

**THE EFFECT OF USING YOUGLISH WEB TOOL THROUGH SHADOWING
TECHNIQUE AND LEARNING MOTIVATION ON STUDENTS' ENGLISH
PRONUNCIATION ACCURACY AT ENGLISH EDUCATION DEPARTMENT
OF STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU**



UIN SUSKA RIAU

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**POST GRADUATE OF ENGLISH EDUCATION DEPARTMENT
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU**

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A THESIS

Submitted to State Islamic University of Sultan Syarif Kasim Riau in Partial Fulfillment of
the Requirements for Master's Degree of English Education



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Kami yang bertanda tangan di bawah ini selaku Tim Penguji Tesis mengesahkan dan menyetujui bahwa Tesis yang berjudul: **The Effect Of Using Youglish Web Tool Through Shadowing Technique And Leaming Motivation On Students' English Pronunciation Accuracy At English Education Department Of State Islamic University Of Sultan Syarif Kasim Riau**, yang ditulis oleh sdr:

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Wassalamua'alaikum Warahmatullahi Wabarakatuh.

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7. Muhammad Fauzan Ansyari, S.Pd.I, M.Sc, Ph.D., Dr. Dodi Settiawan, S.Pd, M.Pd, Dr. Drs. H. Sutarmo, M.Ag. and all lecturers English Education Master Program lecturers at the State Islamic University of Sultan Syarif Kasim Riau who has shared their knowledge and information on this research paper and thanks for their encouragement and help during the course.
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Finally, the researcher realizes that this thesis is still far from perfection. Therefore, constructive comments, critiques, and suggestions are appreciated very much. May Allah, Almighty, the Lord of the universe bless you all.

Pekanbaru, 18 Desember 2025

The Researcher

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ABSTRACT

Reni Eka Putri (2025) : The Effect of Using Youglish Web Tool Through Shadowing Technique and Learning Motivation on Students' English Pronunciation Accuracy at English Education Department of State Islamic University of Sultan Syarif Kasim Riau

The objective of this research were to find out whether there is significant difference of students' English pronunciation accuracy between students who have high, medium, and low learning motivation taught by using YouGlish web tool through shadowing technique and taught without it, and find out whether any significant interactional effect between of using YouGlish web tool through shadowing technique and learning motivation on students' English pronunciation accuracy. This research was experimental research in the form of factorial design 2x3 post-test only. The population of the research was the first semester at English Education Department of State Islamic University of Sultan Syarif Kasim Riau. The sample taken by simple random sampling technique so that the sample obtained was 30 students of 1E and 30 students of 1E. In collecting the data pronunciation test was conducted in both classes after giving treatments in four meeting. The data were analyzed by using by parametric test since the assumption of normally distributed. However, the data interpreted by using Two-ways anova. The results of this study demonstrate that the use of YouGlish did not result in a statistically significant difference in students' English pronunciation accuracy when examined across the entire sample. Regardless of whether students possessed high, medium, or low levels of learning motivation, learning motivation did not significantly influence the effect of YouGlish-assisted pronunciation practice. Nevertheless, from a statistical perspective, learning motivation still showed a measurable contribution to pronunciation accuracy; however, this contribution was not statistically significant.

ABSTRAK

Reni Eka Putri (2025) : Pengaruh Penggunaan Alat Web Youghlish Melalui Teknik Shadowing dan Motivasi Belajar terhadap Akurasi Pelafalan Bahasa Inggris Mahasiswa Jurusan Pendidikan Bahasa Inggris Universitas Islam Negeri Sultan Syarif Kasim Riau

Tujuan penelitian ini adalah untuk mengetahui apakah terdapat perbedaan signifikan pada akurasi pengucapan bahasa Inggris siswa antara siswa yang memiliki motivasi belajar tinggi, sedang, dan rendah yang diajar menggunakan alat web YouGlish melalui teknik shadowing dan yang diajar tanpa menggunakan alat tersebut, serta untuk mengetahui apakah terdapat pengaruh interaksi yang signifikan antara penggunaan alat web YouGlish melalui teknik shadowing dan motivasi belajar terhadap akurasi pengucapan bahasa Inggris siswa. Penelitian ini merupakan penelitian eksperimental dalam bentuk desain faktorial 2x3 post-test saja. Populasi penelitian adalah mahasiswa semester pertama Jurusan Pendidikan Bahasa Inggris Universitas Islam Negeri Sultan Syarif Kasim Riau. Sampel diambil dengan teknik simple random sampling sehingga diperoleh sampel sebanyak 30 mahasiswa semester 1 dan 30 mahasiswa semester 1. Dalam pengumpulan data, tes pengucapan dilakukan di kedua kelas setelah diberikan perlakuan dalam empat pertemuan. Data dianalisis menggunakan uji parametrik karena asumsi distribusi normal. Namun, data diinterpretasikan menggunakan ANOVA dua arah. Hasil penelitian ini menunjukkan bahwa penggunaan YouGlish tidak menghasilkan perbedaan yang signifikan secara statistik pada akurasi pengucapan bahasa Inggris siswa bila diperiksa di seluruh sampel. Terlepas dari apakah siswa memiliki tingkat motivasi belajar yang tinggi, sedang, atau rendah, motivasi belajar tidak secara signifikan memengaruhi efek latihan pengucapan yang dibantu YouGlish. Meskipun demikian, dari perspektif statistik, motivasi belajar tetap menunjukkan kontribusi yang terukur terhadap akurasi pengucapan; namun, kontribusi ini tidak signifikan secara statistik.

الملخص

ريحي إيكابوتري (٢٠٢٥): أثر استخدام أداة الويب YouGlish عبر تقنية التظليل (Shadowing) ودافعية التعلم في دقة نطق اللغة الإنجليزية لدى طلاب قسم تعليم اللغة الإنجليزية بجامعة السلطان الشريف قاسم الإسلامية الحكومية رياو

هدفت هذه الدراسة إلى التحقق من وجود فروق ذات دلالة إحصائية في دقة نطق اللغة الإنجليزية بين الطلاب ذوي مستويات دافعية التعلم المرتفعة والمتوسطة والمنخفضة، الذين تم تدريسهم باستخدام أداة الويب YouGlish عبر تقنية التظليل (Shadowing)، وأولئك الذين تلقوا التدريس دون استخدام هذه الأداة، وكذلك إلى الكشف عن وجود أثر تفاعلي ذي دلالة إحصائية بين استخدام أداة الويب YouGlish عبر تقنية التظليل ودافعية التعلم في دقة نطق اللغة الإنجليزية لدى الطلاب. اعتمدت الدراسة المنهج التجريبي باستخدام تصميم عاملي (٣ x ٢) باختبار بعدي فقط. تمثلت عينة البحث في طلاب الفصل الدراسي الأول بقسم تعليم اللغة الإنجليزية في جامعة السلطان الشريف قاسم الإسلامية الحكومية، رياو، حيث تم اختيار العينة باستخدام أسلوب العينة العشوائية البسيطة، وبلغ عدد أفرادها ٣٠ طالباً من الفصل (E1) و ٣٠ طالباً من الفصل (C1). في عملية جمع البيانات، أُجريت اختبارات النطق في كلا الفصلين بعد تطبيق المعالجة التعليمية خلال أربع لقاءات. وتم تحليل البيانات باستخدام الاختبارات البارامترية نظراً لاستيفاء افتراض التوزيع الطبيعي، في حين تم تفسير النتائج باستخدام تحليل التباين الثنائي الاتجاه (Two-Way ANOVA). وأظهرت نتائج الدراسة أن استخدام أداة YouGlish لم يُحدث فروقاً ذات دلالة إحصائية في دقة نطق اللغة الإنجليزية لدى الطلاب عند تحليل النتائج على مستوى العينة ككل. وبغض النظر عن اختلاف مستويات دافعية التعلم (مرتفعة، متوسطة، منخفضة)، لم تُظهر دافعية التعلم أثراً ذا دلالة إحصائية في فاعلية تدريبات النطق المدعومة بأداة YouGlis. ومع ذلك، ومن منظور إحصائي، أظهرت دافعية التعلم مساهمة قابلة للقياس في دقة النطق، إلا أن هذه المساهمة لم تبلغ مستوى الدلالة الإحصائية.



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LIST OF CONTENTS

ACKNOWLEDGMENT	i
ABSTRACT	iii
ABSTRAK	iv
LIST OF CONTENTS	v
LIST OF TABLES	vii
LIST OF CHARTS	x
LIST OF FIGURES	xi
CHAPTER I	1
INTRODUCTION.....	1
A. Background of the Problem	1
B. Identification of the Problem.....	12
C. Limitation of the Problem	12
D. Formulation the Problem	13
E. Objectives of the Research.....	13
F. Significance of the Research	14
G. Definitions of Terminologies	14
1. Pronunciation Accuracy.....	15
2. YouGlish Web Tool.....	15
3. Learning Motivation	16
CHAPTER II.....	17
LITERATURE REVIEW	17
A. Concept of Pronunciation	17
1. Definition of Pronunciation.....	17
2. The Purpose of Pronunciation	19
3. Features of Pronunciation.....	20
B. Teaching Pronunciation Strategies.....	25
C. YouGlish Web Tool	29
1. YouGlish and How it Works	30
2. YouGlish's Effect on Language Learning	36
3. YouGlish as a Web Tool for Students' Pronunciation	43

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4. Challenges with Using YouGlish	46
D. Youtube in Learning Pronunciation	48
E. Students' Learning Motivation.....	51
1. Types of Motivation.....	52
2. Learning Motivation	55
F. Relevant Research	57
G. Operational Concept	61
H. Assumption and Hypothesis	65
1. Assumption	65
2. Hypothesis.....	66
I. Concluding Remarks	67
CHAPTER III	68
METHOD OF THE RESEARCH	68
A. Research Design.....	68
B. Time and Location of the Research	70
C. Subject and Object of the Research	71
D. Population and Sample of the Research.....	72
1. Population.....	72
2. Sample	72
E. Technique of Data Collection	73
F. Technique of Data Analysis.....	81
CHAPTER IV.....	84
RESULTS AND DISCUSSION	84
A. Results	84
B. Discussion	128
CHAPTER V	135
CONCLUSION AND SUGGESTION	135
A. Conclusion	135
B. Suggestion.....	135
REFERENCES	
APPENDICES	
CURRICULUM VITAE	

LIST OF TABLES

Table III.1	The Design of Factorial 2x3 Research	69
Table III.2	Blueprint of Course Learning Outcomes (CP) and YouGlish Web Tool Contribution	71
Table III.3	Population of the First-semester Students at English Education Department of State Islamic University of Sultan Syarif Kasim Riau	72
Table III.4	Sample of the Research	73
Table III.5	The Modification of Scoring Rubric of Pronunciation	74
Table III.6	Blueprint of Learning Motivation Questionnaire	74
Table III.7	Likert Scale Rating	77
Table III.8	Validity of Instrument	79
Table III.9	Category of Reliability	80
Table III.10	Reliability of Instrument	80
Table III.11	Normality Test	81
Table III.12	Levene's Test of Equality of Error Variances ^{a,b}	82
Table III.13	The Classification Score	83
Table IV.1	Descriptive Data	85
Table IV.2	Frequency Distribution of Students' English Pronunciation Accuracy Scores in Experimental Class	87
Table IV.3	Frequency Distribution of Students' English Pronunciation Accuracy Scores in Control Class	88
Table IV.4	Frequency Distribution of Students' English Pronunciation Accuracy Scores Who Had High Learning Motivation in Experimental Class	89
Table IV.5	Frequency Distribution of Students' English Pronunciation Accuracy Scores Who Had High Learning Motivation in Control Class	90
Table IV.6	Frequency Distribution of Students' English Pronunciation Accuracy Scores Who Had Medium Learning Motivation in Experiment Class	91
Table IV.7	Frequency Distribution of Students' English Pronunciation Accuracy Scores Who Had Medium Learning Motivation in Control Class	92
Table IV.8	Frequency Distribution of Students' English Pronunciation Accuracy Scores Who Had Low Learning Motivation in Experiment Class	92
Table IV.9	Frequency Distribution of Students' English Pronunciation Accuracy Scores Who Had Low Learning Motivation in Control Class	93
Table IV.10	Data of Students' Learning Motivation in Experiment Class	94
Table IV.11	Data of Students' Learning Motivation in Control Class	94

