INTERNATIONAL JOURNAL OF EDUCATION AND HUMANITIES
e-ISSN: 2829-8675 | p-ISSN: 2830-4578
Volume.3, Issue.1 May (2024) : 86-95
DOI: https://doi.org/10.56314/ijoleh.v3i1

Student's Perceptions of Youglish as Instructional Technology and Media for Learning English Pronunciation

Sukmawati[1*], Vivit Romayanti[2], Andi Tenri Abeng[3], Muliaty Ibrahim[4], Hasanuddin[5], Andi Rasmiyati[6]

[1,4,6]English Education Department of Universitas Megarezky, Makassar Indonesia, [2]Post Graduate Program of State University of Makassar, Indonesia, [3]Universitas Bosowa, Makassar Indonesia, [5]Vrije University Amsterdam, Netherlands

Correspondence*
E-mail: sukmar.dilla@unimerz.ac.id

Received : 17 May 2024
Accepted : 31 May 2024
Published : 31 May 2024

This work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License.

Abstract

Fluency in pronunciation is a crucial aspect of effective verbal communication. Inaccurate pronunciation can result in a misinterpretation of the word's intended meaning. Consequently, it is imperative to have media resources that assist pupils in comprehending pronunciation better. There are numerous media platforms available, one of them being YouGlish. The research aims to investigate students' perception on the the use of Youglish as instructional technology and media for learning English pronunciation. YouGlish is a website that utilizes YouTube videos to enhance English pronunciation. The researchers employed the descriptive qualitative method in this study. This study was carried out for second semester English students. The instruments utilized in this investigation consisted of a questionnaire and an interview. The data indicates that students hold favorable views regarding the utilization of YouGlish. The research findings demonstrated the students' viewpoint regarding the use of YouGlish for enhancing English Pronunciation learning. The survey findings also indicated predominantly favorable and unfavorable feedback. The utilization of both of these instruments is the method to ascertain the students' perspectives on the integration of YouGlish in pronunciation acquisition. Ultimately, YouGlish has the ability to pique students' interest in studying Pronunciation and foster a desire to learn. In conclusion that YouGlish has the ability to

generate students' interest in studying by virtue of its online platform, which may actively engage them with a fervent enthusiasm for learning the subject matter.

Keywords: English Pronunciation, Instructional Technology, Media For Learning, Students' Perception, Youglish

INTRODUCTION

English is not widely utilized by speakers in Indonesia. It is exclusively utilized in international corporations, educational establishments, and overseas offices (Sukmawati & Nensia, 2019; Sujarwo et al, 2023; Ibrahim et al., 2023). English might be considered the primary foreign language when compared to other languages such as Arabic, French, German, Mandarin, and Japanese. English learners must develop four crucial skills: reading, listening, writing, and speaking (Prastyo et al., 2022; Sukmawati et al., 2022).

The speaking process comprises multiple components of verbal communication (Sasabone et al., 2022; 2021; Rezeki, Ria, Sujarwo, Ibrahim, 2022). Speaking skills encompass five essential components: pronunciation, grammar, accuracy, vocabulary, and fluency (Suciati et al., 2023). These are several elements of speaking proficiency that must be comprehended and perfected. Effective pronunciation is a crucial aspect of verbal communication (Pennington & Rogerson-Revell, 2019). Inaccurate pronunciation can result in the incorrect interpretation of the word (Burri & Baker, 2019).

Pronunciation is an essential aspect of communication competence as it is present in all aspects of human existence (Almusharraf et al., 2024); Mesfer, Yahrif, Siradjuddin, 2024). It involves the collaboration between the speaker and the listener to effectively produce and comprehend each other's spoken expressions (Elimat & AbuSeileek, 2014). In the context of second language (L2) acquisition, individuals who struggle with pronunciation are at a higher risk of being incomprehensible in verbal interactions, regardless of their strong command of grammar and vocabulary (Faraby & Kamaruddin, 2021).

Furthermore, the act of pronouncing words correctly improves learners' capacity to understand spoken English more effectively (Kang, 2015). Research has also demonstrated that teaching pronunciation enhances listening skills. Good pronunciation plays a crucial role in the further development of oral abilities for second language learners (Nguyen et al., 2021).

