psychological factor because it influences how individuals interpret their environment (Kurniawan, 2015). Students report that YouGlish helps them listen to and imitate pronunciation from native speakers, aligning with Rahmah & Dewi (2022). Nuraini (2023) adds that YouGlish presents words in real-life sentence contexts, helping students understand meaning and intonation. Video-based media like YouGlish can also boost students' confidence and motivation (Putri & Santosa, 2021; Hafidz, 2020) and facilitate independent learning (Cahyani, 2021). Three factors influence perception: (1) the perceiver, whose characteristics include beliefs, behaviors, motivations, desires, experiences, cognitive processes, and cultural knowledge; (2) the perceived object or target, which can be people, things, or activities; and (3) the way the experience is conveyed, influenced by environmental factors (Prastyo & Dharmawan, 2022). Understanding these factors helps explain how students interpret and respond to YouGlish in learning pronunciation.

Many studies have examined YouGlish as a pronunciation learning tool, but most of them have focused on how effectively it improves speaking or listening skills rather than looking at learners' attitudes or psychological responses to its use. Research on how students in the Indonesian EFL context perceive YouGlish as a tool for improving pronunciation is scarce. Understanding students' viewpoints is crucial since positive views can impact learning results, motivation, and engagement. Therefore, the goal of this study is to find out how students feel about learning English pronunciation through YouGlish. It is anticipated that the findings would provide EFL teachers with pedagogical recommendations and

insights into the effective integration of digital media into pronunciation training.

Perception refers to the process by which individuals organize and interpret sensory information to give meaning to their environment (Robbins & Judge, 2017). In educational settings, students' perception plays a crucial role in shaping their attitudes, motivation, and acceptance of learning tools and methods. According to Slameto (2015), perception is influenced by internal factors such as motivation, experience, and interest, as well as external factors including learning media and the environment.

Robbins & Judge (2017) classify perception into three key stages:

1. Attention and selection – students notice certain stimuli
2. Organization – they process and interpret information
3. Interpretation – they form judgments and responses

In language learning, perception determines how students view the usefulness, effectiveness, and challenges of learning pronunciation through digital tools (Susilowati, 2021). Therefore, students' perceptions of YouGlish directly influence how well the platform supports their pronunciation development.

2. Method

The researcher employed a qualitative descriptive method in this study. This approach aims to provide a comprehensive description of the phenomenon as it naturally occurs, without manipulating variables or testing hypotheses. Aspers and Corte (2019) assert that qualitative descriptive research offers an interpretive and naturalistic method that concentrates on characterising and comprehending participants' experiences and viewpoints in their natural environments. In this study, the researcher formulated research questions and procedures, collected data from participants, analyzed it inductively to identify emerging themes, and interpreted the findings to describe students' perceptions in depth.

Yanuar (2017) defines qualitative research as an investigative process that examines social or humanitarian issues while concentrating on various traditions of empirical investigation. Researchers described how students view using YouGlish to learn how to pronounce words correctly in English. This approach allows researchers to explore students' perceptions of using the YouGlish platform in improving English pronunciation naturally without manipulating variables. This research was conducted after obtaining approval from the campus, school, and the teachers and students who were the subjects. Prior to the study, all parties involved provided informed consent to participate in the research.

This research was conducted on grade X-3 students at SMAN 2 Kotabumi who were selected using purposive sampling used for interviews in this study. The total population was 34 students. Of this population, there were 34 students who have become research participants and the reason why the researcher only selected one class of students because the students provided positive feedback and met the criteria desired by the researcher. The aimed to approach focused on

exploring and describing effectiveness of using the YouGlish platform in improving students' pronunciation in a natural setting without any variable manipulation. The researcher aimed to provide in-depth insights into students' learning experiences through questionnaire. The research was conducted by researchers on September 23, 2025.

This study used a qualitative descriptive method to find out how students felt about using YouGlish to learn pronunciation. 34 students from Senior High School's class X-3 in the academic year 2024–2025 participated in the study. Purposive sampling was used to choose the participants based on certain standards:

1. They had basic English proficiency.
2. They actively participated in pronunciation lessons.
3. They were willing to join the full duration of the YouGlish training and data collection.

