

YOUTUBE AS INSTRUCTIONAL MEDIA IN PROMOTING EFL INDONESIAN STUDENTS' PRONUNCIATION

Ni Komang Arie Suwastini¹, Kadek Lelyana Rastari², Putu
Suarcaya³

^{1,2,3} Postgraduate Study Program, Universitas Pendidikan Ganesha
arie.suwastini@undiksha.ac.id¹, lelyana@undiksha.ac.id²,
p.suarcaya@undiksha.ac.id³

Abstract

Pronunciation for Indonesian EFL students is tricky and challenging due to the different phonetic systems of the student's mother tongue and the target language. Integrating YouTube into English language learning could overcome these issues. The present study reviewed previous studies about the benefits of integrating YouTube as instructional media in promoting EFL students' pronunciation. This study was library research following George's (2008) model by selecting recent publications on the topic to summarize how YouTube videos affect students' English pronunciation and highlight a research gap that could be taken by future research. The review revealed that YouTube had benefitted students in aspects of pronunciation: stress, intonation, rhythm, voice quality, gestures, vowels, and consonants, although research on the application's use for improving students' rhythm is minimal despite the availability of relevant videos. This finding implies the need for more research on improving students' rhythm using YouTube videos.

Keywords: YouTube, Instructional Media, Pronunciation, English as a Foreign Language (EFL)

Abstrak

Pengucapan bahasa Inggris sangat rumit untuk pebelajar Indonesia karena perbedaan dalam sistem fonetik bahasa ibu dan bahasa target siswa. Integrasi video YouTube ke dalam pembelajaran bahasa Inggris dapat mengatasi masalah ini. Kajian ini mencermati hasil penelitian terkini mengenai integrasi video YouTube sebagai media pembelajaran untuk meningkatkan pelafalan bahasa Inggris siswa. Penelitian ini merupakan kajian pustaka menggunakan model dari George (2008), dengan melibatkan penelitian terkait untuk menghasilkan gambaran umum mengenai pengaruh video Youtube terhadap pelafalan siswa untuk menyoroiti kesenjangan penelitian yang masih ada sehingga menjadi masukan untuk penelitian selanjutnya. Ditemukan bahwa Youtube meningkatkan pelafalan siswa dari tekanan, intonasi, ritme, kualitas suara, gestur, pelafalan suara vokal dan konsonan. Namun, penelitian yang menyoroiti pemanfaatan Youtube untuk meningkatkan ritme dalam pelafalan siswa masih terbatas, walaupun Youtube menyediakan banyak video yang relevan. Temuan ini berimplikasi pada perlunya penelitian lebih lanjut mengenai pemanfaatan video YouTube untuk mengembangkan ritme pelafalan bahasa Inggris siswa.

Keywords: *YouTube*, Media Pembelajaran, Pengucapan, *English as a Foreign Language (EFL)*

Introduction

Pronunciation is one of the most challenging skills to learn by EFL students (Komariah, 2019; Saputra et al., 2020; Ulfayanti & Jelimun, 2018; Weda, 2018). This case is especially true with Indonesian EFL learners because of the distinctive difference between the phonetic alphabet used between Bahasa Indonesia and English (Frijuniarsi, 2018; Rokhman et al., 2020). For instance, Bahasa Indonesia has 26 phonemes represented by 26 letters, while English consists of 36 phonemes

represented by the same number of letters (Karlina et al., 2020). The absence of some phonemes in English, the student's native language, tends to contribute to this problem (Antaris & Omolu, 2019; Tambunsaribu & Simatupang, 2021). Lasi (2020) defines pronunciation as the process of sound production used for producing understandable meaning through the articulations of organs of speech. They include lips, teeth, palate, lungs, vocal tracts, and tongue. He further states that pronunciation consists of two aspects: segmental and suprasegmental. Segmental aspects of pronunciation include speech sounds (vowels and consonants) and gestures. In comparison, suprasegmental aspects of pronunciation include stress, intonation, rhythm, and voice quality or accent. Although these two aspects have different roles yet the combination of both aspects works together as an integral part of English spoken discourse (Lasi, 2020).

Previous studies have argued that the interference of students' first language or mother tongue plays a significant role as an inseparable factor affecting EFL Indonesian students' difficulty in pronouncing English words (Septianasari, 2019; Suparman et al., 2020; Tambunsaribu & Simatupang, 2021; Ulfayanti & Jelimun, 2018; Utami, 2020; Zen, 2020). Furthermore, many dialects and local accents in Indonesia add further variations that affect students' English pronunciation (Komariah, 2019; Saputra et al., 2020; Suparman et al., 2020). Thus, Indonesian EFL students' speech productions still contain errors and language transfers (Dewi et al., 2021; Nalantha et al., 2021; Suwastini et al., 2020; Ulfayanti & Jelimun, 2018).