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Table IV.12	Normality Test	95
Table IV.13	Levene's Test of Equality of Error Variances ^{a,b}	96
Table IV.14	Independent Sample T Test	98
Table IV.15	Difference of Mean Score of Both Group	98
Table IV.16	The Classification of Students' English Pronunciation Accuracy Scores with High Learning Motivation in Experiment Class	99
Table IV.17	Raw data of Students' English Pronunciation Accuracy with High Learning Motivation in Experiment class	100
Table IV.18	Frequency of Students' English Pronunciation Accuracy with High Learning Motivation in Experiment Class	101
Table IV.19	The Classification of Students' English Pronunciation Accuracy Scores with High Learning Motivation in Control Class	102
Table IV.20	Raw data of Students' English Pronunciation Accuracy with High Learning Motivation in Control class	103
Table IV.21	Frequency of Students' English Pronunciation Accuracy with High Learning Motivation in Control Class	104
Table IV.22	Independent Sample T Test	106
Table IV.23	Difference of Mean Score of Both Group	106
Table IV.24	The Classification of Students' English Pronunciation Accuracy Scores with Medium Learning Motivation in Experiment Class	107
Table IV.25	Raw data of Students' English Pronunciation Accuracy with Medium Learning Motivation in Experiment class	108
Table IV.26	Frequency of Students' English Pronunciation Accuracy with Medium Learning Motivation in Experiment Class	109
Table IV.27	The Classification of Students' English Pronunciation Accuracy Scores with Medium Learning Motivation in Control Class	110
Table IV.28	Raw data of Students' English Pronunciation Accuracy with Medium Learning Motivation in Control class	112
Table IV.29	Frequency of Students' English Pronunciation Accuracy with Medium Learning Motivation in Control Class	113
Table IV.30	Independent Sample T Test	114
Table IV.31	Difference of Mean Score of Both Group	115
Table IV.32	The Classification of Students' English Pronunciation Accuracy Scores with Low Learning Motivation in Experiment Class	115
Table IV.33	Raw data of Students' English Pronunciation Accuracy with Low Learning Motivation in Experiment class	116
Table IV.34	Frequency of Students' English Pronunciation Accuracy with Low Learning Motivation in Experiment Class	117

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Table IV.35	The Classification of Students' English Pronunciation Accuracy Scores with Low Learning Motivation in Control Class	118
Table IV.36	Raw data of Students' English Pronunciation Accuracy with Low Learning Motivation in Control class	119
Table IV.37	Frequency of Students' English Pronunciation Accuracy with Low Learning Motivation in Control Class	120
Table IV.38	Two Way Anova Tests of Between-Subjects Effects	122
Table IV.39	The Classification of Students' English Pronunciation Accuracy with Learning Motivation (High, Medium, and Low) in Experiment and Control Class	123
Table IV.40	Multiple Comparisons	125

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LIST OF CHARTS

Chart IV.1	Experimental Class Frequencies	88
Chart IV.2	Control Class Frequencies	89
Chart IV.3	Students' High Learning Motivation in Experiment Class	101
Chart IV.4	Students' High Learning Motivation in Control Class	105
Chart IV.5	Students' Medium Learning Motivation in Experiment Class	110
Chart IV.6	Students' Medium Learning Motivation in Control Class	113
Chart IV.7	Students' Low Learning Motivation in Experiment Class	118
Chart IV.8	Students' Low Learning Motivation in Control Class	121
Chart IV.9	Interaction Between Groups	127

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LIST OF FIGURES

Figure II.1 Place of Articulation	23
Figure II.2 A Snapshot of how to pronounce the word "demonstrate" on YouGlish	32
Figure II.3 A snapshot of what you can exploit with "demonstrate" on YouGlish	33

CHAPTER I

INTRODUCTION

The objectives of this study are to examine students' English pronunciation accuracy who are taught using and those who are taught without using YouGlish web tool at English Education Department of State Islamic University of Sultan Syarif Kasim Riau. This study also aims to investigate whether there is a significant difference in students' pronunciation between the two groups. In addition, it seeks to explore students' learning motivation when taught by using YouGlish web tool. The first section of this chapter discusses the phenomenon of English pronunciation experienced by students as foreign language learners and what method is needed in the context of students in Indonesia as an orientation as to why this research needs to be conducted. Departing from this issue, the next parts turn to research questions followed by the objectives of the research, significance of the research, definition of terminologies, and organization of this dissertation.

A. Background of the Problem

Foreign language learners face numerous pronunciation challenges due to factors like limited language exposure, perceptual biases, time constraints, and the influence of their native tongue, as highlighted by Fouz-González (2015) in Almushraaf). Significant challenge is described by Al-Shami (2024), particularly in the way pronunciation is taught in language classes; due to limited class time, pronunciation instruction is often ignored and poorly addressed. (Farhat & Dzakiria, 2017 in Alshami 2024) identified that the teachers focused primarily on vocabulary and grammar, as well as other linguistic skills such as reading and writing, while neglecting pronunciation practice and conversational skills to cover other essential parts of the syllabus.

Furthermore, Al-Shami (2024) explained that to make matters more challenging, there were insufficient resources for practicing English pronunciation, which was often heavily accented and unintelligible, and on



traditional audio cassettes accompanying the required language textbooks, featuring a single British variety of English with pre-recorded dialogues that limited exposure to other varieties and stifled opportunities for creative or real-life language exploration. Indeed, Giannakopoulou et al (2017) showed that one of the most challenging aspects of learning a second language (L2) is learning to accurately perceive novel phonetic categories. Then, how to overcome the challenges of English pronunciation in an EFL especially in students Indonesian context?

The significance of pronunciation training in foreign language acquisition cannot be underestimated and, hence, should not be overlooked. Almusharraf et al (2024) demonstrated that it plays a crucial role in both language acquisition and in assessing speaking skills and oral proficiency. Individuals or learners who acquire an English as foreign language (EFL) learners during their adolescence or later often encounter challenges when it comes to perceiving and producing English sounds. These challenges can be mitigated through selection of the best multimedia tools.

Then, to equip the teachers with the best multimedia tools of pronunciation, it is necessary to understand the selection criteria (Soni, 2023). First, aptness to learning objectives that the tool should support the teacher in accomplishing specific teaching tasks and help students reach their pronunciation goals. Second, quality and accuracy that the tool must provide accurate information that aligns with sound principles of phonology and pedagogy. Third, practicality of use that the tool needs to be easy to learn and use, function reliably, and perform as claimed. Finally, cost that the tool should be free, inexpensive, or already available, as this is an important consideration.

Pronunciation teaching and accent training can hardly find their places in either student textbooks or teacher training (Derwing & Munro, 2005). However, Cheng & Hsiu-pin (2023) explained that since the way one speaks a language carries ample information about the speaker's geographical, social, and ethnic background, and so on, one's pronunciation and accent can be easily associated with language ideology, language confidence, and learning motivation. It has been

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observed that nonstandard speakers demonstrated mixed attitudes toward their accents (Freynet & Clement, 2019).

The seminal work in this field was conducted by several researchers. First, Minh (2023) examined the impact of integrating the video-assisted dictionary YouGlish on the pronunciation abilities and attitudes of learners towards utilizing YouGlish. The study was carried out on a sample of 30 first-year students majoring in English at the University of Economics, Technology for Industries (UNETI). The data were collected through two sources: a pretest and posttest, and a questionnaire. The findings demonstrated that YouGlish facilitated students' advancement and enhanced their engagement in acquiring English pronunciation.

Furthermore, Cheng & Hsiu-pin (2023) explored the potential of YouGlish as a learning tool. 142 EFL college students were recruited from a private comprehensive university in northern Taiwan and participated in an 8-week experiment. Weekly recordings and a questionnaire provided both quantitative and qualitative data on students' autonomous informal language learning with YouGlish, their attitudes towards accents, and their overall perception of YouGlish as a learning tool. The results showed that in general YouGlish was positively accepted by these EFL college students as an effective learning tool, benefiting them in mainly word pronunciation, increased accent awareness, and sensitivity. Limitations of autonomous informal language learning also emerged. Discussions were made on the learning opportunities YouGlish can offer with a proposal on incorporating YouGlish into classes to enhance pronunciation teaching and learning.

Sukmawati et al (2024) explained that YouGlish is an online platform that uses YouTube videos to enhance English pronunciation. As of December 2020, YouGlish contained approximately 50 million video clips. It aids users in identifying the correct and appropriate pronunciation of words or phrases by presenting how native speakers articulate words or phrases in authentic contexts. The videos featured on YouGlish are sourced from YouTube, and the platform's name is a blend of 'YouTube' and 'English' (Mccarthy, 2018). YouGlish offers three distinct accents American, British, and Australian allowing users to freely



choose any accent they wish to explore or apply. When selecting videos based on personal interests, subtitles appear below the video to support vocabulary development. YouGlish is available on any device equipped with a web browser and is considered user-friendly (Ibrahim, 2023).

Meanwhile, according to Topal (2023), YouGlish is a web-sourced tool that provides authentic examples of English pronunciation through video clips from YouTube. It enables learners to access real-world speech samples, illustrating how native speakers pronounce words and phrases in various contexts. This exposure supports data-driven learning and helps learners improve their pronunciation by offering diverse and contextualized models of spoken English.

In addition, several studies have examined the effectiveness of YouGlish in enhancing English-speaking proficiency and pronunciation. Quispe-Vargas et al. (2023) conducted a quasi-experimental study with 38 university students in Peru to investigate the impact of YouGlish on subskills of fluency, grammatical appropriateness, pronunciation, communicative interaction, and vocabulary. Using pre-tests, post-tests, and a perception questionnaire, the study found a substantial improvement in English-speaking proficiency, with an average increase of 45.26 points after using YouGlish. These results indicate that exposure to authentic speech examples through YouGlish contributes positively to learners' overall speaking performance.

Furthermore, studies focusing on learners' perceptions of YouGlish have highlighted its role in supporting pronunciation learning. Mahmood (2024) explored ESL learners' experiences with high-variability phonetic training (HVPT) using YouGlish, reporting that participants developed accurate pronunciation across a variety of accents, including Australian, British, and American, and held positive attitudes toward the tool. Similarly, Topal (2023) found that learners valued the authentic input, content diversity, and opportunities for extracurricular learning offered by YouGlish, though some noted the lack of progress checks and formal assessments. Sardegna and Jarosz (2022) reported that YouGlish enhanced learners' awareness of word stress and prosodic features, while also emphasizing the need for teacher guidance to maximize effectiveness.

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Other research has investigated the integration of YouGlish with additional technological tools and instructional strategies. Kartal and Korucu-Kis (2019) examined pre-service teachers' attitudes toward pronunciation instruction using both YouGlish and Twitter, finding that this combined approach effectively supported learning and retention of commonly mispronounced words. Fu and Yang (2019) and Syafiq et al. (2021) similarly reported that YouGlish improves oral communicative skills, including pronunciation, intonation, grammar, vocabulary, fluency, and content mastery, confirming its overall effectiveness in English-speaking development.

Then, YouGlish has an orientation on pronunciation and features a vast pool of pronunciation samples by real people in real-life contexts and unique assortments of accents. In the field of second or foreign language acquisition, there are not only discussions on the factors that affect accent acquisition such as the critical period (Brown, 2000; Piske, MacKay, & Flege, 2001) but also the impact of attitudes towards accents on language learning and identity (Freynet & Clement, 2019; Vincze & MacIntyre, 2016). To language learners, especially those who learn English as a foreign language (EFL), YouGlish's clear classification of accents provides them with easy access to spoken samples. This also opens up a window of research on students' attitudes about accents.

Pronunciation errors in English pose a major challenge for students in the speaking class at UIN Sunan Gunung Djati Language Center, as highlighted by Munandar et al. (2021). Research shows 188 errors categorized into three main types: vowel addition, vowel substitution, and vowel omission. Vowel addition occurred in 16 cases, where unnecessary vowel sounds like [ɪ], [a], or [ə] were added, such as in the word "*especially*," pronounced as [espeʃɪəli]. Vowel substitution was the most frequent error, with 134 cases, such as in the word "*about*," pronounced as [əbət] instead of [əbaʊt], substituting the diphthong [aʊ] with the short vowel [ɐ]. Meanwhile, vowel omission accounted for 38 cases, as seen in the word "*name*," pronounced as [nem], where the vowel [ɪ] was entirely omitted.



The primary cause of these errors is the difference in the number and types of vowels between English and the students' native language. This often leads to English vowels being adapted or replaced with more familiar vowel sounds from the native language. These errors not only affect pronunciation clarity but also reduce students' confidence in speaking. Therefore, focused pronunciation training emphasizing English phonetics and phonology is essential, accompanied by practical exercises to familiarize students with less familiar vowel sounds in English.

The acquisition of proficient vowels, consonants, and stress syllable pronunciation necessitates the use of diverse methodologies and approaches. These methodologies can be combined with technological tools to provide multiple instructional strategies for teaching pronunciation.

Since the launch of YouGlish in 2016, several attempts have been made to explore how the website could help foreign language learners. One of the early attempts was conducted to explore YouGlish's role in EFL learners' speaking competence (Fu & Yang, 2019). Sixty freshman EFL students went through an eight-week experiment where they participated in in-class activities and did homework with YouGlish. The study applied a pre and post speaking test design, with students' learning logs and a reflection survey. The speaking tests contained the students' 1.5 minutes of oral presentation using a 10-vocabulary prompt. And the analysis focused on the student's pronunciation, intonation, and word usage. The results showed that the students made significant improvement in their speaking skills in all three aspects mentioned above, especially in word usage.