Hence, the mastery of pronunciation is vital for language learners, since any shortcomings in this area might lead to miscommunication. Pronunciation can be described as the articulation of significant sounds in two distinct ways. Pronunciation refers to the capacity to accurately employ the appropriate emphasis, cadence, and inflection of a word in spoken communication (Ghorbani et al., 2016).

English as a Foreign Language (EFL) Learners, particularly those who speak, find it exceedingly challenging to grasp these parts due to the significant disparities in the sound systems of English (Tiara et al., 2021). Individuals' cognitive abilities in their native language can impede their ability to pronounce foreign language words or sentences. The individuals had a tendency to articulate [(n)ðə] when saying the word, utilizing the phoneme /n/ before [ðə], rather than [ðə] alone. To clarify, the acquisition of proper pronunciation in formal education necessitates the diligent application of practice and the expert supervision provided by instructors along the learning process.

Perception is a crucial psychological aspect since it enables us to understand the various processes that take place in our surroundings (Fouz-González, 2019). People hold varying perspectives on a thing, which can be either favorable or unfavorable. Perception is an inherent aspect of a human being's life, constituting its psychological nature. Teachers are unable to instruct in the absence of students, whereas students have the capacity to acquire knowledge from teachers.

Perception is influenced by three factors. The initial entity is the perceiver. An individual's traits, including beliefs, behaviors, motivations, desires, experiences, cognitive processes, perceptions, and cultural knowledge, influence their perspective and their attempts to provide explanations. The second aspect pertains to the perceived object or target. They can be individuals, items, or actions. This impacts the way the individual perceives things. The third aspect refers to the manner in which the experience is communicated. Various elements in the surrounding environment have an impact on our overall experience (Yanuar Dwi Prastyo, Yanuarius Yanu Dharmawan, 2022).

Teachers often instruct English pronunciation by utilizing printed materials that use the phonetic alphabet. They also engage students in exercises like transcription practice and developmental drills, which may include minimal pair drills, reading passages or dialogues, listening to a cassette, and imitation. The students rely on their lecturers to acquire each phoneme (Elimat & AbuSeileek, 2014).

Technology-assisted language learning (CALL) refers to the utilization of technology-enhanced methods in the process of English as a Foreign Language (EF) learning and instruction (Imran et al., 2022). One component of Computer-Assisted Language Learning (CALL) is Technology-assisted pronunciation (CAP), which involves using technology to teach the individual sounds and larger patterns of a language's sound system. The utilization of digitized speech for enhancing language pronunciation. The CAP (Technology-Assisted Pronunciation) method has been employed in the instruction of pronunciation with the dual objectives of evaluating and instructing stress patterns in EF speech. Technology helps the learners and instructors to improve their pronunciation system (Fatemeh, 2014).

YouGlish is an online platform that use YouTube videos to enhance English pronunciation. YouGlish now possesses around 50 million tracks as of December 2020. YouGlish assists users in determining the accurate and suitable pronunciation of a word or phrase. It showcases how natural speakers pronounce the word or

phrase within a genuine situation. The videos on YouGlish are sourced from YouTube. The website's name is derived from a combination of 'YouTube' and 'English' (Mccarthy, 2018). YouGlish utilizes three different accents. There are accents from the United States, the United Kingdom, and Australia. You have the freedom to select any accent that you desire to observe or employ. When we select movies based on our specific interests, subtitles are provided underneath the video to facilitate our vocabulary acquisition. YouGlish is accessible on any device with a web browser and is user-friendly (Ibrahim, 2023).

The objective of study is to investigate the student's perceptions of the use of Youglish as instructional technology and media for learning English pronunciation.

METHOD

In this research method, researchers used qualitative descriptive methodology to describe what is the focus of this research. Researchers provided an instrument in the form of a questionnaire to nine English as Foreign Language (EFL) students so that the required data regarding perceptions was met and could be analyzed.