Experts have offered strategies for improving students' English pronunciation. Ulfayanti & Jelimun (2018) suggest that drilling combined with teaching practice can improve students' pronunciation. Kosasih (2021) argues that English teachers give more specific oral and written practices by providing more audio and visual recording models to improve students' pronunciation. Suparman et al. (2020) also claim that more exposure to native speakers using films, videos, and songs could help English teachers improve students' pronunciation. These suggestions imply the integration of audio-visual media into EFL classrooms to improve students' pronunciation, which is now widely available and easily accessible online (Cahyani et al., 2021; Istiqomah et al., 2021), including social media (Ariantini et al., 2021; Citrawati et al., 2021).

YouTube is an online application that provides learning media and a platform for sharing materials and assignments in the EFL context (Ariantini et al., 2021; Listiani et al., 2021; Meinawati, Rahman, Harmoko, 2020; Purwanti et al., 2022). Listiani et al. (2021), Audina et al. (2022) summarized the benefits of using Youtube to teach English to young learners, while Purwanti et al. (2021) focused on its benefits for improving speaking skills. More specifically, Kabooha & Elyas (2018) argue for the benefit of the application for students' vocabulary. Exposure to YouTube videos assists EFL learners' unconscious learning of grammar since it illustrates various settings in their authentic environment (Albahiri & Alhaj, 2020). Jati et al. (2019) found that YouTube Video promotes students' oral fluency by bringing a joyful learning atmosphere that can reduce students' anxiety and give them more confidence to speak.

The present study made students' difficulties in mastering proper English pronunciation its trajectory. As a platform that shares videos, it includes speeches from native English speakers that provide a model of appropriate English pronunciations for EFL students. Many studies have been conducted to on using YouTube videos for enhancing students' pronunciations (i.e. Authar et al., 2021; Hamad et al., 2019; Meinawati, Rahman, Harmoko, 2020). Thus, the present study aimed to examine previous studies on using YouTube videos to improve students' pronunciations to provide a summary of previous studies and highlight research gaps that need to be completed with relevant future studies.

Research Method or Approach of Discussion

The present study was designed as literature review following the model of library research proposed by George (2008), which has been adapted into qualitative descriptive (Ariantini et al., 2021). The main goal of doing a literature review is to provide new insight and a greater understanding of the benefits of utilizing YouTube as instructional media in promoting EFL students' pronunciation through reading, analyzing, summarizing, and synthesizing relevant existing literature to meet the purpose of the study. The following diagram presents the procedure for conducting the review according to George's (2008) library research model.

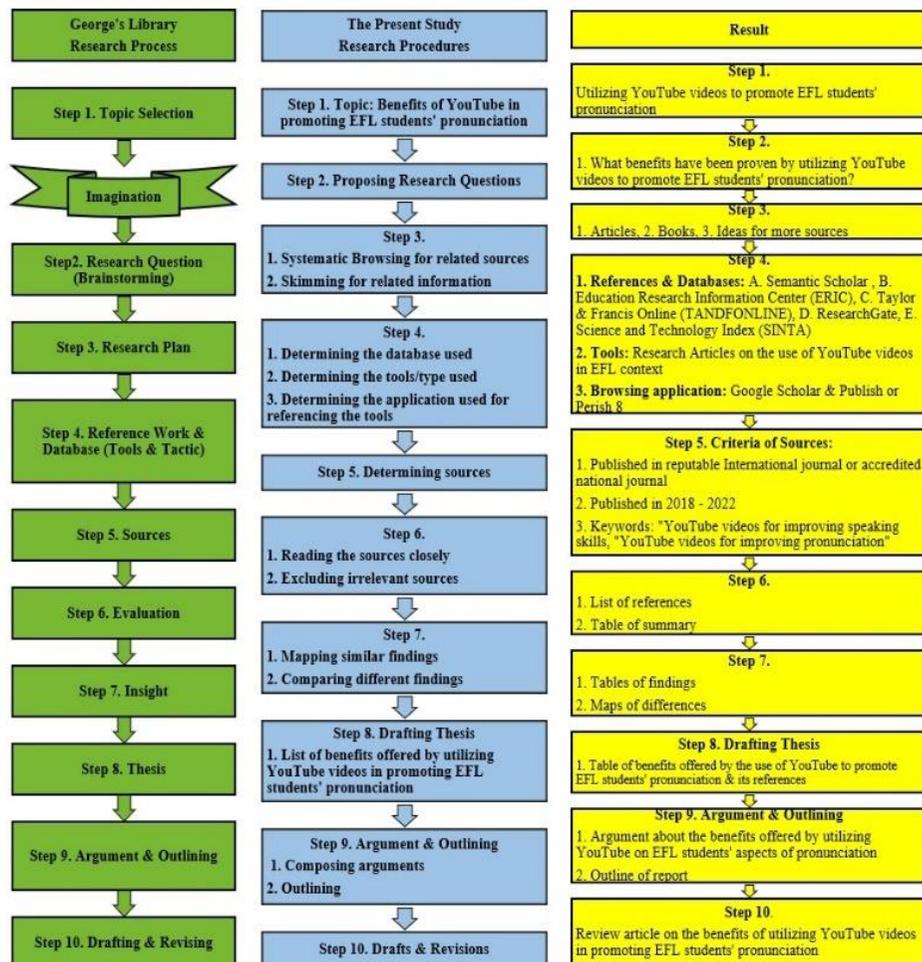


Figure 1. Adapting George's (2008) Model of Library Research Procedure According to Ariantini et al. (2021)