Another classroom-based research was implemented among seventy Turkish pre-service teachers, aiming on using Twitter together with YouGlish on frequently mispronounced English words (Kartal & Korucu-Jis, 2020). YouGlish was used by the teacher participants to check the pronunciations of the given target words, and Twitter was used as a learning log where they took notes and kept a record of the target words. The treatment lasted for four weeks. A pre, post, and delayed test design was applied, where the participants read designated sentences aloud and their reading was recorded. The result revealed that these



Turkish pre-service teachers benefited significantly in learning and retaining frequently mispronounced English words, and YouGlish was strongly recommended to be applied in pronunciation instruction with EFL English learners.

Apart from classroom-based studies, a non-classroom-based technical analysis of YouGlish listed several limitations of the website's algorithm (MacCarthy, 2018), but so far the existing evidence and discussion have been positive and in support of using YouGlish to facilitate EFL learners' pronunciation and speaking skills in general. However, what still lacks in these studies is a comprehensive description of the participants' user behavior; that is, how exactly the participants used YouGlish including what words the student participants searched and how many samples or how long on average the participants usually spent on each target word.

Meanwhile, undergraduate students lacked of attention to their pronunciation, and less of study that investigated at this level, especially pre-service teachers. The researcher captured the surrounding phenomena and formulated that there were several problems including; some of students realized that mastering pronunciation takes a long time. Some of students felt that pronunciation is foreign to them, they find it difficult to apply pronunciation in speaking, as the resulting phonetics is less precise and less clear.

Moreover, some of students felt confused and afraid when practicing pronunciation using a different accent and they felt that the accent affects communication. Some of students realized that someone's pronunciation level affects the meaning of communication. Some of students are not aware that they have missed the pronunciation. From the talks, it can be concluded that students get less awareness of pronunciation, and they do not know how to pronounce the word correctly.

In learning English pronunciation, students are typically supported through formal instruction such as a course in Phonetics and Phonology. At the university level, this subject is usually offered as a two-credit course per week, providing students with foundational knowledge about how sounds are produced,

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articulated, and recognized in spoken English. Through this course, students are expected to improve their pronunciation by understanding both segmental and supragmental features. In segmental features, the students will learn about phonemes, both vowels and consonant sound with the classification. They also discusses the difference of phonemes both in American and British English style. While in suprasegmental features, the students are intended to know about stress and intonation.

Based on a preliminary survey conducted through interviews with lecturers who teach Phonetics and Phonology courses, it was revealed that many students experience difficulties in the area of segmental phonemes, particularly in mastering affricatives and fricatives consonant sounds. Some students also face difficulties in pronouncing certain vowels, such as /ɔ:/ and /æ/, which often leads to confusion and mispronunciation. The main challenge lies in producing sounds accurately by using the correct speech organs. This problem becomes more evident when students encounter sounds that do not exist in the Indonesian language system, making them unfamiliar and difficult to articulate. For instance, certain English consonants, such as [θ] and [ð], are often problematic because they require articulatory movements that differ from those commonly used in Indonesian. This condition indicates that students need more focused training and exposure to effectively overcome their pronunciation difficulties.

However, due to the limited time allocation of only two hours per week, students may find it challenging to achieve sufficient exposure and practice to develop their pronunciation proficiency. This restricted classroom duration often prevents them from receiving enough opportunities to practice producing target sounds intensively and consistently. Therefore, students require supplementary learning resources that can provide continuous input and practice beyond classroom activities. Integrating additional learning media, such as the YouGlish web tool, could serve as a practical solution, as it allows students to access authentic pronunciation models and practice both inside and outside the classroom. This integration not only helps maximize the limited classroom time



but also encourages autonomous learning and greater exposure to natural language use.

Furthermore, the phonetics and phonology course is designed to provide students with a comprehensive understanding of both segmental and suprasegmental features of English pronunciation, including the classification of vowel and consonant phonemes, differences between American and British English pronunciation, as well as the use of stress and intonation. However, achieving these course learning outcomes requires not only theoretical knowledge but also sufficient exposure to authentic pronunciation models that support pronunciation accuracy. In practice, students often experience difficulties in accurately perceiving and producing English sounds, particularly when dealing with phonemic contrasts, accent variations, and suprasegmental features in natural speech. Therefore, the integration of technology such as the YouGlish web tool becomes relevant, as it provides learners with abundant real-context pronunciation examples produced by native speakers across different English varieties. Through repeated exposure to authentic vowel and consonant sounds, as well as naturally occurring stress and intonation patterns, YouGlish is able to operationalize the objectives stated in the syllabus and support the development of students' pronunciation accuracy.

Many studies (e.g., "Improving Students' English Pronunciation Competence by Using Shadowing Technique" by Utami & Morganna, 2022) have shown that the shadowing technique significantly improves students' pronunciation, including segmental phonemes, rhythm, stress, and intonation. By applying shadowing via tools that provide authentic native speaker examples, such as the YouGlish web tool, students are able to hear and mimic accurate articulation and prosody in real contexts, not just scripted materials. When coupled with shadowing, YouGlish allows students to observe how certain difficult phonemes (especially those not present in Indonesian) are produced by native speakers in different words, accents, and speech rates. Experts such as Andi Alyfia Petalolo et al. found that shadowing raised students' pronunciation ability significantly, while studies like "The Effectiveness of Using Shadowing

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Technique on Students' Pronunciation Mastery at the Tenth Grade of MA Mu'allimien Muhammadiyah Bogor" by Subagja, Handayani, & Aisah (2024), demonstrate improvements in fricative consonants after students shadow native input. Therefore, integrating YouGlish with shadowing could help students internalize the correct places of articulation, improve their awareness of phoneme distinctions unfamiliar in Indonesian, and increase accuracy and fluency of pronunciation both during and beyond limited classroom hours.

Brown (1994) explains that by the mid-1980s, with greater attention to grammatical structures as important elements in discourse, to a balance between fluency and accuracy, and to the explicit specification of pedagogical tasks that a learner should accomplish, it became clear that pronunciation was a key to gaining full communicative competence.

Therefore, Brown (1994) shows that the goal of English pronunciation instruction should therefore be more realistically focused on clear, comprehensible pronunciation. At the beginning levels, learners should be guided to surpass the threshold beneath which pronunciation detracts from their ability to communicate. At advanced levels, pronunciation goals may emphasize elements that enhance communication, such as intonation features beyond basic patterns, voice quality, phonetic distinctions between registers, and other refinements that contribute more significantly to clear communication than producing a perfect English /r/ or imitating native-speaker vowel sounds.

Motivation and concern for good pronunciation play a crucial role in influencing learners' efforts to improve their speaking skills. Brown (1994) identifies that some learners are not particularly concerned about pronunciation, while others are. The extent to which intrinsic motivation drives improvement may be the strongest influence among the six factors listed. When motivation and concern are high, the necessary effort is more likely to be invested in pursuit of goals. Motivation can be fostered by highlighting, among other things, the significance of speech clarity in shaping self-image and ultimately in achieving higher goals.

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Previous studies have investigated the effectiveness of using YouGlish and online videos to enhance L2 learners' pronunciation skills. For example, Fu and Yang (2019) investigated the impact of the YouGlish video-online pronunciation dictionary and found that it enhances oral communicative skills in pronunciation, intonation, and word usage. Similarly, Syafiq et al. (2021) observed in their study that using YouTube videos, including tools like YouGlish, significantly improves communicative speaking skills. They noted that besides pronunciation and intonation, other aspects of English learning, such as grammatical structures, vocabulary (lexis), fluency, and content proficiency, were also strengthened. Similarly, Quispe-Vargas et al. (2024) conducted a study to assess the impact of YouGlish on various subskills of English-speaking proficiency, including fluency, grammatical appropriateness, pronunciation, communicative interaction, and vocabulary. The study found a significant improvement, with an average increase of 45.26 points between pre-test and post-test scores. This indicates that using YouGlish positively enhances English-speaking proficiency among university students. Based on the previous results, it can be concluded that YouGlish is effective in L2 pronunciation development. However, these studies have not examined how L2 learners perceive technological tools such as HVPT and YouGlish as the primary source of L2 pronunciation improvements. Therefore, it is crucial to examine how learners perceive these tools.

Therefore, in order to fill in the blanks, the researcher raises this issue to be investigated. Based on the background that has been mentioned above, the researcher investigated the effect of using YouGlish web tool entitled: **“The Effect of Using YouGlish Web Tool Through Shadowing Technique and Learning Motivation on Students' English Pronunciation Accuracy at English Education Department of State Islamic University of Sultan Syarif Kasim Riau”**.

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B. Identification of the Problem

Based on the background of the problems described before, the researcher identifies several problems, they are: First, many students experience difficulties in the area of segmental phonemes, particularly in mastering affricatives and fricatives consonant sounds. Some students also face difficulties in pronouncing certain vowels, such as /ɔ:/ and /æ/, which often leads to confusion and mispronunciation. The main challenge lies in producing sounds accurately by using the correct speech organs. This problem becomes more evident when students encounter sounds that do not exist in the Indonesian language system, making them unfamiliar and difficult to articulate. Then, some of students are not able to pronounce consonants well, such as [θ] and [ð], are often problematic because they require articulatory movements that differ from those commonly used in Indonesian. This condition indicates that students need more focused training and exposure to effectively overcome their pronunciation difficulties.

C. Limitation of the Problem

Based on the identification of the problem above, it is important to limit the scope of the problems for this research. Although there are many media available for teaching pronunciation, this study focuses specifically on the use of the YouGlish web tool through the shadowing technique in the experimental class, while YouTube will be used as the learning media in the control class, representing the conventional method commonly implemented at the university. Furthermore, this research limits its focus to certain pronunciation challenges, particularly segmental phonemes. All affricate and fricative consonant sounds, as well as selected vowels such as /ɔ:/ and /æ/, are emphasized because these sounds are frequently mispronounced by students due to their absence in the Indonesian language system. Producing these sounds accurately requires precise articulatory movements that differ from those commonly used in students' native language, which makes them difficult to master. By narrowing the focus to these specific phonemes, the research aims to investigate the effect of using the YouGlish web



tool and learning motivation on students' English pronunciation accuracy at the English Education Department of State Islamic University of Sultan Syarif Kasim Riau.

D. Formulation the Problem

Referring to the problems stated in the background, the following research questions were formulated to guide the implementation of this research:

1. Is there any significant difference of students' English pronunciation accuracy between students who have high learning motivation taught by using YouGlish web tool through shadowing technique and those taught without it?
2. Is there any significant difference of students' English pronunciation accuracy between students who have medium learning motivation taught by using YouGlish web tool through shadowing technique and those taught without it?
3. Is there any significant difference of students' English pronunciation accuracy between students who have low learning motivation taught by using YouGlish web tool through shadowing technique and those taught without it?
4. Is there any interaction effect of using YouGlish web tool through shadowing technique and learning motivation on students' English pronunciation accuracy?

E. Objectives of the Research

The main objective of this study is to examine the effects of using YouGlish web tool on students' English pronunciation accuracy. However, in the details, the purposes of the study are stated as follows:

- a. To examine the significant difference of students' English pronunciation accuracy between students who have high learning motivation taught by using YouGlish web tool through shadowing technique and those taught without it.
- b. To examine the significant difference of students' English pronunciation accuracy between students who have medium learning motivation taught by



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using YouGlish web tool through shadowing technique and those taught without it.

- c. To examine the significant difference of students' English pronunciation accuracy between students who have low learning motivation taught by using YouGlish web tool through shadowing technique and those taught without it.
- d. To find out whether any interaction effect of using YouGlish web tool through shadowing technique and learning motivation on students' English pronunciation accuracy.

F. Significance of the Research

The findings of this study aim to enrich the existing body of knowledge in the field of language learning, both theoretically and practically. The result of this study is expected to contribute to the theoretical understanding of how using YouGlish web tool influence foreign language pronunciation acquisition. By focusing on vowel and consonant, it provides empirical evidence to support or refine existing theories on segmental pronunciation learning. Practically, the results of this study can be viewed together by the policy makers, practitioners, students, teachers and further researchers: for students this result of this research is useful for improving their pronunciation, for teachers this result of this research is useful for improving the quality of teachers in teaching pronunciation using YouGlish web tool, for principals this result of this research is useful for improving English teachers in teaching English, and for other researchers this research can be compared with other researchers who want to do further research on the same subject.

G. Definitions of Terminologies

The following section explains two key terminologies that relate to this exploration about using YouGlish web tool. The two terms are defined as follows:



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1. Pronunciation Accuracy

Kreidler (2004) explained that pronunciation refers to the way sounds are articulated by speakers and organized into a system, namely the sound system of a particular language. Based on this view, pronunciation can be understood as the manner in which speakers produce words or sentences so that their speech can be clearly understood by listeners. In other words, pronunciation concerns how a person utters words in a language.