This design was intended to provide a description of the information. Consistent with the preceding assertions. Descriptive study is a type of research that seeks to provide a detailed account of current and past phenomena (Mezmir, 2020). This study does not manipulate or alter the independent variables, but rather presents a condition based on factual information. Qualitative research is centered around examining social phenomena and providing feedback based on the participants' perceptions (Leavy, 2022). Qualitative research is a method of research that focuses on comprehending the significance of individuals or groups and investigating social or human issues (Creswell, J. W., & Creswell, 2017). Qualitative research is conducted to gather, combine, and present data from different sources in a study (Mills, G. E., & Gay, 2016).

In this research, the criteria of gender, age, and achievement index scores were not taken into consideration as indicators for selecting participant samples. However, the sampling criteria in this study were limited to only 9 students regarding the use of Youglish as instructional technology and media for learning English pronunciation in learning English pronunciation. The research location was carried out on English language education study program students.

The information given to students is in the form of a statement. The number of statements in the questionnaire given to students was 5 statements. To assess the results of the questionnaire, the researcher used a Likert scale for the questionnaire given. The choice options and value weights in the questionnaire can be described as: In obtaining the EFL learners' responses, each statement has provided four degrees of agreement to be selected by the learners. Those are SD (Strongly Agree), A (Agree), D (Disagree), and SD (Strongly Disagree).

The researchers assured the informants that the questionnaire would be kept confidential and would not have any impact on the value of English classes. The process of data analysis involves the reduction and display of data, as well as

drawing conclusions and verifying them. The research data underwent a process of selection, categorization, reduction, display, and interpretation (Mills, G. E., & Gay, 2016). Upon data reduction, the researcher visually represented the data using a diagram to enhance its comprehensibility.

RESULTS AND DISCUSSION

In obtaining the EFL learners' responses. Usability refers to the extent to which students are able to effectively, efficiently, and satisfactorily use YouGlish to improve their pronunciation and achieve a certain goal.

Table 1. *The result of usability*

No	Statements	Responses	
1	Your experience utilizing YouGlish	Very Fun	12
		Fun	5
		Neutral	3
		Not Fun	0
2	Proficiency in utilizing YouGlish	Very easy	13
		Easy	6
		Neutral	1
		Not Easy	0

The table presented above displays the outcomes pertaining to the use of YouGlish in the classroom, as perceived by the students. Evidently, the majority of students find YouGlish to be an enjoyable and user-friendly tool for improving pronunciation in the classroom. Therefore, the data found that 95% of students exhibit a positive reaction to using YouGlish as a tool for improving their pronunciation skill.

Table 2. The result of helpfulness

No	Statements	Responses	
1	Your experience utilizing YouGlish	Very Fun	10
		Fun	7
		Neutral	3
		Not Fun	0
2	Proficiency in utilizing YouGlish	Very easy	12
		Easy	5
		Neutral	3
		Not Easy	0

The table presented above displays the outcomes pertaining to the use of YouGlish in the educational setting, as perceived by the students. Evidently, the majority of students find YouGlish to be an enjoyable and user-friendly tool for improving pronunciation in the classroom. Therefore, the data suggests that 90% of students

exhibit a positive reaction to using YouGlish as a tool for improving their pronunciation skill.

Table 3. The result of accessibility

No	Statements	Responses	
1	Your experience utilizing YouGlish	Very Fun	10
		Fun	7
		Neutral	3
		Not Fun	0
2	Proficiency in utilizing YouGlish	Very easy	11
		Easy	7
		Neutral	2
		Not Easy	0

The table presented above displays the outcomes pertaining to the use of YouGlish in the classroom, as perceived by the students. Evidently, the majority of students find YouGlish to be an enjoyable and user-friendly tool for improving pronunciation in the classroom. Hence, the data suggests that 95% of students exhibit a positive reaction to the utilization of YouGlish as a tool for improving their pronunciation skills.

In addition to the data obtained from interviews, the application of YouGlish yields favorable outcomes, thus enhancing its effectiveness. All the participants in the interviews expressed that YouGlish is highly beneficial for them as students. They find that YouGlish aids in their pronunciation learning process and significantly facilitates their learning experience.

Specifically, they mentioned that YouGlish is particularly useful when encountering challenging words to pronounce, as it provides clear guidance on how to correctly pronounce those words. One respondent stated, "In my view, YouGlish is extremely helpful for acquiring accurate and proper pronunciation, especially with the video feature that directly demonstrates the correct pronunciation of words and sentences." (Interview Student AN).