Figure 1 shows ten steps taken in conducting the research. The first step was deciding the topic to be reviewed, which focused on the benefits of YouTube in promoting EFL students' pronunciation. The second step proposed a research question: What are the benefits of integrating YouTube videos in promoting EFL students' pronunciation? The third step designed the research plan through systematic browsing and skimming for related sources and information from books, articles, and websites. The fourth step was deciding on references & databases, tools, and browsing applications. The database used was ResearchGate (<https://www.researchgate.net/>) and Science and Technology Index (SINTA) (<https://sinta.kemdikbud.go.id/>). The tool and applications used

for retrieving the articles were Publish or Perish 8. The fifth step was determining the criteria of sources used in this study: articles published in an international or accredited national journal, published between 2018 – 2022, and open access. Keywords used for browsing the articles were "YouTube videos in EFL contexts," "YouTube for improving speaking skills," and "YouTube videos for improving students' English Pronunciation." This process resulted in forty articles as prospective data sources. However, a closer reading of these articles in step five narrowed them down to twenty articles. This exclusion process was based on the articles' relevance to the focus of the study concerning the benefits of YouTube videos for improving students' stress, intonation, rhythm, voice quality, gestures, vowels, and consonants.

The seventh step was mapping the findings of the reviewed articles and taking notes on different findings or arguments, resulting in categorized findings on the benefits of YouTube videos for improving students' aspects of pronunciation. The eighth step was drafting the thesis on the benefits of using YouTube videos to promote EFL students' pronunciation. The ninth step was outlining the research report, which continued with drafting and revising the outlines according to suggestions from reviewers as its final step.

Findings and Discussions

After reviewing twenty articles, the study revealed that YouTube videos had been argued to promote students' pronunciation in terms of stress, intonation, rhythm, voice quality, gestures, vowels, and consonants.

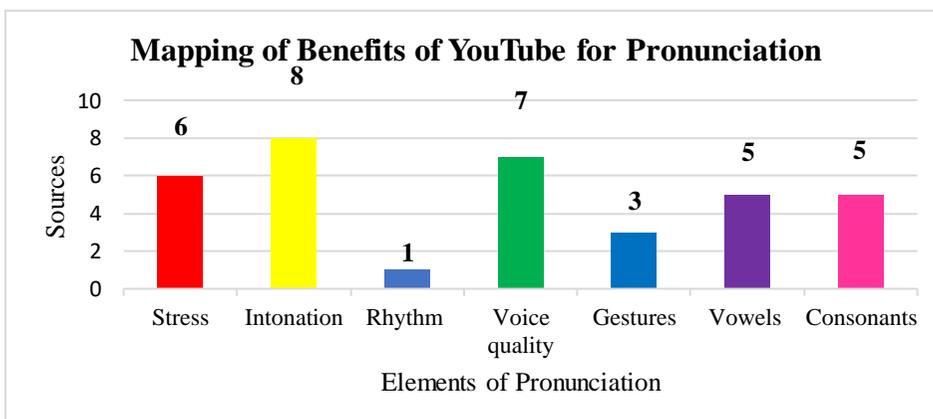


Figure 2. Benefits of YouTube for Pronunciation

Figure 2 illustrates the elements of pronunciation benefitted by using YouTube as instructional media to promote students' pronunciation skills. Eight sources argue that YouTube improves students' intonation. In contrast, rhythm is argued only by one article. Six sources argue that YouTube benefits students' English stress, seven studies claim that YouTube benefits students' voice quality, while five research insist that YouTube benefits vowels and consonants. In comparison, three sources argue that YouTube videos affect students' gestures.

YouTube Videos for Providing Examples of English Stress

Stress is one aspect of pronunciation that plays a significant role in acquiring better English pronunciation because misplaced stress may alter the meaning of words (Kosasih, 2021). Bahasa Indonesia belongs to a syllable-time language, while English is stress-time, challenging Indonesian EFL learners to pronounce English words with proper stresses (Kosasih, 2021). Stress can be classified into word and sentence stress (Lasi, 2020). Word stressing refers to emphasizing a particular syllable of a word (Underhill, 2005; Last, 2020). Sentence stressing refers to emphasizing certain words in an utterance that belongs to another level of stressing (Kenworthy, 1987 in Last, 2020). Kosasih (2021) found that EFL Indonesian students often made mistakes in giving stress to English words containing more than one syllable. For instance, the stress on *'PROgramme* and *'PAssenger* is often misplaced to the second syllable. More significantly, English has homographs with the only placement of stress that differentiate their meanings, such as *'EXport* (noun) and *ex'PORT* (verb) (Kosasih, 2021).