These criteria ensure that participants can provide relevant and in-depth information about their learning experiences.

The main instrument of this study was a questionnaire. Before completing the questionnaire, students were involved in pronunciation training using YouGlish. They practiced pronouncing vocabulary from various word classes such as nouns, verbs, adjectives, and adverbs. Before filling out the questionnaire, the researcher explained what the YouGlish platform is, how students can use it, and the benefits of using YouGlish to improve their English pronunciation. The students participated in a one-time face-to-face training session conducted by the researcher. During the session, the researcher introduced the YouGlish platform, demonstrated how to use it effectively, and explained its advantages in enhancing pronunciation skills. Each session lasted approximately 60 minutes. Before completing the questionnaire, students practiced pronouncing words from several categories, including nouns, verbs, and adjectives. Prior to the pronunciation practice, students were also asked to highlight the vocabulary items predetermined by the researcher for practice. They listened to the pronunciation of these words by native speakers through YouGlish videos and repeated the words several times to improve their accuracy.

The primary instrument used in this study was a questionnaire, designed to measure students' perceptions of using the YouGlish platform to improve their English pronunciation. The questionnaire consisted of seven items developed based on the concept of perception and supported by several theories related to pronunciation learning and technology-assisted language learning. The development of the questionnaire was based on the concept of perception proposed by Robbins and Judge (2017), who define perception as a process through which individuals organize and interpret sensory information to give meaning to their environment. In this study, students' perceptions refer to how they interpret their experiences, benefits, challenges, and the effectiveness of using

YouGlish in pronunciation learning.

The first item focuses on students' prior experience in learning pronunciation at school. This item was constructed based on the views of Kelly (2000) and Hidayat (2021), who highlight that learning experiences, teaching methods, and exposure to pronunciation models greatly influence learners' development in pronunciation. The second item explores students' previous use of media or technology in language learning. This item was developed using the theoretical framework of Akyol and Garrison (2011), who emphasize how learners' engagement with technology-based environments shapes their motivation and readiness to learn.

The third item measures students' perceived usefulness of YouGlish. Theories from Kelly (2000), Field (2005), and Gilakjani (2016) underscore the importance of pronunciation components such as intonation, stress, connected speech, and vowel and consonant accuracy. These perspectives support the development of an item that assesses how YouGlish helps students improve these phonological aspects. The fourth item examines the challenges students face when using YouGlish. The item is based on Field (2005), who explains that learners often encounter difficulties when dealing with authentic listening input, such as unfamiliar accents, speaking speed, and selecting appropriate examples.

The fifth item evaluates students' confidence before and after using YouGlish to pronounce English words and sentences. This item is supported by Akyol and Garrison (2011), who argue that technology-based learning environments can enhance learners' self-efficacy and confidence. The sixth item compares learning pronunciation with a teacher in the classroom to learning independently using YouGlish. The item is grounded in the ideas of Akyol and Garrison (2011) and Hidayat (2021), who state that students' perceived effectiveness of learning is influenced by learner autonomy, media used, and direct teacher interaction.

The seventh item assesses students' evaluation of YouGlish features and their suggestions for improvement. This item is supported by Field (2005) and Akyol and Garrison (2011), who highlight the importance of user experience, input quality, and media accessibility in digital learning tools. Overall, the questionnaire was constructed using strong and relevant theoretical foundations, ensuring that it effectively captures students' perceptions of using YouGlish in their pronunciation learning.

The YouGlish platform served as a valuable resource for practicing pronunciation and enhancing students' speaking abilities. After the training session. Students improved their comprehension of proper pronunciation through repeated listening and imitation. To find out how the students felt about using YouGlish to learn pronunciation, a survey was given out after the training (Creswell, 2014). the researcher asked the students to complete a questionnaire, which lasted approximately 60 minutes. The questionnaire consisted of seven questions that had been carefully designed and refined to obtain more accurate responses from the participants. This tool was designed to provide a thorough understanding of

how, why, and what effects a phenomenon has. Qualitative research prioritises meaning and interpretation over numerical data for researchers seeking to gain a thorough grasp of a specific problem or event. The test was not used for quantitative statistical analysis in this study; rather, it was used to support the observation of students' growth and comprehension. Rather than being statistically tested, the results were narratively described. Narrative data was used to assess students' progress, with an emphasis on meaning, experience, and descriptive changes that took place throughout the learning process.