Data from interview stated that "Utilising YouGlish for pronunciation learning is beneficial as it allows us to enhance our understanding and facilitate the accurate pronunciation of each word by watching the corresponding video." (Interview of FT)

"In my perspective, YouGlish can serve as a valuable tool for individuals, particularly students, who aspire to acquire accurate pronunciation skills in English. This is especially beneficial given the easy accessibility of YouGlish. ." (Interview of AB). "I highly appreciate YouGlish because, as a novice, I require an application that provides assistance and simplifies my learning experience." "By viewing the video from YouGlish, we are able to perceive the enunciation of each word by a native speaker." (Interview of SM).

YouGlish can also assist language learners in preparing graphic representations of English pronunciation variations. YouGlish offers an additional advantage in terms of vocabulary acquisition by presenting meaningful phrases within a range of real-world situations, spanning from academic to non-academic contexts. After choosing YouGlish as a tool for teaching and mastering L2 segmental pronunciation, the next task is to determine its specific applications in language instruction. Before discussing the use of this website for language teaching, it is important to note that pronunciation is closely connected to four key language skills: listening, speaking, reading, and writing. Pronunciation is an integral aspect of speaking, as incorrect pronunciation can result in misunderstandings or breakdowns in communication (Topal, 2023).

Participants were also required to provide their opinions on the usability, substance, instructional value, and vividness of YouGlish as evaluation criteria for web-based environments. They all agreed without any dissent that the website possesses a design that is easy for users to navigate. The positive feedback highlighted the variety of content, the chance for incidental extracurricular learning, and academic advancement.

Conversely, the negative feedback pointed out the absence of learning resources, progress monitoring, and evaluations, as well as the presence of a competitive learning atmosphere. YouGlish offers customers a wide range of video content from many sources, including films, music videos, documentaries, cartoons, and speeches.

Some previous studies stated that given that it is a website centered around YouTube, the range of content it offers is vast. The wide range of content provided allows users to discover videos that pique their interest and encounter videos with local speakers with diverse dialects from varied contexts, resulting in an interesting and amusing experience for viewers (Ibrahim, 2023). The study's fundamental findings indicate that the utilization of YouGlish has a significant influence on students' pronunciation of commonly mispronounced phrases (Prastyo et al., 2022). The students expressed contentment with the adoption of blended learning in the Pronunciation classroom, which utilized WhatsApp Group as one of the media platforms (Tiara et al., 2021).

The students had difficulties when using YouGlish. The issue is in the availability of internet connectivity, which renders it unfeasible for students to watch videos on YouGlish when the internet connection is unreliable. Furthermore, this is the outcome of the accessibility that researchers identified during the interview. Despite the questionnaire findings indicating that YouGlish can be accessed anywhere and at any time, the interview results revealed certain inefficiencies with the platform.

CONCLUSION AND RECOMMENDATION

This study refers to the existing body of literature on the perceptions of English as a Foreign Language (EFL) learners regarding the process of learning pronunciation using Youglish as instructional technology and media. Intelligibility and fluency were identified as the primary objectives for learners' pronunciation, driven by the desire to imitate native speakers and meet the demands of their

professional careers. YouGlish is determine to have improved usability, diverse material, potential for further instructional value, and satisfactory vividness. The researchers gain valuable insights into the perception of students regarding the efficacy of YouGlish as a website for improving speech skills. YouGlish is an effective tool for students to utilize in the classroom due to its enhanced authenticity in the learning process. Furthermore, YouGlish has the ability to generate students' interest in studying by virtue of its online platform, which may actively engage them with a fervent enthusiasm for learning the subject matter.

Additional suggestions are put forward regarding an enhancement of teaching resources for pronunciation and evaluation. The website can be utilized by language instructors for vocabulary instruction, while the primary focus of this study is on learner cognitions. Gaining insight into the current behaviors of students and educators necessitates doing longitudinal, empirical, and observational research. As recommendation for the absence of empirical investigations would require further research on the possible benefits of utilizing YouGlish for improving pronunciation in various educational settings.