Among the twenty sources reviewed, six claimed that YouTube had improved students' pronunciation in terms of stress. YouTube provides students with videos of appropriate pronunciation that exemplify English stress videos from native speakers. Al-Jarf (2022) used videos such as *"Word Stress in English How to Pronounce..."*, *"10 Rules of Word Stress in English Pronunciation,"* *"Changing Word Stress for Clarification: American English Pronunciation,"* and *"Changing Words with Syllable Stress - British English."* He argued that after watching the videos repeatedly at their convenience through distance learning, the students became more familiar with the placement of stresses in different English words. He further argues that YouTube suggests "next playlist" based on previous views, providing students with more examples

of pronunciation and stress patterns. Binmahboob (2020) examined English instructors' perceptions of YouTube and found that EFL secondary school teachers perceived YouTube as beneficial for improving their students' acquisition of appropriate stress in English. They believed students needed to listen to proper pronunciation from native speakers so students could familiarize themselves with proper word stressing.

Fu & Yang (2019) & Prastyo et al. (2022) found that the YouTube-based English Pronunciation website YouGlish helped students pronounce words with proper stress. Some respondents stated that they could identify the stressed syllable in "*pho'TOgraphy*, '*PHO*tographic, and *pho'TOgrapher*" in a sentence after being given YouGlish, confirming their improvement of stress recognition. Mulyani & Sartika (2019) and Tseng & Yeh (2019) examined the effect of YouTube videos on students' pronunciation and concluded that exposure to pronunciation by native speakers significantly affects students' placement of stress in their English pronunciation. Furthermore, Tseng & Yeh (2019) found that feedback from the teacher helps them understand how to place the various stresses of English words on proper syllables.

YouTube Videos as Exposure to Nativelike English Intonation

Intonation is another fundamental aspect of appropriate English pronunciation. It is how the pitch of the voice falls or rises when people speak (Lasi, 2020). Indonesian EFL learners have problems with the raising/falling intonation in English because they operate differently. Most significantly, they often apply the rising intonation in Indonesian questions to English interrogative formation, which should have falling intonation (Utami, 2020). In this study, eight of the twenty sources claimed that YouTube has proven beneficial in improving students' pronunciation in terms of intonation.

Ayodele & Adeniyi (2019) and Al-Jarf (2022) emphasize the benefit of YouTube videos for exercises by using clips from YouTube as models of English native speakers' intonation. Al-Jarf (2022) recommends some English intonation videos for EFL students, such as "*Intonation in English - English Pronunciation Lesson*," "*Natural British Intonation | Ultimate British Pronunciation Lesson 4*", and "*American English Intonation - How to Understand Native English Speakers Better*." Ayodele & Adeniyi (2019) found that students' improvement of English sounds after repeated exposure to YouTube videos positively affected their

intonation, as students became more confident in adopting native-like intonation when they were more certain about the sounds of the syllables. Rachmijati et al. (2019) and Tseng & Yeh (2019) experimented with using YouTube videos to improve students' intonation in blended-learning modes and found that the blended-learning setting affected students' intonation more effectively. The online asynchronous mode allowed students to access the aural-phonetic model of English repeatedly and to imitate the intonation in the comfort of their privacy. Meanwhile, the synchronous and on-site learning modes provided them with feedback from their peers and teacher.

For Binmahboob (2020), Meinawati et al. (2020), and Mulyani & Sartika (2019), repeated exposure to native-like intonation becomes the key to mastering appropriate English intonation. Thus, he suggests that students watch and listen to native speakers of English more often and imitate what they hear as often as possible to gain more native-like pronunciation. Likewise, Hamad et al. (2019) believe that the key to native-like intonation is gained by repetitive imitation of native-speaker models. They recommend using Listening Audio Tracks Imitation (YATI) to encourage students to listen and imitate English intonation by listening to short video clips from a bedtime story, such as "*Little Red Riding Hood*," "*Three Little Wolves*," and "*The Wolf and the Bears*."

YouTube Videos and the Learning of English Rhythm

Rhythm can be described as prominences and word stresses in how people speak (Underhill, 2005 in Last, 2020). According to Lasi (2020), syllables are the basic units students need to understand to learn English rhythm. Thus, asking students to count the number of syllables in words helps them notice the rhythmic difference between words in pairs (Gilbert, 2008 in Last, 2020). According to Perrine (1982), the beauty of the English language is affected by its rhythmical patterns that render spoken verses sound like songs. However, among the twenty sources reviewed, only one of them found that YouTube benefits students in learning English rhythm.

A study by Al-Jarf found that YouTube provided students with English rhythm videos from native speakers that can develop their pronunciation subskill in terms of using proper rhythm through self-regulated pronunciation practice in the distance learning environment. He further suggests some YouTube videos for EFL students to learn how

to use appropriate rhythm in pronunciation, such as "*Pausing within Sentences | English Pronunciation Lesson*," "*The Rhythm of English: Intonation & Pauses*," "*Juncture in Speech*," and "*Junctures Part 1*", and "*Rhythm in English - Stress - timing*." According to Al-Jarf, if students watch and listen to these videos repeatedly, they will learn how to recognize the rhythm of the English language.