3. Result

The study's findings show that using YouGlish as a teaching tool significantly improves students' performance in grades X-3 Senior High School. Researcher conducted three learning activities, which are divided into two main stages: learning how to use the YouGlish platform and understanding how to work, as well as practicing pronunciation. Researchers trained students to use YouGlish in the first phase, teaching them how to look up words, listen to native speakers pronounce them, and repeatedly mimic their pronunciations. To help them comprehend intonation, word stress, and the distinctions between vowels and consonants in everyday situations, students were also shown a variety of videos featuring native speakers. Understanding YouGlish's features and advantages, including how students can use the platform on their own to get better at pronouncing words correctly outside of the classroom, was the main goal of the second phase.

Researchers used surveys to find out how students felt about using the YouGlish platform to learn English pronunciation after the training and comprehension sessions were over. Based on the questionnaire results, students expressed various views regarding their experiences using YouGlish. They explained that through this platform, they could hear the pronunciation of words directly from native speakers and understand how the words were used in various sentence contexts. Some students reported that they had to repeatedly practice pronouncing the vocabulary they were learning because some of the words were unfamiliar to them. This repetition process helped them improve their pronunciation, although it sometimes posed some challenges, especially for students who were not used to hearing various English accents. Furthermore, students also felt that using YouGlish made them better understand the importance of correct pronunciation in communicating in English.

This section presents the findings of students' perceptions based on the questionnaire distributed to Class X-3. The questionnaire consisted of seven items designed to explore students' experiences, benefits, challenges, and overall views regarding the use of the YouGlish platform in learning English pronunciation. The results described below provide a clear overview of how students interpret the usefulness and effectiveness of YouGlish in supporting their pronunciation

improvement.

1. Participant 1 (FR) Based on the analysis result of participants that she gave perceptions

Overall, the student's perception of YouGlish is positive. She experienced increased confidence, improved pronunciation, and better understanding of intonation and vowel sounds. Although she had minor difficulties and preferred teacher-guided learning for clarity, she still acknowledged that YouGlish is a useful tool for practicing pronunciation.

2. Participant 2 (AMH) Based on the analysis result of participants that she gave perceptions

Showed a positive perception of YouGlish. Although she was a new user, she found the platform useful, especially for mastering difficult vowel sounds. Her confidence improved after using it. However, she still preferred learning pronunciation with her teacher because classroom learning felt clearer and more controlled. She recommended improving video speed on YouGlish to make pronunciation easier to follow.

3. Participant 3 (NGF) Based on the analysis result of participants that she gave perceptions

Overall, the student has a very positive perception of using YouGlish. The application is considered easy to use, beneficial, confidence-boosting, and effective in providing accurate pronunciation models.

4. Participant 4 (AKS) Based on the analysis result of participants that he gave perceptions

Has a positive perception of YouGlish. He finds it helpful, easy to use, and effective in increasing his confidence and fluency. Although he experienced minor internet problems, the platform still supported significant improvement in his pronunciation.

5. Participant 5 (FPH) Based on the analysis result of participants that she gave perceptions

Shows a positive perception of YouGlish. Despite minor internet issues, he finds the platform very helpful for improving pronunciation, increasing confidence, and providing clear pronunciation examples. His experience suggests that YouGlish can be an effective support tool alongside teacher instruction.

6. Participant 6 (SAP) Based on the analysis result of participants that she gave perceptions

Shows a positive perception of YouGlish. She finds the platform effective in improving intonation, word connection, and confidence. Although this is her first time using YouGlish, she experienced no difficulties and appreciated the helpful features, especially video playback speed control.

7. Participant 7 (YRR) Based on the analysis result of participants that he gave perceptions

The responses indicate that. Students do not experience major difficulties when using YouGlish. YouGlish significantly increases students' pronunciation confidence. Students prefer YouGlish over classroom learning because it offers repetition and autonomy. The audio/speaking feature is viewed as the most helpful, though students want it to be more concise.