Brown (1994) stated that pronunciation accuracy can be developed by encouraging learners to focus on phonological elements, grammar, and discourse features in their spoken production. Referring to these perspectives, this research defines pronunciation accuracy as the extent to which speech sounds are produced correctly, clearly, and are comprehensible to listeners. Accordingly, this study examines students' English pronunciation accuracy between those taught using the YouGlish web tool through the shadowing technique and those taught without using the YouGlish web tool at the English Education Department of the State Islamic University of Sultan Syarif Kasim Riau.

2. YouGlish Web Tool

According to Topal (2023), YouGlish is a web tool that provides authentic examples of English pronunciation through video clips from YouTube. It enables learners to access real-world speech samples, illustrating how native speakers pronounce words and phrases in various contexts. This exposure supports data-driven learning and helps learners improve their pronunciation by offering diverse and contextualized models of spoken English.

Furthermore, the videos featured on YouGlish are sourced from YouTube, and the web's name is a blend of 'YouTube' and 'English' (Mccarthy, 2018). YouGlish offers three distinct accents American, British, and Australian allowing users to freely choose any accent they wish to explore or apply. When selecting videos based on personal interests, subtitles



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appear below the video to support vocabulary development. YouGlish is available on any device equipped with a web browser and is considered user-friendly (Ibrahim, 2023). In this research, YouGlish web tool that the researcher uses to examine students' pronunciation at English Education Department of State Islamic University of Sultan Syarif Kasim Riau.

3. Learning Motivation

Keller (1983) defines motivation as the decisions individuals make regarding which goals or experiences they choose to pursue or avoid, along with the level of effort they are willing to invest. In the context of language learning, motivation can be understood as the students' orientation toward achieving the goal of acquiring a foreign language. Similarly, motivation is a factor of high or low of the goal (Brown, 2001). Motivation is a significantly important factor for academic learning and achievement across childhood through adolescence (Elliott and Dweck, 2005). Baron and Donn (2000) as cited in Bakar (2015) explain that students who have the high motivation is indicated by some characters, such as, initiative, diligent and active in learning, not easy to satisfy, punctual and disciplined, always trying to learn with the best result. Motivation is seen as a mental impulse that drives and directs human behaviour, including learning behaviour. Motivation has a willingness to activate, mobilize, channel and direct the attitudes and behaviour of a learner (Dimyati and Mudjiono, 2006). Furthermore, Sukmadinata (2003) says that motivation is influenced by intrinsic and extrinsic factors. The intrinsic factors, among others, re students' attitude, interests, intelligence; and extrinsic factors are factors beyond the student, such as, environmental factors, among others, family, school, or community environment. Thus, Learning motivation of students in education is important because it provides energy and direction that enhance learning performance, increase the speed of work, and enable students to do any task in order to achieve their goal, making motivation an effective factor in students' success. In this research, using YouGlish web tool that the researcher uses to describe students' learning motivation at English Education Department of State Islamic University of Sultan Syarif Kasim Riau.

CHAPTER II

LITERATURE REVIEW

A. Concept of Pronunciation

1. Definition of Pronunciation

Pronunciation is really important in speaking English because it can affect the meaning of speech. Hornby (1995) states that pronunciation is the way in which a word is spoken, the way a word which is pronounced, the way a person speaks the words of a language. Meanwhile, Tergujeff (2012) defined that pronunciation as the production of speech sounds that are produced by organs communication. Thus, pronunciation is an important aspect in communication.

The word “pronunciation” means the way in which a language is spoken, the word “accuracy” means exactness and correctness. According to Brown (1983), that the word “correctness” in term of pronunciation is also, as have a remark, a frequent goal in spoken language programmes. In another word, one’s pronunciation accuracy means, the way of someone or utters English sounds exactly as the native speakers do or speech standard.

Brown (1994) states that pronunciation accuracy is achieved to some extent by allowing students to focus on the elements of phonology, grammar, and discourse in their spoken output. Thus, the researcher defines pronunciation as the sounds will be pronounced correctly, clear and can be understood by the audience.

Good pronunciation will be easy to convey our meaning to listeners and listeners will be easy to understand our intentions. Brown (2001) explains that pronunciation is a key to gaining full communicative competence. Meanwhile, Webster as quoted in Poejilestar (2017) defined that pronunciation is the act or manner of pronouncing something articulate utterance or the way or ways in which unit language is commonly spoken or on the premise of analogy would be spoken by using individual certified by using education or in any other case



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to be audio system worthy for imitation. Furthermore, Karimzadeh and Ghahroudi (2017) stated that pronunciation is the action or result of producing speech sounds, including articulation, stress, and intonation.

Pronunciation is the way for people to know how words are pronounced. Kreidler (2004) explains that pronunciation is the way sounds are articulated by the speaker and those sounds are organized into a system, the sound system of a specific language. Meanwhile, according to Fraser (2001) as quoted in Pamungkas (2019), pronunciation is an aspect of speech that makes speech flow easy to understand, including segmental articulation, rhythm, intonation and expressions, and even body movements, body language and eye contact.

Contexts of learning English impact not only the aims of teaching pronunciation but also the relative probability of comprehension between speakers and listeners. Kenworthy (1987) emphasizes the necessity of comfortable intelligibility, i.e., helping learners to communicate effectively without putting excessive pressure on the listener. Furthermore, Yates and Zielinski (2009) state that pronunciation is refers to how we produce the sounds that we use to make meaning when we speak. It includes the particular consonants and vowels of a language (segments), aspects of speech beyond the level of the individual segments, such as stress, timing, rhythm, intonation, phrasing, (supra segmental aspects), and how the voice is projected (voice quality).

Pronunciation is recognized with the production of individual sounds and with the stress and intonation patterns of the target language. Brown (1987) explains that, there are two different views of pronunciation. The first view is called a narrow view which regards pronunciation as the production of the right sounds in the right order. This view includes learning the individual vowels and consonants. The second view refers to a broad view which says that pronunciation is an important part of communicative competence.

Pronunciation should not be separated from communication and other features of language use, because sound is absolutely necessary to



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communicate and understand lexical, grammatical and sociolinguistic meanings. Murcia et al (1996) declare that the broad view of pronunciation includes a focus on how pronunciation is really used to communicate. This has been supported by Pennington and Richards (1986) who express that pronunciation is considered as an important element of expressing referential meaning and a key component of the interactional system of communication. Therefore, it can be said that pronunciation consists of a complex interplay between perceptual, articulatory, and interactional elements.

Based on the description above, pronunciation refers to the way speakers produce words or sentences so that their speech can be clearly understood by listeners. In this study, the focus is on pronunciation accuracy, which refers to the extent to which speech sounds are produced correctly and in accordance with standard English pronunciation. Accurate pronunciation enables speakers to be understood more easily, even when errors occur in other aspects of language use. Furthermore, pronunciation accuracy involves the production of speech sounds to convey meaning, including attention to the specific sounds of a language (segments) as well as features of speech beyond the individual sound level.

Furthermore, learning to pronounce a language has stages. Fraenkel (1984) as quoted in Sartika (2020) stated that there are two main steps to learning how to pronounce a language:

- a) The receptive/list stage. At this stage, we learn to distinguish significant sounds and patterns by listening to language.
- b) The productive/speaking stage. At this stage, we learn to speak or produce what we have previously learned.

2. The Purpose of Pronunciation

Broughton et al (1980) explain that the aim of pronunciation teaching must be that the students can produce English speech which is intelligible in the areas where they will use it. The teacher will have to concentrate on the important phonemic contrasts and select allophonic variations only to ensure intelligibility, not to achieve a total set of native-speaker like variations.



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In teaching the different uses of /t/ and /d/ to students who have difficulties with either or both, the distinction of voicing is a useful starting point and examples should be taken of these sounds used between two vowels, as in *rated*, *raided*, *sighting*, *siding*, *a tin*, *a din*, etc. In initial position preceding a vowel, the distinction must emphasise presence or absence of aspiration, and in final position lengthening of the vowel preceding /d/. Other allophonic possibilities such as lateral plosion (as in *little*, *puddle*) or nasal plosion (as in *kitten*, *goodness*) are not crucial for the students' intelligibility, though they must be able to understand words said in this way.

Based on the explanation above, the researcher concludes that the main goal of learning pronunciation is when the students can produce English speech which is intelligible and understandable in the areas where they will use it.

3. Features of Pronunciation

There are several features of pronunciation from experts. First, Kelly (2000) identifies that, there are some main features of pronunciation, they are:

a. Vowels

Vowel sounds are all voiced, and may be single (like /e/, as in *let*), or a combination, involving a movement from one vowel sound to another (like /eɪ/, as in *late*); such combinations are known as diphthongs.

b. Consonant

Consonant sounds may be voiced or unvoiced. It is possible to identify many pairs of consonants which are essentially the same except for the element of voicing (for example /f/, as in *fan*, and /v/, as in *van*).

c. Stress

Stress gives rhythm to speech. One or more words within each utterance are selected by the speaker as worthy of stressing, and thus made prominent to the listener. Usually one syllable in a word will sound more prominent than the others, as in *Paper*, or *Bottle*. The stresses in words are usually indicated in dictionaries.

d. Intonation

Intonation, on the other hand, is the way in which the pitch of the voice goes up and down in the course of utterance.



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Moreover, Murcia et al (1996) identify that, there are some features of pronunciation, they are:

a. Stress Syllable

Stressed syllables are most often defined as those syllables within an utterance that are longer, louder, and higher in pitch. In fact, this definition is not exactly borne out by phonetic facts. Stressed syllables (or rather the vowels of stressed syllables) are often longer, louder, and higher in pitch, but in any given stressed syllable this entire combination of features may not be present.

b. Vowel

Scientifically, vowels are the core or peak of the syllable. Meanwhile, vowels is to define them as sounds in which there is continual vibration of the vocal cords and the airstream is allowed to escape from the mouth in an unobstructed manner, without any interruption.

c. Consonant

One way to think of consonant sounds is as the solid blocks with which we construct words, phrases, and sentences. These blocks are connected or held together by a more malleable or fluid material-the vowels of the language. Together, they provide the basic building materials we need to create the architecture of language.

Furthermore, Kenworthy (1987) explains that, there are some various aspects of pronunciation, they are:

a. Sounds

First of all there are the sounds. These are of two types, vowels and consonants. Vowels and consonants perform different functions in the syllable. Each syllable has a vowel at its centre (salt, tab-, etc.) and the consonants surround the vowel, preceding it and cutting it off. As we see from the word any, it is also possible to have a syllable with just a vowel (any).

b. Word Stress

The wrong stress pattern may be barely understood when communicating. Broughton (1980) explains that, word stress is a feature of words not only when the word contrasts phonemically with its minimal pair



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partner, but also in giving shape to a word as spoken. On the whole, learners simply have to get used to the sound shape of a word with its stresses.

c. Rhythm

The basic unit of English rhythm is the syllable. Gilbert (2008) states that syllable is most simply explained as something with a vowel sound at its center. For instance, students should be taught to count syllables and thereby notice the rhythmic difference between words in pairs, such as ease and easy, or wait and waited.

d. Intonation

Speech is also like music in that it uses changes in pitch; speakers can change the pitch of their voice as they speak, making it higher or lower in pitch at will. They can even jump up suddenly in pitch as singers do. So speech has a melody called intonation. The two basic melodies are rising and falling. These can be very sudden, or gradual, and can be put together in various combinations (rise-fall-rise, fall-rise-fall, etc.).

Moreover, Kelly (2000) explains that the manner of articulation refers to the interaction between the various articulators and the airstream. For example, with plosive sounds, the articulators act in such a way that the air is temporarily trapped, and then suddenly released. The manners of articulation are:

- a. Plosive is a complete closure is made somewhere in the vocal tract, and the soft palate is also raised. Air pressure increases behind the closure, and is then released 'explosively', e.g. /p/ and /b/.
- b. Affricates are consonants that begin as a stop, with a complete closure of the airflow, and are then released with friction like a fricative. English has two affricates: the voiceless /tʃ/ as in church, teacher, and watch, and the voiced /dʒ/ as in jam, jungle, and bridge. These sounds are considered single consonant units, not just a sequence of a stop and a fricative, and they play an important role in distinguishing words in English.
- c. Fricatives are consonant sounds produced by narrowing the vocal tract so that the airflow passes through a small gap, creating friction. In English, the fricatives include the voiceless sounds /f/, /θ/, /s/, /ʃ/, /h/ and the voiced sounds /v/, /ð/, /z/, /ʒ/. Examples of these sounds can be found in words such



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as fan (/f/), van (/v/), think (/θ/), this (/ð/), sun (/s/), zoo (/z/), she (/ʃ/), vision (/ʒ/), and hat (/h/).