It is curious that among twenty articles reviewed in this study, only one study argues for the use of Youtube videos for improving students' when speaking English. However, YouTube distributes many kinds of videos containing examples of English rhythm. YouTube videos, especially English-spoken videos, demonstrate how English is spoken, with its appropriate rhythm. There are two possible explanations for this limited finding. First, rhythm is considered a part of poetry or poetry reading (Gill, 1995). Therefore, the keyword "YouTube for improving speaking skills" might have been ineffective in retrieving previous studies on improving students' rhythm. Perhaps if the keywords were chosen more elaborately to include poetry in YouTube videos as a medium for teaching students pronunciation, more relevant sources would be retrieved. Poetry is a form of literary work that should be read aloud (Hirsch, 1999; Perrine, 1982). This characteristic of poetry can be used to practice pronunciation and intonation as parts of rhythm (Khaleghi et al., 2020; Purwanto, 2019). Second, there have not been sufficient studies that focus on improving students' rhythm using Youtube videos. If this is the case, future studies may focus on this otherwise neglected aspect of pronunciation.

YouTube Videos for Model of Voice Quality

Voice quality can influence the overall quality of the (Lasi, 2020). Voice quality is determined by the long-term setting held by the areas of the mouth, which can influence the overall quality of the accent (Lasi, 2020). Postures of the lips, larynx, pharynx, tongue, and velopharyngeal systems can affect students' accents, revealing their proximity to native-like accents. For example, how students pronounce the vowel sound in the word "*graph*" and "*half*" may determine whether they are acquiring a British or American accent (Fu & Yang, 2019). In this study, seven sources argue that YouTube videos affect students' voice quality.

Fu & Yang (2019) experimented using YouGlish to train students' accents. The tool is a website that provides videos from YouTube with accepted pronunciation (<https://youglish.com>), making it a trustworthy

model for students' pronunciation. More importantly, the website provides options for English pronunciation in different accents, i.e., United Kingdom, United States, Australia, Canada, and Ireland. Fu & Yang (2019) found that the application helped students recognize pronunciations with different accents, signaling their understanding of the different voice quality between the two main accents in the English language. He elaborated that the application guided the students to their preferred accents with persistent exposure and practice.

Al-Jarf (2022) used videos entitled "*RP British Accent Training Part One*," "*Master the British Accent Part 1-Vowels I*", "*American Accent Training*," "*8 Ways to Speak English with an American Accent | Go Natural English*", "*British and American Compare Accents for The First Time!*", "*American Accent Training-Free Online Course-Part 1 of 5*" to introduce the differences in voice quality in British and American accents. He found that the comparisons guided the students to develop voice quality in English and its variations in the two accents. Likewise, Farid (2019) used TED talk videos from YouTube as speech models and found that his students developed their voice quality by imitating how TED talks as public speakers. Similarly, Hasanah & Wahono (2022), Lestari (2019), Purnamasari (2018), Rachmawati & Cahyani (2020), and Saidalvi et al. (2021) found that exposure to English speeches and vlogs provided on YouTube helped students acquire natives-like accents.

YouTube Videos and Display of Appropriate Gestures

Gestures deals with the movement and expression of how people speak (Lasi, 2020). Gestures can be used as a tool for meaning clarification revealed by the speaker (Lasi, 2020; Chan, 2018). Similarly, Chan (2018) also claims that creating gestures along with the speech tends to make the information memorable. Gestures can be categorized into four main types: iconic, metaphoric, deictic, or beat gestures (McNeill, 1992 in Thompson & Renandya, 2020). For instance, iconic gestures deal with the movement aiming to demonstrate tangible movements and actions. Metaphoric gestures deal with when the speech represents abstract metaphors. Deictic gestures involve movement that seeks to illustrate an event, direction, or object. Finally, beat gestures deal with the movement, which aims to show rhythm with no semantic relation to what is being spoken. Among Indonesian EFL learners, gestures are often neglected as teachers focus more on speech production than facial

expression and bodily movements (Lasi, 2020). In this review, three of the twenty sources claimed that YouTube is beneficial for improving students' ability to use gestures when speaking.

YouTube provides exposure to English speeches with videos of the speakers. It provides more than just proper speech production. It also provides exposure to the proper gestures accompanying certain expressions. Farid (2019) found that learning through TED talks videos on YouTube improved students' perception of the appropriate facial expressions, eye contact, gesture, and movement by imitating native speakers. Similarly, Jati et al. (2019) claim that using YouTube Tutorial videos significantly improves students' performance in telling about procedures, i.e., how to make particular food and drink as part of their English assignment. They found that students' confidence increased in performing their procedure text project after being given YouTube tutorial videos. Similarly, Meinawati et al. (2020) found that YouTube videos allow students to learn and imitate how native speakers speak with proper and correct expressions and gestures.