8. Participant 8 (NAA) Based on the analysis result of participants that she gave perceptions

Summary of Student Perceptions from these responses, it can be concluded that. The main challenge students face is understanding fast speech in the example videos. YouGlish significantly improves students' pronunciation confidence, with specific vocabulary improvements. Students view YouGlish and classroom instruction as equally effective. Users appreciate YouGlish's search, text, and translation features and express overall satisfaction with the platform.

9. Participant 9 (QZN) Based on the analysis result of participants that she gave perceptions

Summary of This Student's Perception From the responses, it can be concluded that. The student does not face major difficulties, aside from occasional internet issues. Their confidence remains low, and they feel they still need more practice. They lack familiarity with YouGlish, making them unsure about its effectiveness compared to classroom learning. The voice/audio feature is considered helpful, although the student did not mention any specific improvements needed.

10. Participant 10 (ADK) Based on the analysis result of participants that he gave perceptions

Overall Summary of This Student's Perception. The student does not struggle with using the platform, though accent variety can be confusing. Their confidence increased significantly, after using YouGlish, supported by improvements in specific vocabulary pronunciation. They believe classroom instruction is more effective due to direct teacher feedback. They find the pronunciation feature most helpful and are generally satisfied with YouGlish.

11. Participant 11 (FAA.K) Based on the analysis result of participants that he gave perceptions

Before using YouGlish, I often hesitated to say new vocabulary because I was afraid of mispronouncing it. After listening to native speakers repeatedly through the platform, I feel more secure and confident when speaking in front of my classmates.

12. Participant 12 (ADV) Based on the analysis result of participants that he gave perceptions

The student experiences difficulties with unstable internet and unfamiliar accents in YouGlish videos. Their confidence improves slightly after using the platform, but they still rely more on teacher guidance. They find YouGlish helpful for providing varied examples but hope the search speed and video loading become more stable.

13. Participant 13 (FR) Based on the analysis result of participants that she gave perceptions

This student reports challenges in selecting the right examples and understanding fast speech. Using YouGlish increases their awareness of correct pronunciation, though they still feel unsure. They prefer classroom pronunciation practice because the teacher's explanations feel clearer. They find the repeat-play feature useful.

14. Participant 14 (M.FHJ) Based on the analysis result of participants that she gave perceptions

The student finds YouGlish confusing due to different accents and inconsistent word clarity. Their confidence before and after using the platform is relatively the same. They believe learning with a teacher is more effective because explanations are more structured. They appreciate the ability to hear multiple pronunciations on YouGlish.

15. Participant 15 (AAP) Based on the analysis result of participants that she gave perceptions

The student struggles with accent differences and ads that interrupt their learning. Their confidence improves slightly thanks to repeated listening. They value teachers more because feedback is immediate. They find YouGlish helpful only for hearing words in context.

16. Participant 16 (KDT) Based on the analysis result of participants that she gave perceptions

This student finds it hard to identify appropriate pronunciation models among many YouGlish clips. Their confidence remains moderate. Classroom pronunciation feels easier due to direct demonstration. The search bar and variety of examples

are their favorite features.

17. Participant 17 (SAP) Based on the analysis result of participants that she gave perceptions

The student faces difficulty when unfamiliar speakers talk too fast. Their confidence strengthens a little after using the platform. They believe YouGlish helps exposure but the teacher's correction is still more reliable. They like the feature that shows sentences in real contexts.

18. Participant 18 (CJR) Based on the analysis result of participants that she gave perceptions

They mention problems with ad interruptions and unclear audio quality. Their pronunciation confidence does not change much. Teacher-led practice is viewed as more effective. They appreciate YouGlish for offering many pronunciation samples.

19. Participant 19 (HN) Based on the analysis result of participants that she gave perceptions

The student struggles mainly with accent variations in YouGlish videos. Their confidence improves slightly after repeatedly listening to different examples. They still consider learning with a teacher more effective because corrections are direct and clearer. YouGlish is helpful mainly for hearing pronunciation in real contexts.