- d. Nasal is a closure is made by the lips, or by the tongue against the palate, the soft palate is lowered, and air escapes through the nose, e.g. /m/ and /n/
- e. Lateral is a partial closure is made by the blade of the tongue against the alveolar ridge. Air is able to flow around the sides of the tongue, e.g. /l/
- f. Approximant is vocal organs come near to each other, but not so close as to cause audible friction, e.g. /r/ and /w/.

Furthermore, McMahon (2020) explains that the place of articulation refers to the location in the vocal tract where a consonant sound is produced, specifically the point at which an active articulator, such as the tongue or lower lip, comes into contact with or approaches a passive articulator, such as the upper lip, teeth, alveolar ridge, or palate. In other words, it describes where the airflow is obstructed or modified in order to create a particular consonant sound. For example, /p/ and /b/ are classified as bilabial consonants because both lips meet; /t/ and /d/ are alveolar because the tongue tip touches the alveolar ridge; and /k/ and /g/ are velar because the back of the tongue contacts the velum (see figure II.1).

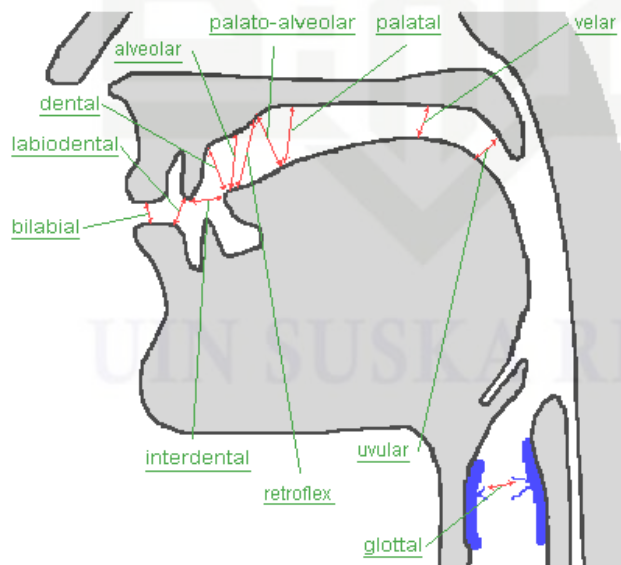


Figure II.1 Place of Articulation

a. Bilabial

Bilabial sounds are produced when both the lower and upper lips come



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together to obstruct the airflow. In English, the bilabial consonants include /p/ as in *pie*, /b/ as in *by*, and /m/ as in *my*. These sounds are distinct because the lips serve as both the active and passive articulators. Additionally, the approximant /w/ as in *wet* is often described as labial-velar, since the lips are rounded while the back of the tongue simultaneously raises toward the velum.

b. Labiodental

Labiodental sounds are articulated when the lower lip moves upward to make contact with the upper front teeth. In English, this place of articulation includes the fricatives /f/ as in *fat* and /v/ as in *vat*. These sounds involve a narrow constriction that causes friction as air passes through the small gap between the lip and the teeth.

c. Dental

Dental sounds are made when the tip of the tongue approaches or touches the upper front teeth. English has two dental fricatives: /θ/ as in *thigh* (voiceless) and /ð/ as in *thy* (voiced). These sounds are particularly challenging for Indonesian learners, as they do not exist in the Indonesian sound system and require careful placement of the tongue against the teeth.

d. Alveolar

Alveolar consonants are produced when the tongue tip or blade makes contact with the alveolar ridge, the bony ridge located just behind the upper front teeth. Examples in English include /t/ as in *tie*, /d/ as in *die*, /n/ as in *nigh*, /s/ as in *sip*, /z/ as in *zip*, /r/ as in *rip*, and /l/ as in *lip*. Variations of /r/ can differ across English accents, ranging from trills to approximants.

e. Postalveolar

Postalveolar sounds are articulated slightly further back in the mouth, where the tongue blade approaches the area between the alveolar ridge and the hard palate. English postalveolars include fricatives /ʃ/ as in *ship* and /ʒ/ as in *measure*, as well as the affricates /tʃ/ as in *church* and /dʒ/ as in *judge*. These sounds are produced with more tongue retraction than alveolars, giving them a distinct quality.



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e. **Palatal**

Palatal sounds occur when the front of the tongue raises toward the hard palate. English has one palatal consonant, the approximant /j/ as in *yes*. This sound involves narrowing the space between the tongue and the palate, but not enough to cause turbulence, making it an approximant rather than a fricative.

f. **Velar**

Velar consonants are produced when the back of the tongue makes contact with the velum, or soft palate. English velars include /k/ as in *cat*, /g/ as in *go*, and /ŋ/ as in *sing*. These sounds rely on the retraction of the tongue, and the nasal /ŋ/ cannot occur at the beginning of words in English, which is one of its distributional restrictions.

g. **Glottal**

Glottal sounds are produced at the glottis, the space between the vocal folds. In English, the most common glottal sound is /h/ as in *hat*. Another glottal articulation is the glottal stop [ʔ], which occurs in some dialects, such as Cockney or certain varieties of American English, often replacing /t/ in words like *bottle*.

B. Teaching Pronunciation Strategies

Scarcella and Oxford (1994) emphasized a shift from traditional approaches, which mainly focused on isolated sound drills, toward more communicative and learner-centered strategies for teaching pronunciation. They outlined several techniques that promote intelligibility rather than native-like accuracy, including self-monitoring, tutorial sessions, modeling and individual correction, communication activities, computer-assisted language learning (CALL), and affective strategies to reduce learners' anxiety. These strategies aim to foster learner autonomy, integrate pronunciation into meaningful contexts, and make students more responsible for their own improvement, which reflects the principles of research-based approaches to pronunciation instruction.



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Then, Lin et al (1995) propose a comprehensive set of strategies that address both suprasegmental and segmental aspects of pronunciation. For intonation, they suggested visual aids such as pitch curves, arrows, or musical scores to help learners notice pitch changes. To teach stress and rhythm, they recommended rubber bands, tapping, clapping, or rhythm instruments to highlight stressed syllables, as well as rhymes and content-word identification for sentence stress. For consonants, song lyrics and number drills were considered useful, while for vowels, tools such as rubber bands and mirrors could support learners in noticing vowel length and mouth shape. Their approach illustrates how multimodal and kinesthetic strategies can enhance learners' awareness and practice of pronunciation features.

Furthermore, Cheng (1998) highlighted the importance of integrating pronunciation instruction into meaningful learning contexts. He recommended that teachers use materials directly connected to students' coursework so that learners perceive pronunciation practice as relevant and purposeful. In addition, the use of songs, games, and tongue twisters was suggested to increase motivation and engagement in pronunciation classes. Cheng also emphasized the importance of ongoing assessment to monitor learners' progress, which serves both to maintain motivation and to provide feedback for improvement. This approach reflects the need to balance accuracy with motivation and learner involvement in the pronunciation learning process.

Noll and Collins (2002) introduced creative strategies for pronunciation error correction, focusing particularly on kinesthetic and visual techniques. One of their well-known methods is finger correction, in which each finger represents a sound, syllable, or stress, allowing teachers and students to visualize and manipulate pronunciation patterns during correction. They also encouraged the use of mime and gesture to help learners notice and reproduce target sounds. These techniques are effective in providing immediate, non-verbal feedback and fostering learner self-awareness, making error correction less intimidating and more engaging in the pronunciation classroom.

The shadowing technique, when integrated with digital tools such as the



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YouGlish web tool, can be seen as a practical application of several strategies outlined in the pronunciation teaching literature. Scarcella and Oxford (1994) highlighted the importance of *modeling, self-monitoring, communication activities, and computer-assisted language learning (CALL)*. Shadowing through YouGlish reflects these principles, since learners listen to authentic speech models and immediately imitate them, while the digital platform provides repeated, autonomous practice. Similarly, Lin et al (1995) emphasize the use of visual aids, rhythm exercises, and authentic materials to support pronunciation learning. By exposing students to real-life video examples across accents and contexts, YouGlish offers authentic input that enhances shadowing practice and supports both segmental and suprasegmental development.

Cheng (1998) recommended that pronunciation instruction be based on *meaningful materials, songs, games, and ongoing assessment* to increase motivation. In this regard, YouGlish provides meaningful, contextualized input drawn from authentic speech on various topics, which makes shadowing not only a repetitive drill but also a communicative and engaging learning process. Finally, Noll and Collins (2002) stressed the value of *gesture, mime, and kinesthetic correction* to raise learner awareness of errors. Although shadowing with YouGlish primarily focuses on listening and oral repetition, it can be combined with teacher feedback using gestures or visual cues to correct errors and guide students toward more accurate articulation. Therefore, shadowing through YouGlish aligns with and extends the strategies discussed by earlier researchers, offering a contemporary, technology-supported method of enhancing learners' pronunciation skills.

Kiue et al (2025) explained that the study conducted at Hanoi University of Natural Resources and Environment demonstrated that the shadowing technique significantly enhances students' pronunciation, fluency, and confidence, drawing upon three perspectives: linguistic, cognitive, and sociocultural. From a linguistic perspective, shadowing improved learners' awareness of intonation, stress, and rhythm, while cognitively, it promoted automaticity and reduced hesitation by encouraging rapid and repeated practice. Socioculturally, shadowing boosted



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motivation and confidence, as students felt they were engaging in authentic communication similar to interacting with native speakers. These findings align closely with the potential of integrating YouGlish into shadowing practice, since YouGlish provides abundant authentic video examples of real English usage across different contexts and accents. By shadowing speech from YouGlish, learners can internalize natural pronunciation features, process language more automatically, and engage with meaningful, socially situated input, thereby extending the effectiveness of shadowing beyond the classroom.

According to Murphey (1995), the shadowing technique is an effective strategy for improving learners' pronunciation because it allows them to imitate native-like speech in real time. By immediately repeating what they hear, students develop greater sensitivity to suprasegmental features such as intonation, rhythm, and stress, while also refining their articulation of segmental sounds. Murphey emphasizes that shadowing is not merely rote repetition, but rather an active listening and speaking process that enhances learners' awareness of how sounds are naturally produced and connected in authentic speech. Through continuous practice, shadowing helps learners internalize the prosodic patterns of English, making their speech more intelligible and fluent.

Murphey (1995) explains that shadowing is an active process of immediate repetition, enabling learners to internalize prosodic features such as rhythm, stress, and intonation while simultaneously improving the articulation of individual sounds. In this sense, shadowing provides a bridge between perception and production, as learners not only listen but also reproduce authentic speech in real time. When combined with the YouGlish web tool, shadowing becomes even more powerful, since YouGlish offers authentic video examples of native speakers using target words and phrases across diverse contexts and accents. By shadowing input from YouGlish, learners gain repeated exposure to natural pronunciation models and practice aligning their speech with authentic patterns, which is consistent with Murphey's view of shadowing as a means to enhance both fluency and accuracy.



C. YouGlish Web Tool

Prastyo et al (2022) explained that pronunciation learning media usually use technological assistance. Some technologies commonly used in pronunciation learning are software and websites. One of the technological media that will be used in teaching English pronunciation in this research is YouGlish. The following are some websites that are commonly used to improve pronunciation. YouGlish is a tool that makes it easy for students to know how to pronounce English words using YouTube videos from native speakers. Students can choose the pronunciation of English, US, AUS or all other pronunciations. While students hear the words they want to learn, students can also read the available transcripts.

In connection with the explanation above, this study is important to determine how YouGlish is implemented in teaching English pronunciation. There has been some research in relation to YouGlish (Mccarathy, 2018). However, their research focused on evaluating the progress of EFL learners in speaking during an intervention in which they used YouGlish as a learning tool, stimulating interest in using YouGlish when making lexicography decisions, and investigating the impact of extensive listening exercises (conducted by YouGlish) on the production of mispronounced words. The difference with my research is that my research focused on exploring the procedure of implementation of YouGlish in learning English pronunciation. In addition, this study also explores students' perceptions of using YouGlish for learning pronunciation. Therefore, this research is important to be conducted as this research will fill the gap between the available research and what the public know about YouGlish.

In recent years, there has been a growing interest in integrating online tools to support pronunciation learning, particularly in the area of word stress, which remains a persistent challenge for second language learners. One such tool, YouGlish, has emerged as a promising web-based tool as it provides authentic, contextualized, and varied models of English pronunciation.

Sardegna and Jarosz (2022) conducted a perception study to explore how learners perceive the use of YouGlish in supporting the acquisition of English word stress. Their findings suggest that learners benefit from the multiple,



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authentic instances of word usage that YouGlish provides, particularly in real-time speech from native speakers across various contexts. This exposure enhances learners' phonological awareness, especially their sensitivity to the position and realization of stress in multisyllabic words.

Furthermore, learners reported that YouGlish made them more attentive to prosodic features such as intonation and rhythm, which are often overlooked in traditional classroom instruction. Sardegna and Jarosz (2022) noted that this heightened awareness leads to improved perception skills, a crucial step in developing more accurate and intelligible production of English stress patterns.