YouTube Videos for Familiarization with English Vowels

Speech sounds can be classified into vowels and consonants (Lasi, 2020). Vowels are sounds produced by the mouth or place of articulation where the air flows freely to create different sounds (Lasi, 2020). Empirically, the pronunciation problems of Indonesian EFL students are influenced by the absence of specific phonemes of English vowels in students' native language (Antaris & Omolu, 2019). For instance, the stark difference in the number of vowels in English sounds is twelve compared to six in Bahasa Indonesia (Ambalegin & Hulu, 2019). Six English vowels are absent in Bahasa Indonesia: [ɑ:], [æ], [ɛ:], [i:], [ɔ:], and [ʊ] (Frijunarsi, 2018). A study investigated by Komariah (2019) found that some of the words consisting of vowel sounds seemed challenging to pronounce by EFL Indonesian students, such as "our" [əɹ], "may" [ei], and "mow" [əʊ]. In addition, Bahasa Indonesia does not apply the short and long vowels concept, which considers Indonesian students to pronounce these as the same sound. Therefore, she further emphasizes using visual aids such as YouTube videos as media to improve students' ability to use English vowel pronunciation.

Among the twenty sources, five argued that YouTube is beneficial for improving students' pronunciation in producing English vowels.

YouTube provides students with English vowel videos from native speakers that can develop their pronunciation subskill in producing proper vowel sounds through self-regulated pronunciation practice in the distance learning environment (Al-Jarf, 2022). He further offers some recommendation videos which can be used for learning English vowels pronunciation, such as *"How to Pronounce all the vowel sounds in British English," "English Vowel Pronunciation - Important!!!", "How to Pronounce Diphthongs - British English RP Accent - /ɪə/ + /ʊə/ + /eə/"*, *"Difficult Vowel Sound Pronunciation Exercises [Diphthongs]"*, *"Diphthong Sounds"*. Thus, watching those videos enable EFL students to pronounce English vowel sounds properly.

Additionally, Amir & Asmara (2021) claim that YouTube provides students with phonic sounds and minimal paired videos from native speakers, which helps Thai students practice pronouncing English vowels correctly in the virtual pronunciation learning process. Similarly, Ayodele & Adeniyi (2019) agree that YouTube significantly influences undergraduate students' performance in producing vowel sounds and speech articulation. Moreover, Binmahboob (2020) found that EFL secondary school teachers positively perceived YouTube as it will enable students to discriminate English vowel sounds that they listen to from YouTube videos delivered by native English speakers. Likewise, Juma (2021) also found that YouTube videos improved students' pronunciation of particular groups of English vowels and diphthongs through animation and YouTube videos.

YouTube Videos as Media for Demonstrating English Consonants

Consonants are sounds produced by the mouth or places of articulation where the air does not flow freely (Lasi, 2020). English features consonants that are absent in Bahasa Indonesia, such as the [θ], [ʃ], [tʃ], and [dʒ] (Antaris & Omolu, 2019; Komariah, 2019; Saputra et al., 2020). They also faced difficulties in differentiating fricatives, such as [θ] from [ð] and [ʃ] from [ʒ] (Ambalegin & Hulu, 2019; Kosasih, 2021). Saputra et al. (2020) further highlight the variations in pronouncing suffixes -s and -es related to the subject-verb agreement simple present tense verbs and in pluralization of nouns because their pronunciations could differ between [s], [z], or [ɪz] depending on the final sounds of the stem words. Furthermore, the sound [f] can also pose problems because some indigenous languages in Indonesia do not have this sound (Karlina et al.,

2020). Besides, Indonesian EFL students sometimes have problems with silent-consonant and silent-vowel letters Tampunsaribu & Simatupang (2021). Five of the twenty sources reviewed in the present study claimed that YouTube is beneficial for improving students' pronunciation of English consonants.

Al-Jarf (2022) suggests YouTube videos for learning English consonants, such as "*How to Pronounce consonant sounds in British English*" and "*How to Pronounce the 24 English Consonants.*" Amir & Asmara (2021) argue that exposure to relevant YouTube videos improved students' recognition of minimal pairs among Thai students learning English as a Foreign Language. Furthermore, a study by Aulia (2020) found that Indonesian EFL students' consonant production improved after drilling tongue twisters from YouTube videos. She suggests practicing the sound [p] with "*Peter Piper picked a peck of pickled peppers;*" [f] with "*A flea and a fly flew up in a flue, so they flew through a flaw in the flue,*" [v] in "*Of all the vids I've ever viewed, I've never viewed a vid as valued,*" [ð] in "*The thirty-three thieves thought that they thrilled the throne throughout Thursday,*" and [z] with "*Fuzzy wuzzy was a bear, Fuzzy wuzzy was not fuzzy.*"

Similarly, Ayodele & Adeniyi (2019) also found that YouTube significantly influences students' sounds and speech articulation by learning how to pronounce English consonants from YouTube videos. In addition, Besides, the students who used YouTube videos to learn phonetics and phonology in this study were found to have wider insights than students who study without them. Finally, Binmahboob (2020) also argued that EFL secondary school teachers positively perceived YouTube as it allows students to discriminate individual English consonant sounds that they listen to from YouTube videos delivered by native English speakers.