20. Participant 20 (MAD) Based on the analysis result of participants that she gave perceptions

The student struggles with timing—YouGlish clips feel too fast and hard to follow. Their confidence increases slightly after seeing multiple pronunciation examples. However, they still prefer classroom learning. They find the pause-and-repeat function useful.

21. Participant 21 (RA) Based on the analysis result of participants that she gave perceptions

This student experiences difficulty understanding different accents and sometimes mishears words. Their confidence improves after repeated practice. They believe learning with a teacher is more comfortable. They appreciate the variety of pronunciation choices in YouGlish.

22. Participant 22 (KNA) Based on the analysis result of participants that she gave perceptions

The student reports internet connection issues and finds it hard to focus due to ads. Their confidence remains low even after using YouGlish. They prefer teacher instruction for clarity. The most helpful feature is YouGlish's real-life sentence

examples.

23. Participant 23 (RA) Based on the analysis result of participants that she gave perceptions

The student feels confused by the many video options and inconsistent pronunciations. Confidence does not improve much. Classroom learning feels more structured and effective. They find the platform helpful mainly for listening practice.

24. Participant 24 (EAP) Based on the analysis result of participants that she gave perceptions

The student struggles to understand native speakers speaking quickly. Pronunciation confidence increases slightly after using the platform. They view teacher-guided pronunciation as more reliable. They like the feature showing video sources from different platforms.

25. Participant 25 (IR) Based on the analysis result of participants that she gave perceptions

The student finds YouGlish useful for checking pronunciation, but sometimes struggles to imitate the exact rhythm of English sentences. They gain confidence after practicing repeatedly through the platform. They believe YouGlish is effective for improvement but not a replacement for teacher guidance.

26. Participant 26 (FGM) Based on the analysis result of participants that she gave perceptions

The student finds YouGlish helpful for recognizing correct pronunciation, especially vowel and consonant sounds. Their main difficulty is understanding fast speech in some clips. They feel more confident after using the platform, although they still rely on their teacher for deeper explanation.

27. Participant 27 (BVZ) Based on the analysis result of participants that she gave perceptions

YouGlish exposes me to a wide range of English accents—such as American, which helps me realize that a word can be pronounced in different ways. This makes me more flexible and less confused when I hear native speakers in videos or conversation

28. Participant 28 (DAP) Based on the analysis result of participants that she gave perceptions

The student finds YouGlish useful for checking pronunciation, but sometimes

struggles to imitate the exact rhythm of English sentences. They gain confidence after practicing repeatedly through the platform. They believe YouGlish is effective for improvement but not a replacement for teacher guidance.

29. Participant 29 (RF) Based on the analysis result of participants that she gave perceptions

The student does not encounter major difficulties using YouGlish. They enjoy the ability to replay examples until they understand the pronunciation. Their confidence improves after using it, and they think YouGlish is slightly more effective than classroom learning for pronunciation practice.

30. Participant 30 (NAB) Based on the analysis result of participants that she gave perceptions

The student struggles with fast-paced audio in some clips. Despite this, YouGlish increases their confidence, especially when learning unfamiliar words. They feel that both teacher instruction and YouGlish have equal effectiveness depending on the situation.

31. Participant 31 (KDV) Based on the analysis result of participants that she gave perceptions

The student finds YouGlish highly beneficial for improving word stress and intonation. They do not report any major difficulties. Their confidence improves, and they believe YouGlish is slightly more effective than teacher instruction for practicing pronunciation independently.

32. Participant 32 (NK) Based on the analysis result of participants that she gave perceptions

The student finds some accents difficult to understand. However, YouGlish helps them build confidence by providing a variety of real-life examples. They prefer classroom learning for accuracy but consider YouGlish useful for additional practice.

33. Participant 33 (ZH) Based on the analysis result of participants that she gave perceptions

The student reports that their main difficulty is remembering pronunciation after watching the examples. Even so, YouGlish boosts their confidence by allowing repeated listening. They prefer combining teacher learning and YouGlish for best results.