However, they also highlighted some limitations. While YouGlish provides rich input, it lacks explicit instructional guidance, meaning learners must rely heavily on their ability to observe and infer stress patterns. This aligns with prior concerns raised by Fouz-González (2025), who emphasizes that without pedagogical scaffolding, tools like YouGlish may not fully support novice learners in acquiring complex phonological features.

In addition, the researchers found that YouGlish is most effective when used in combination with instructor feedback or guided tasks, echoing Celce-Murcia et al. (2010) who argue that pronunciation instruction should balance form-focused input with communicative practice.

Overall, YouGlish appears to serve as a valuable supplementary tool for pronunciation training, particularly for intermediate and advanced learners seeking to enhance their listening discrimination and reinforce correct word stress through repeated exposure (Sardegna & Jarosz, 2022). Its integration into formal instruction, however, should be carefully designed to address its limitations and maximize its benefits.

1. YouGlish and How it Works

YouGlish is a website first developed in 2015 as “YouProunce”, and was later switched to “YouGlish” in 2016 (Karatay, 2017). It is a website based on Youtube and is designed to provide language learners with real-time pronunciations, which are often lacking or ignored in the EFL formal teaching



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context. As is illustrated on the about page of the website of YouGlish.com (YouGlish, 2021), “(YouGlish) gives you fast, unbiased answers about how languages are spoken by real people and in context instead of what's prescriptively correct”. YouGlish is often referred to, in language learning research-related literature, as a video corpus (Barhen, & Firefox, 2019), a pronunciation dictionary (Barhen, & Firefox, 2019; MacCarthy, 2018), or an interactive listening and speaking website (Ayyat & Al-Aufi, 2020).

Cheng & Hsiu-pin (2023) explained that the homepage of YouGlish is a typical interface that any regular online dictionary would have, with a search bar at the center on the top of the page. A learner can type any word or phrase in there and click the search button, shown as a "Say it" button. The search result is then shown as that on a regular Youtube page, where in the center there is a video frame. Right above the video frame, a line says “How to pronounce (the target word) in English (1 out of XXXX):” The “XXXX” is the total number of videos as the search results, i.e. videos containing the target word, and usually the number is no less than three thousand. Right below the video frame is an extracted subtitle line with the target word or phrase in it, and the target word is yellow highlighted. All a learner needs to do is to click on the PLAY arrow in the middle of the video frame to start the first search result, i.e. a video containing the target word, and the provided video segment will right start from the sentence with the target word in it. Then a learner can either listen to the first video till its end or he or she can click the NEXT button in the left lower corner of the video frame to jump to the second video segment to be solely focused on the pronunciations of the target word. Literally, by keeping clicking the NEXT button, the learner can listen to several thousand sentences containing the real-life pronunciation of the target words. So basically YouGlish works quite similarly to an online dictionary or a corpus. The difference is that YouGlish provides video segments, rather than texts, and the video segments are shown one after another, controlled by a learner's click on the NEXT button, rather than the list-like corpus accordance. Since YouGlish is based on Youtube, it can compile and provide massive samples of a target word pronounced by real people in real contexts.

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Another feature that can not be ignored is that YouGlish can narrow down the search on specific accents. The US/UK/AUS menu right below the search box shows the available accent choices. Currently, besides the above mentioned three, there are seven accents available for the English language, including Canada, Ireland, Scotland, and New Zealand. If a learner types a target word in the search box and then clicks one of these accent buttons, the search will be narrowed down to videos containing this accent only.

Barhen (2019) explained that using YouGlish requires a few steps. First, go to <https://youglish.com/> to access YouGlish. Second, make a note of the term or phrase you wish to study. Finally, once you've found the word or phrase, a list of videos that are linked to it will show under the search bar. Each video has a title, a length, and the opportunity to share the title link to the original YouTube video. The subtitles that contain the exact word or phrase we are searching for, as well as some related terms, will be displayed below the video column. YouGlish also includes phonetics, which include the word's modern and traditional spellings as well as an international phonetic alphabet (IPA) and a list of words that are similar to the one we're searching for. Tips for perfecting your pronunciation are also available on YouGlish.

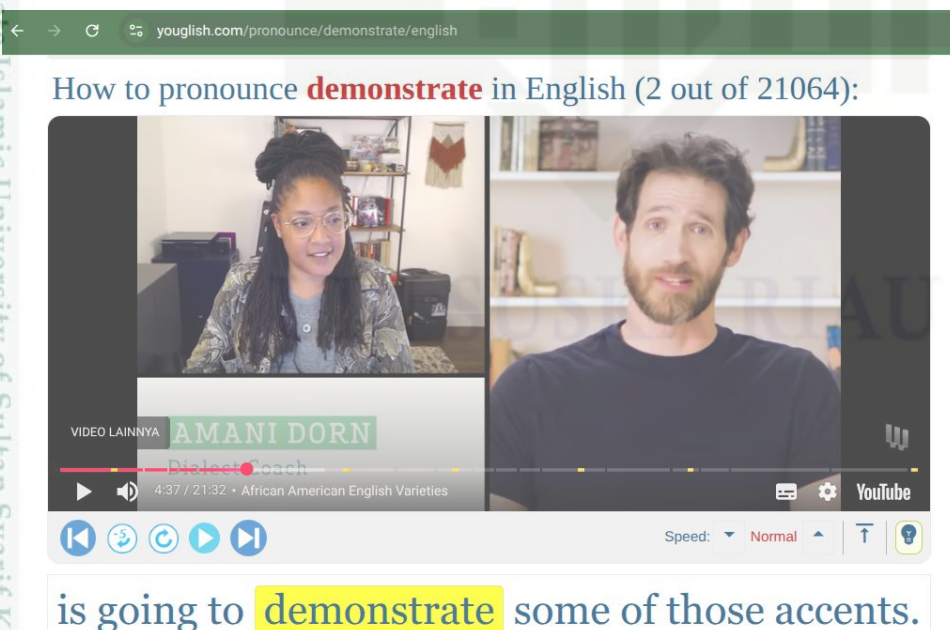


Figure II.2 A Snapshot of How to Pronounce the Word “Demonstrate” on Youglish



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The screenshot shows the YouGlish website interface for the word 'demonstrate'. At the top, the URL 'youglish.com/pronounce/demonstrate/english' is visible. Below the title 'Phonetic:', there is an introductory paragraph about the importance of phonetics. A list of phonetic information is provided: Modern IPA (démənsdreɪt), Traditional IPA (dəmənstreɪt), and 3 syllables ('DEM' + 'uhn' + 'strayl'). A section titled 'Test your pronunciation on words that have sound similarities with 'demonstrate':' lists various related words like 'demonstrates', 'demonstrator', etc. At the bottom, there are several buttons for further resources such as 'Online Pronunciation Tests', 'Audiobooks in English', and 'Pronunciation Apps'.

Figure II.3 A Snapshot of What You Can Exploit with “demonstrate” on YouGlish

Kiue et al (2025) explained that practical steps for shadowing technique as follows: First, choose the material (selecting words/phrases via YouGlish). The teacher displays the target words/phrases on YouGlish, ensuring that the materials are level-appropriate (short clips, clear pronunciation, within 5 minutes). After that, the teacher guides students to select relevant words/phrases connected to the lesson topic.

Second, listen and analyze. The teacher plays the selected YouGlish clip 1-2 times. Then, the teacher helps students analyze pronunciation features such as intonation, stress, rhythm, and linking sounds. The teacher explains the meaning and usage of the selected words/phrases in context.

Third, practice (shadowing proper). The teacher asks students to repeat simultaneously after the YouGlish audio (shadowing), starting at a slower pace and gradually moving to the original speed. The teacher models shadowing first, then lets the students follow collectively. The teacher pauses at difficult parts to emphasize correct pronunciation and provides immediate corrective feedback.

Fourth, record and compare. The teacher asks students to record their voices while shadowing. The teacher facilitates self-assessment by having



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students compare their recordings with the original audio. The teacher provides feedback focusing on both segmental features (consonant & vowel sounds) and suprasegmental features (intonation, rhythm, stress).

YouGlish illustrate for users how to pronounce English words by presenting them in natural speech from native or fluent speakers by making use of over ten million YouTube videos. In other words, users can be exposed to target words that are represented in natural contexts. In our email correspondence, Dan Barhen stated that listening to real people pronouncing an utterance in a real context is much more effective than a regular dictionary approach. He reported that technically, YouGlish uses an algorithm that processes YouTube videos by taking into account numerous parameters such as the caption/audio synchronization, video/audio quality, video statistics (number of views, likes, etc.), video quality, restriction (regional, on site), language, accent, user inputs and much more to figure out how each video should be indexed and ranked.

Karatay (2017) explained that basically, YouGlish allows users to type any word, phrase, or sentence in the search tab to watch a video where someone is pronouncing that keyword. After the users get the results, the video automatically starts from the relevant point, which is a great feature that helps you find the right place. If the users want more examples of the target word or phrase, they simply click on an arrow button to go the next video result.

The net result of these limitations is that we would like to have an alternative way of investigating the frequency of pronunciation variants, one that compensates for the limitations of preference polling. Ideally this tool would also contain enough material on it that we could investigate the pronunciation of words that are rare. The obvious answer, of course, is the internet. In the 19 years since Wells wrote in 1999 the number of videos of recorded speech on the internet has exploded. Therefore one might imagine that pronunciation lexicography has become easier with the arrival of such material. For example, if one were interested in determining the current pronunciations of an obscure item such as *reconnoitre*, one could search for videos containing



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the word. However, a video containing a word in its title does not guarantee that it will contain that word being uttered. Even if it does contain the word being uttered, if the video is long the researcher can end up wasting a lot of time waiting for it to be uttered.

The website consists of a database of videos. Crucially, however, all the videos have subtitles. This means that when the user types a word into the search bar, YouGlish jumps to instances in its database of that word being uttered. The user can listen to each clip of the word being uttered by clicking the skip button underneath the video. Thus listening to a word being pronounced by a dozen speakers takes only a minute (McCarthy, 2018).

It is this rapidity that makes YouGlish a powerful tool for the pronunciation lexicographer. For example establishing the relative frequency of the two pronunciations of applicable can be done in a few minutes. Or maybe the researcher is interested in what percentage of speakers pronounce a /t/ in often, and whether the percentage is higher in British English than in American English. Again, this can be investigated within minutes. The researcher listens to each clip containing the word and enumerates how many speakers have the /t/ and how many do not (McCarthy, 2018).

McCarthy (2018) explained that the sample size (i.e. number of speakers listened to) can be increased depending on how much data the researcher desires for establishing the pronunciation variation in a given word with confidence: if one pronunciation greatly predominates over another, then only a modest number of video clips need be listened to, whereas if usage is more evenly split then a larger number of clips can be listened to.

The videos on YouGlish come from YouTube (hence the name of the website, a portmanteau of 'YouTube' and 'English'). As of September 2017 the website contained over 20 million videos, which have been subtitled using automatic speech recognition software. By July 2018 this number had risen to over 30 million. British, American, and Australian English can be examined separately, using the buttons for each.



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What kind of subject matter is found in YouGlish videos? The videos appear not to be a random sample of YouTube videos, but rather are limited to material that is deemed suitable for the learner. Some material is sourced from television programmes, while much of it comes from public speaking such as academic lectures and biblical sermons. The result is that the sample seems to be skewed towards speakers with above-average educational attainment. However, this skewing of samples towards educated usage is also found to a similar (if not greater) degree in pronunciation polling: Wells (1999: 33, 35) described the 1,932 speakers he recruited for his poll as ‘speech-conscious’, that is, the kind of person who is interested enough in language to take nearly an hour of their time to fill out a survey.

In sum, the results of YouGlish research should not be assumed to be representative of the entire population, be it of American or British speakers, but rather tilted towards middleclass and/or educated usage.

McCarthy (2018) explained that one might wonder to what extent the pronunciation of individual words like ordinary or applicable vary within British and American English. One possible criticism of YouGlish as a research tool is that videos cannot be searched according to the speaker’s regional background: it is not possible to only display search results for, say, Mancunian. However, in the context of pronunciation dictionary lexicography this is not a major limitation: Wells (1999: 33) remarked the following about variation in the pronunciation of schedule and other words: ‘Uncertainties such as these are often not a matter of social or local accent, since the same variability appears to exist in RP as in regional accents’.

2. YouGlish’s Effect on Language Learning

Since the launch of YouGlish in 2016, several attempts have been made to explore how the website could help foreign language learners. One of the early attempts was conducted to explore YouGlish’s role in EFL learners’ speaking competence (Fu & Yang, 2019). Sixty freshman EFL students went through an eight-week experiment where they participated in in-class activities



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and did homework with YouGlish. The study applied a pre and post speaking test design, with students' learning logs and a reflection survey. The speaking tests contained the students' 1.5 minutes of oral presentation using a 10-vocabulary prompt. And the analysis focused on the student's pronunciation, intonation, and word usage. The results showed that the students made significant improvement in their speaking skills in all three aspects mentioned above, especially in word usage.