REFERENCES

Almusharraf, A., Aljasser, A., Mahdi, H. S., Al-Nofaie, H., & Ghobain, E. (2024). Exploring the effects of modality and variability on EFL learners' pronunciation of English diphthongs: a student perspective on HVPT implementation. *Humanities and Social Sciences Communications*, *11*(1), 1–11. https://doi.org/10.1057/s41599-024-02632-2

Burri, M., & Baker, A. (2019). "I never imagined" pronunciation as "such an interesting thing": Student teacher perception of innovative practices. *International Journal of Applied Linguistics (United Kingdom)*, *29*(1), 95–108. https://doi.org/10.1111/ijal.12247

Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches. Sage publications*.

Elimat, A. K., & AbuSeileek, A. F. (2014). Automatic speech recognition technology as an effective means for teaching pronunciation. *The JALT CALL Journal*, *10*(1), 21–47. https://doi.org/10.29140/jaltcall.v10n1.166

Faraby, I., & Kamaruddin, A. (2021). Perceptions of Efl Learners on the Application of Reading Aloud Technique in Learning Pronunciation. *E-Journal of ELTS (English Language Teaching Society)*, *9*(1), 53–64. https://doi.org/10.22487/elts.v9i1.1838

Faradila Mesfer, Muhammad Yahrif, & S. S. (2024). An Error Analysis Of Undergraduate Students' English Pronunciation. *EDULEC : Education, Language, and Culture Journal*, *4*(1), 79–93. https://doi.org/https://doi.org/10.56314/edulec.v4i1.220

Fatemeh, A. (2014). Technology and english language pronounciation. *Indian Journal of Fundamental and Applied Life Sciences ISSN:*, *4*, 461–465.

Fouz-González, J. (2019). Podcast-based pronunciation training: Enhancing FL learners' perception and production of fossilised segmental features. *ReCALL*,

31(2), 150–159. https://doi.org/10.1017/S0958344018000174

Ghorbani, M. R., Neissari, M., & Kargozari, H. R. (2016). The Effect of Explicit Pronunciation Instruction on Undergraduate EFL Learners' Vowel Perception. *Language and Literacy*, *18*(1), 57. https://doi.org/10.20360/g2xw2k

Ibrahim, M., Soepriadi, D. N., Limbong, S., Sujarwo, S., & Sasabone, L. (2023). Non EFL Students' Perception in English Language Learning Strategies (LLS) in the Digital Era. *AL-ISHLAH: Jurnal Pendidikan*, *15*(1), 587–596. https://doi.org/10.35445/alishlah.v15i1.2687

Ibrahim, H. T. (2023). YouGlish as a pronunciation resource: Voices from turkish EFL learners. *I-Manager's Journal of Educational Technology*, *20*(3), 7. https://doi.org/10.26634/jet.20.3.20071

Kang, O. (2015). Learners' perceptions toward pronunciation instruction in three circles of world englishes. *TESOL Journal*, *6*(1), 59–80. https://doi.org/10.1002/tesj.146

Leavy, P. (2022). *Research design: Quantitative, qualitative, mixed methods, arts-based, and community-based participatory research approaches. Guilford Publications*. https://books.google.com/books?hl=id&lr=&id=qUiKEAAAQBAJ&oi=fnd&pg=PP1&dq=Qualitative,+quantitative+and+mixed+methods+approaches&ots=RxJblrEv5N&sig=lw2UKpi6JwJC6wEaN-vpPndwM2I

Luana Sasabone, Yuriatson Jubhari, Sukmawati, & Sujarwo. (2021). The Implementation of English for Specific Purposes (ESP) in Improving Students Speaking Skill of UKI Paulus Makassar. *Edulec : Education, Language and Culture Journal*, *1*(1), 1–8. https://doi.org/10.56314/edulec.v1i1.1

Mccarthy, D. (2018). A Promising Tool for Pronunciation Dictionary. Lexicography Arecls. *Annual Review of Education, Communication & Language Sciences*, *15*, 81–96. Youglish.com