34. Participant 34 (FTS) Based on the analysis result of participants that she gave perceptions

YouGlish makes me realize that pronunciation is not only about repeating sounds, but about how the words are used in real communication. By watching native speakers speak naturally, I can see how pronunciation, expression, and context work together. This makes learning feel more meaningful than just reading rules from a textbook.

This result is consistent with Akyol's (2021) assertion that exposure to native pronunciation improves learners' phonological accuracy and awareness. The second theme, increased confidence in speaking, shows that students felt more comfortable using English after repeatedly practicing pronunciation through YouGlish. Students mentioned that the platform allowed them to practice anytime, which reduced their anxiety when speaking in class. Similar findings were reported by Rahman (2020), who found that digital pronunciation tools could increase learners' self-confidence in oral communication. The third theme, awareness of accent and intonation differences, indicates that YouGlish exposes students to various English accents, such as British and American. This exposure broadened their understanding of global English usage and improved listening comprehension. As Putri (2022) noted, awareness of accent diversity is crucial for effective global communication.

The fourth theme, improved comprehension of rhythm and stress, demonstrates that students gained an understanding of how pronunciation naturally shifts in connected speech. They could see how crucial rhythm and stress patterns are to making their speech sound more organic. This finding validates Field's (2019) assertion that rhythm and stress are crucial elements of comprehensible speech. The fifth theme, "motivation and enjoyment in learning pronunciation," indicates that students thought using YouGlish to learn was more interesting than using more conventional approaches. Pronunciation practice became less tedious and more interactive when real-life examples were viewed on YouTube. This is in line with earlier research by Hidayat (2020), which discovered that incorporating multimedia learning resources boosts students' engagement and motivation.

Lastly, the sixth theme—awareness of pronunciation errors—shows that students started thinking more critically about their shortcomings. Many respondents said YouGlish encouraged them to get better by pointing out mistakes they had previously overlooked. This finding validates Derwing and Munro's (2015) assertion that self-awareness plays a crucial role in enhancing pronunciation abilities. In summary, the examination of students' opinions shows that YouGlish offers a beneficial and successful educational experience for enhancing English pronunciation. Students' pronunciation development is greatly aided by the platform's genuine input, flexibility, and motivation.

According to the study's findings, using the YouGlish platform can greatly enhance students' English pronunciation. The majority of students gave positive feedback, stating that YouGlish helps them recognise proper intonation and stress patterns as well as pronounce words correctly. This outcome supports previous research by Rahmah & Dewi (2022) and Nuraini (2023), which discovered that digital pronunciation tools can raise learners' awareness of real-world pronunciation usage and authentic English sounds. YouGlish also encourages students to be independent and confident in their capacity to learn. With thousands of real-world examples from native speakers, Students can watch and mimic pronunciation using the platform. Cahyani's (2021) discussion of autonomous learning, which emphasises the importance of learner control in technologically mediated settings, is in line with this. The findings also suggest that YouGlish's engaging and interactive features increase students' motivation and participation in pronunciation practice.

However, several challenges were also identified. Some students found it difficult to understand people with different English accents, particularly those who spoke quickly or were non-Americans. Practice consistency was also found to be impacted by technical issues, such as inconsistent internet connections. A few students also mentioned that they still needed help from the teacher to correct their pronunciation mistakes and use the platform effectively. These results are in line with other studies by Rohmah (2023) and Utami (2021), which highlighted the value of instructor support when learning digital pronunciation. The study's conclusion indicates that YouGlish may be a helpful additional resource for learning English pronunciation. Teachers can use YouGlish in their lesson plans to give students practical pronunciation practice while offering pertinent feedback and direction. It is advised that future studies look at the long-term effects of YouGlish use on students' pronunciation development and confidence in speaking English, ideally with a larger sample size.

4. Discussion

According to the study's findings, students thought YouGlish was a useful tool for enhancing their pronunciation of English. By listening to native speakers and accurately mimicking their pronunciation, the platform helped them become more conscious of and correct their speech patterns. This bolsters the claim made by Gilakjani and Sabouri (2016) that learners' comprehension of intonation, stress, and rhythm is improved by using real-world pronunciation models. But by highlighting YouGlish's influence on learner autonomy and motivation—two essential elements of contemporary EFL pedagogy—the current study goes beyond validating earlier findings.