Discussions

This study reviewed twenty relevant studies on the benefits of using YouTube to promote students' pronunciation in terms of stress, intonation, rhythm, voice quality, gestures, vowels, and consonants. From this review, there are at least two essential points to consider. The first point to notice among these previous studies is the reasons behind the positive effect of YouTube Videos on students' pronunciation. Secondly, these studies are univocal in their argument about the need for

persistent exposure and practice for the videos to significantly improve students' pronunciation. However, the twenty articles reviewed also have an unequal emphasis on each aspect of pronunciation. The fourth point concerns the implication of this unequal emphasis on students' language learning and future research.

According to the twenty articles reviewed in this research, YouTube videos are beneficial for students' English pronunciations because of three major factors namely, their ease of access, the availability of English native-speaker model, and the content of the videos that combine picture, animations, and sounds to compliment the speeches. These three reasons are argued to benefit students when the students are exposed to YouTube videos frequently, students imitate the native speakers' models in persistent practice, and they are guided by the teacher's feedback and input from their peers. How these factors implemented can be described in the following diagram.

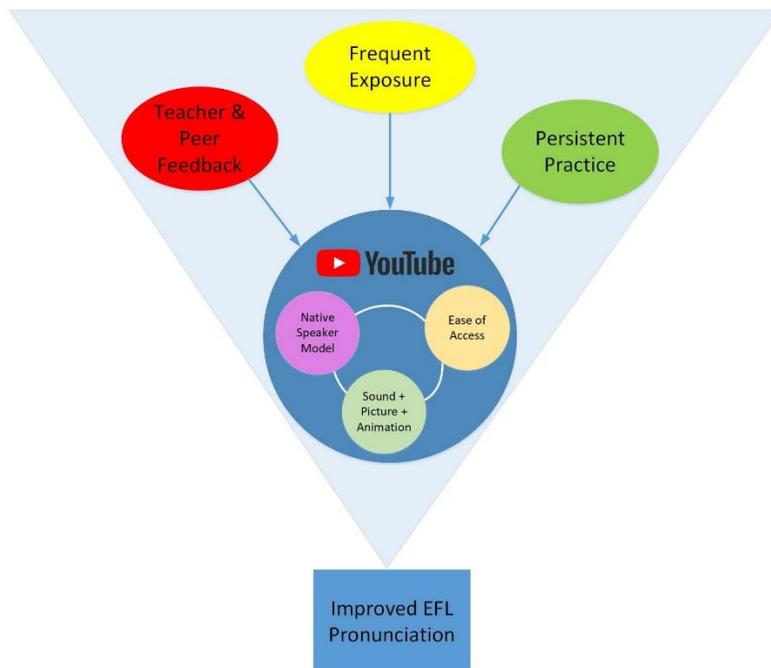


Diagram 2. Factors Affecting Implementation of YouTube Videos for Improving Indonesian EFL Students' Pronunciation

YouTube is easily accessible, allowing students to use it in online and distant learning settings (Al-Jarf, 2022; Amir & Asmara, 2021;

Purnamasari, 2018; Rachmijati et al., 2019). Besides, its ease of access makes it possible for students to repeat the videos depending on their needs and to practice along at their privacy (Al-Jarf, 2022; Binmahboob, 2020; Farid, 2019; Fu & Yang, 2019; Lestari et al., 2019; Prastyo et al., 2022; Purnamasari, 2018; Rachmawati & Cahyani, 2020; Rachmijati et al., 2019). This case is especially beneficial for students in easing their anxiety to practice in front of their friends. These students can practice persistently at home and build their confidence to speak with proper pronunciation (Binmahboob, 2020; Farid, 2019; Hamad et al., 2019; Jati et al., 2019; Meinawati et al., 2020). Moreover, students found the videos helpful learning media for acquiring appropriate pronunciation because they contain sounds and pictures (Aulia, 2020; Ayodele & Adeniyi, 2019; Binmahboob, 2020; Fu & Yang, 2019; Hamad et al., 2019; Juma, 2021; Prastyo et al., 2022; Purnamasari, 2018). The pictures of phonetic symbols help students understand the proper sounds for the targeted words. Besides, providing pictures of words with different stresses, vocal quality, vowel, and consonant help students memorize the pronunciations of the words better (Al-Jarf, 2022; Amir & Asmara, 2021; Aulia, 2020; Ayodele & Adeniyi, 2019; Binmahboob, 2020; Farid, 2019; Fu & Yang, 2019; Hasanah & Wahono, 2022; Juma, 2021; Lestari, 2019; Mulyani & Sartika, 2019; Prastyo et al., 2022; Purnamasari, 2018; Rachmawati & Cahyani, 2020; Saidalvi et al., 2021; Tseng & Yeh, 2019).

The twenty articles reviewed in this study concur that students' English pronunciation will benefit from YouTube videos when they are frequently exposed to native speakers' speeches from the platform (Al-Jarf, 2022; Amir & Asmara, 2021; Binmahboob, 2020; Farid, 2019; Fu & Yang, 2019; Hamad et al., 2019; Hasanah & Wahono, 2022; Jati et al., 2019; Lestari, 2019; Meinawati et al., 2020; Mulyani & Sartika, 2019; Prastyo et al., 2022; Purnamasari, 2018; Rachmawati & Cahyani, 2020; Saidalvi et al., 2021). Furthermore, Binmahboob (2020), Farid (2019), Hamad et al. (2019), Jati et al. (2019), Meinawati et al. (2020), Rachmawati & Cahyani (2020), and Saidalvi et al. (2021) argue that students also need to persistently practice pronouncing English words by imitating the native-speakers. Teachers and peers can further support these practices. After students watch YouTube videos and practice at home, they can practice in the class under the teacher's guidance (Jati et al., 2019; Juma, 2021; Meinawati et al., 2020; Mulyani & Sartika, 2019; Rachmawati & Cahyani, 2020; Rachmijati et al., 2019; Tseng & Yeh, 2019).