Mezmir, E. A. (2020). Qualitative Data Analysis: An Overview of Data Reduction, Data Display and Interpretation. *Research on Humanities and Social Sciences*, *10*(21), 15–27. https://doi.org/10.7176/rhss/10-21-02

Mills, G. E., & Gay, L. R. (2016). *Educational research: Competencies for analysis and applications. pearson*. https://thuvienso.hoasen.edu.vn/handle/123456789/9428

Muhammad Chairil Imran, Khaliq Bashar, Budiarti Putri Uleng, Nina Ariani, Sukmawati, Suharti Siradjuddin, Sujarwo, I. (2022). The Impact of Computer Assisted Language Learning (CALL) Technology on Indonesian Learners' Speaking Skills. *International Journal of Education and Humanities (IJOLEH)*, *1*(2), 183–189. https://doi.org/DOI: https:// 10.56314/ijoleh.v1i2

Nguyen, L. T., Hung, B. P., Duong, U. T. T., & Le, T. T. (2021). Teachers' and Learners' Beliefs About Pronunciation Instruction in Tertiary English as a Foreign Language Education. *Frontiers in Psychology*, *12*(August). https://doi.org/10.3389/fpsyg.2021.739842

Pennington, M. C., & Rogerson-Revell, P. (2019). *Using Technology for Pronunciation Teaching, Learning, and Assessment*. https://doi.org/10.1057/978-1-137-47677-

7_5

Rezeki, Ria, Sujarwo, Ibrahim, M. (2022). The Teacher's Strategies in Overcoming Speaking Problems at SMAN 1 Selayar. *Education, Language, and Culture (EDULEC)*, *2*(1), 67–79. https://doi.org/DOI: https://doi.org/10.56314/edulec.v2i1.33

Sasabone, L., Limbong, S., Pongpalilu, F., & ... (2022). Utilizing WhatsApp As An Educational Technology Tool In Improving Students' Speaking For ESP Instruction. *Education, Language, and Culture (EDULEC)*, *2*(2), 170–179. https://doi.org/DOI: https://doi.org/10.56314/edulec.v2i2

Suciati, S., Faridi, A., Mujiyanto, J., & Arifani, Y. (2023). Artificial Intelligence Application dalam Pembelajaran Speaking: Persepsi dan Solusi. *Prosiding Seminar Nasional Pascasarjana Universitas Negeri Semarang*, 1111–1115. http://pps.unnes.ac.id/pps2/prodi/prosiding-pascasarjana-unnes

Sujarwo, A., & Akhiruddin, Bellona Mardhatillah Sabillah, Sukmawati, W. M. S. (2023). Innovation In English Language Learning Model Based Digital Literacy To Construct Young Learners ' Character. *Ethical Lingua: Journal of Language Teaching and Literature*, *10*(2), 465–477. https://doi.org/10.30605/25409190.640

Sukmawati, S., & Nensia, N. (2019). The Role of Google Classroom in ELT. *International Journal for Educational and Vocational Studies*, *1*(2), 142–145. https://doi.org/10.29103/ijevs.v1i2.1526

Sukmawati, S., Sujarwo, S., Soepriadi, D. N., & Amaliah, N. (2022). Online English Language Teaching in the Midst of Covid-19 Pandemic: Non EFL Students' Feedback and Response. *Al-Ta Lim Journal*, *29*(1), 62–69. https://doi.org/10.15548/jt.v29i1.732

Tiara, A.-F., Ardini, S. N., & Nugrahani, D. (2021). Blended Learning in Pronunciation Classroom for Higher Education: Students' Perception. *E-Structural*, *3*(02), 145–156. https://doi.org/10.33633/es.v3i02.4414

Topal, I. H. (2023). YouGlish: A web-sourced corpus for bolstering L2 pronunciation in language education. *Journal of Digital Educational Technology*, *3*(2), ep2305. https://doi.org/10.30935/jdet/13236

Yanuar Dwi Prastyo, Yanuarius Yanu Dharmawan, S. F. A. (2022). Student's Perceptions on the Implementation of Youglish in Learning English Pronunciation at English Department. *Lectura: Jurnal Pendidikan*, *13*(1), 42–54. https://doi.org/10.21608/pshj.2022.250026