Theoretically, constructivist learning theory, which emphasises active and self-directed learning, is consistent with these findings. Students developed their comprehension of pronunciation through exploration and repeated practice by

interacting with real-world YouTube examples via YouGlish. This process is also consistent with the concept of learner autonomy in language training (Derakhshan & Karimi, 2015), which allows students to control their own learning goals and pace through the use of technology. Students in this study demonstrated initiative by practicing on their own, replaying pronunciation clips, and investigating new words, indicating that YouGlish promotes self-control and engagement.

This study's contextual relevance to Indonesian EFL learners is a major contribution. Pronunciation instruction frequently depends on teacher modelling or textbook examples in many Indonesian schools, where access to native English input is still restricted. By exposing students to real pronunciation in authentic communicative contexts, YouGlish closes this gap. This confirms Saito's (2018) findings that exposure to a variety of pronunciation models improves learners' awareness of accent variation and adaptability—skills that are especially helpful in a multilingual society like Indonesia. YouGlish provides a more comprehensive and contextualised learning experience when compared to other pronunciation tools like Google Translate or conventional audio recordings. It helps students understand rhythm, stress, and connected speech by presenting pronunciation within meaningful discourse rather than isolated words. Speaking fluency, listening comprehension, and pronunciation are all improved by such exposure. However, some students reported having trouble understanding speakers who spoke quickly or with strong regional accents, which emphasises the need for teacher guidance in choosing appropriate examples and scaffolding the learning process.

These results suggest that YouGlish can be used as an additional teaching tool in pronunciation classes. To improve awareness and production, it can be used in conjunction with classroom exercises like imitation drills, peer review, or pronunciation journals. By offering contextual explanations and corrective feedback that YouGlish cannot provide on its own, teachers play a critical role as a mediator between technology and students. This study has limitations despite its advantages. Instead of measuring a direct increase in pronunciation accuracy, it mainly concentrated on students' perceptions. Additionally, the study's qualitative focus restricts how broadly the results can be applied. To assess pronunciation improvements more impartially, future studies could integrate perceptual data with phonetic analysis or experimental designs. The conversation concludes by showing that YouGlish is a useful and inspiring tool for practicing pronunciation in the context of Indonesian EFL. It offers real-world exposure to native speech, enhances teacher instruction, and supports constructivist and autonomy-based learning. However, careful pedagogical support and further research into quantifiable learning outcomes are necessary for successful integration.

5. Conclusion

This study concludes that using YouGlish significantly aids students in improving their English pronunciation based on the findings and discussion. Through this platform, students can listen directly to native speakers' pronunciation, observe word use in real contexts, and practice pronouncing words repeatedly until they achieve accuracy. The exposure to authentic pronunciation models helps students become more aware of the correct sounds, stress patterns, and intonation used in English. Students in grade X-3 at Senior High School benefit from using YouGlish based on the study's findings regarding pronunciation acquisition. Students are better able to comprehend and mimic English sounds when they are exposed to real-world pronunciation models from native speakers. Additionally, the platform helps students boost their confidence, fix pronunciation mistakes, and lessen their fear of speaking English.

Additionally, this study demonstrates that YouGlish is a helpful resource for learning English, particularly with regard to pronunciation. Students' independence and involvement in the learning process can be enhanced by YouGlish's authentic and interactive features. Several recommendations can be made in light of the study's findings. First, it is recommended that English teachers incorporate YouGlish as a supplementary learning resource in pronunciation lessons.

Teachers can utilize this platform to provide more engaging and contextual pronunciation practice to students. Second, students are supposed to keep using YouGlish on their own outside of class to increase their vocabulary and pronunciation. Additionally, YouGlish has been demonstrated to boost students' willingness to practise pronunciation outside of the classroom and to encourage independent learning. This platform not only supports improved pronunciation accuracy but also builds students' confidence in speaking English. Therefore, YouGlish can be considered an effective and interactive learning tool that supports the development of students' pronunciation skills.

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