Another classroom-based research was implemented among seventy Turkish pre-service teachers, aiming on using Twitter together with YouGlish on frequently mispronounced English words (Kartal & Korucu-Jis, 2020). YouGlish was used by the teacher participants to check the pronunciations of the given target words, and Twitter was used as a learning log where they took notes and kept a record of the target words. The treatment lasted for four weeks. A pre, post, and delayed test design was applied, where the participants read designated sentences aloud and their reading was recorded. The result revealed that these Turkish pre-service teachers benefited significantly in learning and retaining frequently mispronounced English words, and YouGlish was strongly recommended to be applied in pronunciation instruction with EFL English learners.

Apart from classroom-based studies, a non-classroom-based technical analysis of YouGlish listed several limitations of the website's algorithm (MacCarthy, 2018), but so far the existing evidence and discussion have been positive and in support of using YouGlish to facilitate EFL learners' pronunciation and speaking skills in general. However, what still lacks in these studies is a comprehensive description of the participants' user behavior; that is, how exactly the participants used YouGlish including what words the student participants searched and how many samples or how long on average the participants usually spent on each target word.

According to Sukmawati et al. (2024), YouGlish is an online platform that uses YouTube videos to enhance English pronunciation. As of December 2020, YouGlish contained approximately 50 million video clips. It aids users in



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identifying the correct and appropriate pronunciation of words or phrases by presenting how native speakers articulate words or phrases in authentic contexts. The videos featured on YouGlish are sourced from YouTube, and the platform's name is a blend of 'YouTube' and 'English' (Mccarthy, 2018). YouGlish offers three distinct accents American, British, and Australian allowing users to freely choose any accent they wish to explore or apply. When selecting videos based on personal interests, subtitles appear below the video to support vocabulary development. YouGlish is available on any device equipped with a web browser and is considered user-friendly (Ibrahim, 2023).

Teachers need to be proactive in identifying strategies and resources that may be used in the classroom to help students with their pronunciation. Media use, according to Rato (2014), will enhance the process of teaching and learning. At present, there are a number of websites designed to assist students in becoming more proficient with the pronunciation of English. Students can view and hear how English words are spoken correctly and clearly by native speakers using YouGlish. Launched on YouTube, YouGlish represents an initiative aimed at improving English pronunciation and offers millions of tracks that students can use for practice. With YouGlish, users observe how native speakers pronounce words or phrases in real-life contexts, helping them learn to pronounce these correctly and responsibly. According to Barhen (2019), the site's main goal is to provide quick, unbiased answers about how languages are spoken by real people and in context. It also functions as a video pronunciation dictionary, granting easy access to diverse pronunciation samples, and includes phonetic features such as Modern IPA, Traditional IPA, and related word lists.

YouGlish functions as a video-assisted dictionary that enables learners to listen to word pronunciations within authentic contexts through YouTube videos, supporting meaningful learning experiences (Saed et al., 2021). In addition to accents and subtitles, it allows students to adjust speed and browse videos independently, encouraging active learning without teacher supervision (Fu & Yang, 2019; Saed et al., 2021; Topal, 2023). Furthermore, YouGlish



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presents nearby words and phonetic transcription systems to help learners grasp pronunciation nuances more clearly (Mahmood, 2024). Minh (2023) clarified that YouGlish is a highly effective tool for learning English pronunciation due to its speed and accuracy, making it an ideal resource for learners struggling with pronunciation.

Previous studies have investigated the effectiveness of using YouGlish to enhance L2 pronunciation skills. Fu and Yang (2019) found that YouGlish improves oral communicative skills, including pronunciation, intonation, and word usage. Similarly, Syafiq et al. (2021) reported that tools like YouGlish significantly improve speaking competence, including grammar, vocabulary, fluency, and content mastery. Quispe-Vargas et al. (2024) also confirmed the effectiveness of YouGlish in enhancing English-speaking proficiency, noting a substantial improvement in learners' post-test scores. Despite these findings, existing studies have yet to explore how learners perceive technological tools such as HVPT and YouGlish as primary resources for pronunciation development.

Fu and Yang (2019) further explained that YouGlish encourages active learning through syllabic breakdowns of words presented both visually and aurally. Unlike traditional dictionaries, YouGlish does not provide definitions but instead offers multiple contextual examples, allowing learners to deduce meanings and enhance their understanding of collocations. This method supports Lewis' (1993) principle that language should be learned in meaningful chunks. Thus, learners using YouGlish become producers of knowledge, reinforcing the idea that learning oral skills through video does not necessitate passive consumption.

Such uses of YouGlish are grounded in discovery learning, where learners draw on their background knowledge to acquire new insights (Bruner, 1961). By inputting queries and exploring video search results, learners navigate contextualized learning paths, enhancing their inductive reasoning skills through observation, pattern recognition, and generalization. Lewis (1993) lexical approach posits that "language is grammaticalized lexis, not



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lexicalized grammar, implying that language is best learned through lexical units such as collocations and idioms, many of which are easily searchable on YouGlish. The platform's keyword-highlighting transcript feature supports this lexical approach. However, although various studies confirm the benefits of video in developing spoken accuracy and fluency (Gunada, 2017; Hakim, 2016), limited research explores the impact of video materials grounded in the lexical approach in EFL classrooms.

In recent years, digital technology has played a vital role in language education, especially in the area of pronunciation instruction. One increasingly popular platform is YouGlish, a web-based tool that retrieves YouTube video excerpts to provide authentic examples of how specific English words are pronounced by native speakers. It offers a rich phonetic input from a variety of accents, such as British, American, and Australian English (Sardegna & Jarosz, 2022).

According to Sardegna and Jarosz (2022), YouGlish enhances learners' awareness of word stress, which is often a major challenge for English as a Foreign Language (EFL) learners. In their perception-based study involving university students, participants reported that repeated exposure to native speakers using target words in real contexts helped them better understand stress placement. This improved their phonological sensitivity and ability to distinguish correct stress patterns.

Beyond word stress, YouGlish is also associated with improved perception of prosodic features such as intonation and speech rhythm. Fouz-González (2025) highlighted that tools like YouGlish are effective in delivering diverse phonetic input, allowing learners to hear words embedded in a wide range of spoken styles and sentence structures. This exposure fosters more natural imitation and supports the development of fluent, native-like speech. In the Indonesian context, Prastyo et al (2022) found that combining YouGlish with High-Variability Phonetic Training (HVPT) significantly improved learners' pronunciation and speaking clarity. Their quasi-experimental research showed that students who used YouGlish for targeted pronunciation tasks



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outperformed those who followed conventional instruction alone, both in pronunciation accuracy and speech confidence.

However, several researchers point out that despite its strengths, YouGlish has pedagogical limitations. Both Fouz-González (2025) and Sardegna and Jarosz (2022) noted that the platform lacks explicit instruction on phonological rules or corrective feedback. As a result, learners without a solid foundation in phonetics may struggle to use the tool effectively without teacher guidance or scaffolded tasks.

In practical classroom settings, the Literacy Minnesota organization (2022) suggests that teachers incorporate structured activities when using YouGlish, such as having students identify stressed syllables, compare pronunciation variants, or mimic and transcribe utterances. These guided exercises help focus learners' attention on relevant phonological features and promote more intentional, analytical learning.

From a motivational perspective, Hoang (2024) observed that learners feel more engaged and confident when using YouGlish, as it exposes them to “real” language used in authentic settings. Unlike textbook audio clips, which can sound artificial or overly scripted, YouGlish samples provide rich, expressive input that helps students develop familiarity with informal, everyday speech.

YouGlish also encourages autonomous learning. Sardegna and Jarosz (2022) reported that students appreciated the platform's flexibility, allowing them to study outside of class, replay clips as needed, and explore different accents. This autonomy aligns well with modern language pedagogy, which emphasizes learner agency and self-directed exploration.

Nevertheless, YouGlish may not be equally effective for all learners. Beginners, in particular, might find it difficult to follow native-speed speech or extract stress patterns without support. Therefore, Sardegna and Jarosz (2022) recommended that the tool be used mainly with intermediate to advanced learners, and always paired with reflection, discussion, or teacher input to maximize its effectiveness.



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In conclusion, YouGlish is a practical, authentic, and powerful supplementary tool for teaching English pronunciation, especially word stress and prosody. Although it cannot replace the role of explicit instruction or corrective feedback, it serves as a valuable complement to classroom teaching particularly when integrated with guided tasks and reflective learning strategies (Sardegna & Jarosz, 2022; Fouz-González, 2025; Hoang, 2024).

The aim of this section is to give the linguist a flavour of the kind of research that can be done with YouGlish. McCarthy (2018) shows the results for a selection of words that have been investigated by the present author using the website. The words in question were specifically chosen because examination of existing dictionaries (Roach et al. 2011; Wells 2008) indicated that more than one pronunciation variant is in use among speakers of English for each of them. YouGlish allows the researcher to take the additional step of identifying which of these variants is the most frequent one.

The sample size varies considerably from one word to another. For example for the word portrait he examined 100 British speakers but only 50 American speakers. This is because after listening to just 50 Americans it was clear that the /-ət/ variant is the most frequent variant by far (94%). In contrast, McCarthy (2018) listened to a larger number of British speakers as usage is more divided: 38% /-ət/, 62% /-et/. Note that for infrequent words such as esoteric or worryingly, the reason the sample size is small is that there are not many instances of the words on YouGlish.

Although YouGlish can be used to establish the percentages of particular pronunciations, it is important to bear in mind that there is a margin of error associated with these percentages, the precise magnitude of which will vary depending on the sample size for that word. One might wonder how large the margin of error is for the frequencies given. This is indeed an open question but it is interesting to note that Greg Jenner's online survey of the word Brexit (N = 6200) found 73% preferring the /-ks-/ variant, 27% the /-gz-/ one (Hall, 2017 as cited in Kochetov, 2018), which is strikingly similar to results found below for exit (N = 50), namely that 74% reported /-ks-/ , 26% /-gz-/.



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3. YouGlish as a Web Tool for Students' Pronunciation

YouGlish has emerged as a powerful web tool to support students' pronunciation development by offering authentic audiovisual input from native speakers across different English-speaking regions. Unlike traditional classroom materials, YouGlish provides learners with immediate access to thousands of real-life examples of word usage within natural speech contexts, drawn from YouTube videos. This exposure allows learners to observe how pronunciation, particularly word stress, intonation, and connected speech, varies across speakers, registers, and accents. Sardegna and Jarosz (2022) found that learners who used YouGlish became more aware of stress patterns and reported greater confidence in perceiving and producing accurate pronunciation. Similarly, Fouz-González (2025) highlighted that YouGlish supports high-variability phonetic training (HVPT), an approach that enhances learners' phonological awareness by exposing them to diverse pronunciation models. While the tool does not provide explicit feedback or direct instruction, it encourages learner autonomy and fosters repeated exposure, which is critical for developing pronunciation skills. Research by Prastyo et al. (2022) also demonstrated that EFL learners using YouGlish improved significantly in both segmental and suprasegmental pronunciation features when its use was combined with guided tasks and reflective practice. Therefore, YouGlish represents an effective supplementary resource for pronunciation instruction, especially when embedded within a well-structured pedagogical framework.

Learning motivation is a crucial factor that influences the success of students in acquiring a second or foreign language. In the context of pronunciation learning, motivation often diminishes when learners feel disconnected from authentic language use or when traditional materials fail to engage them. The emergence of digital tools such as YouGlish offers a promising way to boost learners' engagement by exposing them to real-world English in dynamic, contextualized ways (Sardegna & Jarosz, 2022).



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According to Hoang (2024), learners report greater interest and enthusiasm when interacting with tools that allow them to experience English as it is naturally spoken. YouGlish enables students to hear real-time pronunciation from native speakers in various domains such as interviews, TED Talks, and everyday conversations. This form of exposure enhances their perception of English as a living language, rather than a subject confined to textbooks, which in turn increases their intrinsic motivation to learn.

Fouz-González (2025) found that students using YouGlish not only improved their listening skills but also developed a stronger sense of agency in their learning process. The ability to control the input replay, pause, search specific words, and choose accents, gives learners a sense of autonomy, which is a known driver of motivation according to Deci & Ryan's Self-Determination Theory (2000). Autonomy fosters deeper engagement, as learners feel they are in charge of their own learning journey.

The platform's visual and auditory features also contribute to higher motivation. Learners can observe facial expressions, mouth movements, and intonation patterns, which make pronunciation learning more concrete and engaging. According to Prastyo et al (2022), Indonesian students reported that using YouGlish was more enjoyable than traditional audio recordings, as it provided both visual and contextual support, making the pronunciation learning process more meaningful.