Students can correct each other, while the teacher can show how a word is pronounced or a sound is produced (Jati et al., 2019; Meinawati et al., 2020; Prastyo et al., 2022; Tseng & Yeh, 2019).

However, the twenty articles reviewed also have an unequal emphasis on each aspect of pronunciation. Six sources claimed that exposure to videos from English native speakers on YouTube had familiarized students with the proper placement of stresses in pronouncing English words (Al-Jarf, 2022; Binmahboob, 2020; Fu & Yang, 2019; Mulyani & Sartika, 2019; Prastyo et al., 2022; Tseng & Yeh, 2019). Eight studies found that YouTube videos improved students' intonation (Al-Jarf, 2022; Ayodele & Adeniyi, 2019; Binmahboob, 2020; Hamad et al., 2019; Meinawati et al., 2020; Mulyani & Sartika, 2019; Rachmijati et al., 2019; Tseng & Yeh, 2019). One source explicitly mentions YouTube's positive impacts on students' production of English rhythm (Al-Jarf, 2022). However, this study believes that YouTube has the potential to introduce rhythm in the target language. Seven sources claimed that students' voice quality significantly improved after students were exposed to authentic training videos from native speakers with various accents and styles, allowing them to differentiate prominent English accents and choose their preferred accent to practice (Al-Jarf, 2022; Farid, 2019; Hasanah & Wahono, 2022; Lestari, 2019; Purnamasari, 2018; Rachmawati & Cahyani, 2020; Saidalvi et al., 2021). Three sources claim YouTube exposes students to appropriate gestures for English expressions, especially in public speaking and telling procedures (Farid, 2019; Jati et al., 2019; Meinawati et al., 2020). Two studies argue that YouTube videos are suitable for introducing English vowels (Amir & Asmara, 2021; Juma, 2021). Two studies explain how the videos help students pronounce English consonants correctly (Aulia, 2020; Ayodele & Adeniyi, 2019).

While all twenty studies acknowledge the benefits offered by the implementation of YouTube videos in EFL classrooms, they did not give equal focus to how the media can affect elements of pronunciation. Most studies pay more attention to intonation, voice quality, and word stresses, while the pronunciation of vowels and consonants seems to receive scant attention. These pronunciation aspects may be considered very interesting because their productions relate closely to students' tangible oral performance. Gestures and rhythm, however, received the slightest consideration. Gestures are rarely considered aspects of

pronunciation, perhaps, because they merely clarify the meaning of the pronounced words (Chan, 2018; Lasi, 2020). Furthermore, rhythm is sometimes more closely related to poetry reading rather than colloquial speaking, which may explain why it does not receive much attention in language skills classrooms. Nevertheless, rhythm represents the rhythmical stress pattern in English. Dismissing rhythm as less essential to be included in language teaching will result in the lost opportunity for the students to enjoy the beauty of the rhythmical pattern of the English language (Perrine, 1982).

This review has conceptualized results of previous studies on the use of YouTube for improving EFL students' pronunciation. In this conceptualization, videos with English native speakers have associated with students' improved pronunciation. However, this conceptualization should be taken with a grain of salt for two reasons. First of all, this present study did not quantify the effectiveness of YouTube with English native speakers for improving students' pronunciation compared to the effectiveness of videos with non-English native speakers. More importantly, this research did not take into consideration the individual research's standpoint on the importance of producing native-like pronunciation for EFL students. This present study, however, leans towards Cogo and Dewey's argument that variations in English produced by EFL speakers (2012), rather than dismissing them as errors produced during the interlanguage states (Adnyani et al., 2021; Maheswari et al., 2020; Suwastini et al., 2020). This standpoint is only fair, because students learning English as a foreign language would be spending considerably less time learning or using the target language compared to their mother tongue or their second language. Although appropriate pronunciation is important, the misconception that students learning EFL should have native-like pronunciation could hinder their speech production.

Conclusions

The present study concludes that YouTube videos positively affect students' English pronunciation. The twenty studies reviewed to claim that the videos help EFL students improve their target language's stress, intonation, rhythm, voice quality, gestures, vowels, and consonants. The research found that students generally considered the application to

provide ease of access and combination between sounds and pictures to be very helpful in guiding their pronunciation practice. These benefits can be best achieved if the students get frequent exposure to English native-speaker models from the application. However, not every study reviewed focuses on the aspects of pronunciation equally, with gestures and stress being the aspects least frequently examined. Thus, the present study proposes that more future studies should be conducted to fill this research gap.

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