In terms of affective factors, YouGlish has shown potential in reducing learners' foreign language anxiety, a factor often associated with low motivation. Hearing native speakers in unscripted, natural settings helps learners understand that mispronunciation or accent variation is normal. As Sardegna and Jarosz (2022) explained, learners often feel reassured when they see how diverse pronunciation can be in real use, which enhances self-confidence and the willingness to speak.

Another motivational factor observed in the use of YouGlish is goal orientation. Learners are more likely to set personal learning goals, such as mastering the pronunciation of a certain set of words or improving a specific



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accent. This aligns with the findings of Fouz-González (2025), who reported that motivated students used YouGlish not only during class but also in their free time, showing a clear link between tool accessibility and increased effort.

LiteracyMN (2022), in a review of pronunciation tools for ESL learners, emphasized that platforms like YouGlish promote curiosity-driven learning. Students tend to explore different vocabulary, observe context, and compare regional accents, leading to a richer learning experience. This type of exploratory behavior is a clear sign of intrinsic motivation, where learners are driven by the enjoyment and interest in the task itself.

Teachers also play a key role in channeling the motivational potential of YouGlish. When integrated into task-based learning or project-based assignments, YouGlish serves as a motivational anchor. For instance, students can be asked to prepare a short presentation using vocabulary whose pronunciation they learned through YouGlish. Sardegna & Jarosz (2022) suggested that the combination of digital tools and active pedagogy greatly enhances motivation through purposeful language use.

However, motivation levels may vary depending on learner proficiency and access. Beginner-level students may struggle to follow fast, unsimplified speech from native speakers, potentially leading to frustration. As noted by Sardegna and Jarosz (2022), the motivational benefits of YouGlish are most apparent among intermediate to advanced learners who have the linguistic capacity to benefit from authentic input without excessive cognitive overload.

In conclusion, YouGlish is not only a pronunciation web tool but also a motivational tool that promotes learner autonomy, confidence, and interest in real-world English usage. Its interactive features, authentic input, and learner-centered flexibility support a range of motivational drivers, including autonomy, competence, and relatedness. When used strategically within classroom instruction or independent study, YouGlish has significant potential to sustain and even increase students' motivation to learn English pronunciation (Fouz-González, 2025; Sardegna & Jarosz, 2022; Hoang, 2024).



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4. Challenges with Using YouGlish

McCarthy (2018) explained that one annoyance is that Australian or American English videos may appear in the results for British English videos. (Less frequently, British English may appear in American and Australian English videos.) To some extent this is understandable: if material consists of an interaction between a British and American speaker, there is no easy way for YouGlish to separate the parts with the British speaker and the parts with the American speaker. More concerning is the appearance of entire videos of Australian English in the British English search results.

A related difficulty with using YouGlish for polling pronunciation is that not all the results come from native speakers. Thus if one wants to exclude non-native speakers from usage surveys, it is important to listen closely to the clip for signs of a non-native accent. Fortunately it is usually easy to do so from a short clip, which means that this issue does not in my experience slow down the use of YouGlish for research.

McCarthy (2018) explained more difficult cases are those involving native speakers of English who have lived in more than one part of the English-speaking world. For example, there are several videos on YouGlish featuring the entrepreneur Elon Musk, who spent the first 17 years of his life in South Africa, then moved to Canada, and has settled down in the United States. His accent is a mix of South African and North American so he have excluded him from surveys of American English. But it is possible that there are other cases of speakers with mixed accents that he failed to detect. He do not expect such cases to be large enough in number to result in them affecting the results appreciably, but it is important to be aware of the possibility nonetheless.

More difficult cases are those involving native speakers of English who have lived in more than one part of the English-speaking world. For example, there are several videos on YouGlish featuring the entrepreneur Elon Musk, who spent the first 17 years of his life in South Africa, then moved to Canada, and has settled down in the United States. His accent is a mix of South African



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and North American so McCarthy (2018) has excluded him from surveys of American English. But it is possible that there are other cases of speakers with mixed accents that he failed to detect. McCarthy (2018) did not expect such cases to be large enough in number to result in them affecting the results appreciably, but it is important to be aware of the possibility nonetheless. how this possible? If a word is used frequently in a video (because of it being a technical term in a lecture, for example), it can easily occur many times. Thus if the researcher does not pay attention to whether a clip is coming from a speaker already counted in the poll, the data are at risk of containing multiple counts of the same speaker.

The word *cyclic* is an extreme example because it happens to be used heavily in chemistry lectures as a constituent of various technical terms, with the result that the lecturers often end up uttering the word over and over. Most other words are less liable to this repetition problem, but it is nevertheless something that has to be guarded against when using each clip as a data point. This is particularly true of words where usage is fairly evenly split: *cyclic* itself is an example, being pronounced with /aɪ/ by 30 out of 63 of the American speakers and with /ɪ/ by the remaining 33 of them. If all 299 instances of the word in the search results had been included in the data, then the sample would have been skewed in favour of those speakers who happened to utter the word the most.

One final limitation of YouGlish is that the number of tokens of a word varies massively from one word to the next. For the most part this is inescapable: a corpus based on real-life recordings will tend to reflect the power-law frequency of words (Zipf, 1935, cited by Pinker, 2011: 212-213) in real life. However it is also clear that coverage of British English lags behind the coverage of American English. Given that the population of Great Britain is approximately 63 million whereas the combined population of the United States and Canada is approximately 361 million, we would expect the number of search results for 'American English' to be roughly five to six times greater than the number of results for 'British English'. Although there are some words



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in which the British results exceed this ratio (e.g. portrait, for which there are 786 'British English' results as against 1,660 'American English' results), there appear to be far more cases in which the 'American English' results vastly outnumber the 'British English' results, sometimes by a factor of over 20 to 1.

D. Youtube in Learning Pronunciation

Putri et al. (2024) explained that YouTube has emerged as an accessible and user-friendly platform that allows students to engage with native English content and improve their pronunciation through repeated exposure to accurate pronunciation models. Unlike traditional classroom instruction, which may not always provide sufficient auditory input or ample opportunities for repetitive practice, YouTube enables students to revisit specific pronunciation features as often as needed and at their own pace. This repeated exposure plays a crucial role in pronunciation learning because learners require continuous auditory input to internalize sound patterns, stress, and intonation.

In addition, YouTube offers a wide range of content, including tutorial videos, interactive language exercises, and real-life dialogues, which allows students to engage in pronunciation practice that is contextual and visually supported. Through diverse content types, learners encounter pronunciation in meaningful communicative situations rather than isolated drills. This view is supported by Ashraf et al (2014), who found that multimedia learning environments such as YouTube effectively enhance pronunciation proficiency by integrating auditory and visual learning modalities.

Another important advantage of YouTube is the availability of features such as subtitles, adjustable playback speed, and exposure to various accents from native speakers. These features provide learners with flexible tools to analyze and refine their pronunciation skills based on individual needs. Learners can slow down speech, replay challenging segments, and observe the connection between spoken and written forms. Mayer's (2009) multimedia learning theory further supports this approach, suggesting that the combination of verbal and visual input can enhance comprehension and retention when used effectively.



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While YouTube offers substantial benefits, its pedagogical value becomes more evident when viewed within the framework of self-directed learning. Contemporary educational theories emphasize a shift from teacher-centered instruction toward learner-centered learning, encouraging students to take greater responsibility for their learning processes. Self-directed learning enables learners to control the pace and focus of their pronunciation practice, which fosters autonomy and intrinsic motivation.

In this context, YouTube functions as a valuable tool for self-directed pronunciation learning because learners can select content that aligns with their proficiency levels and specific pronunciation needs. This flexibility is particularly beneficial for learners with varied exposure to English pronunciation. Burke et al (2009) argue that digital platforms such as YouTube support learner autonomy and digital literacy, both of which are essential competencies in modern education.

In addition, Al-Jarf (2022) identified that the procedure of using YouTube in learning English pronunciation. In this procedure, the teacher selects and plays short YouTube videos that focus on English pronunciation, which are chosen based on clear articulation, appropriate language level, suitable duration, and native-speaker models. The students then watch the videos and repeat the pronunciation models through choral repetition under the teacher's guidance. After that, the teacher plays sample words taken from the YouTube videos, and the students practice pronouncing the words while the teacher models correct articulation by demonstrating mouth shape and tongue position. The students work in pairs to select several minimal pairs from the videos and practice pronouncing them together. Next, the students record their pronunciation using their mobile phones and play the recordings for brief peer feedback and discussion. During this process, the teacher provides direct feedback on common pronunciation errors and reinforces correct pronunciation patterns. Finally, the teacher assigns the students to record a 30-second pronunciation audio using YouTube examples, and the students submit their recordings to the teacher for further evaluation.



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According to Suwastini et al. (2022), YouTube serves as an online application that provides learning media and a platform for sharing materials and assignments in the EFL context. Previous studies (Ariantini et al., 2021; Listiani et al., 2021; Meinawati et al., 2020; Purwanti et al., 2022) highlight its effectiveness across different English language skills. While some studies emphasize its benefits for young learners, others focus on its role in improving speaking skills, which are closely related to pronunciation development.

More specifically, Kabooaha and Elyas (2018) argue that YouTube contributes significantly to vocabulary development, which indirectly supports pronunciation accuracy by familiarizing learners with word forms and sounds. Albahiri and Alhaj (2020) also note that exposure to YouTube videos facilitates unconscious grammar learning through authentic contexts. In addition, Jati et al. (2019) found that YouTube videos promote oral fluency by creating a joyful learning atmosphere that reduces anxiety and increases learners' confidence in speaking.

The importance of authentic materials is further emphasized by Juma (2021), who states that one of the major advantages of using YouTube videos in the EFL classroom is providing learners with access to authentic spoken English. Scholars such as Felix (2002), O'Dowd (2000), and Bastos and Ramos (2009) argue that authentic materials engage learners in real communicative contexts and foster the development of communication skills and intercultural competence.

Beyond authenticity, YouTube videos also contribute to learners' motivation, comprehension, and cultural awareness. Arthur (1999) highlights the role of audio-visual media in developing learners' perceptual abilities and awareness of foreign language culture, while Berk (2009) emphasizes their motivational impact and contribution to memory and spontaneous language use. Harmer (2001) further explains that videos enhance comprehension through visual clues and raise cultural awareness by connecting classroom learning with real-world contexts.

Despite these advantages, several scholars caution against the uncritical use of YouTube and multimedia in language learning. Olson and Clough (2001)



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warn that excessive video content may overwhelm learners and exceed their cognitive capacity, while Rachelle and Heller (1990) highlight the risk of information overload in digital environments. Hoogeveen (1997) also questions the practicality of multimedia learning, arguing that it may lead to negative cognitive effects such as overstimulation, cognitive overload, and learner fatigue. Therefore, the effective use of YouTube in teaching English pronunciation requires careful video selection, structured guidance, and alignment with instructional objectives.

E. Students' Learning Motivation

Pronunciation teaching and accent training can hardly find their places in either student textbooks or teacher training (Derwing & Munro, 2005). However, Cheng & Hsiu-pin (2023) explained that since the way one speaks a language carries ample information about the speaker's geographical, social, and ethnic background, and so on, one's pronunciation and accent can be easily associated with language ideology, language confidence, and learning motivation. It has been observed that nonstandard speakers demonstrated mixed attitudes toward their accents (Freynet & Clement, 2019).

Motivation can be defined as a desire or willingness of someone in order to get what they expected to achieve. Schunk (2014) states that motivation is a process in pushing and keeping the aim by directing the behaviors. In language learning, motivation is a factor that influences the behavior of someone toward the goal. According to McShane et al. (2008) state that motivation refers to the forces within a person that affect the direction, intensity, and persistence of voluntary behavior.

Motivation plays an essential role in increasing the students' English learning performance. Motivation is "some kind of internal drive which pushes someone to do things to achieve the purpose" (Harmer, 2001). From the statement, motivation encourages someone to gain a goal, whether in education or any other field. Motivation has been defined by a number of experts. According to Alderman (2003), motivation can provide students with resources for developing



aspiration, independent learning, goal achievement, and fostering resiliency in the face of setbacks. It means that motivation is necessary for students to support all of their activities during the learning process. As a result, students who are highly motivated to learn will have high levels of competence and will achieve their learning objectives.

In other words, Brophy (2004) defines student motivation as their willingness to participate in learning activities as well as their reasons for doing so. As a result, motivation is required because students who are highly motivated will engage in the action of learning with deal. According to Gardner and Lambert (1972), motivation is the internal factors that energize and direct human behavior. This statement contains three basic elements of motivation; motivation which stimulates the inner drive, signals it with feeling, and stimulates because of the goal. The researcher believes that motivation is a psychological condition which derives someone to do something so that he/she can reach the goal.

Based on the definition provided above, the researcher concludes that motivation is a positive impulse toward the language learning in order to achieve the goal of foreign language learning including learns English. Motivation is a key to success in learning English, and it is very important for both students and teachers in the teaching learning process. With motivation, we can easily achieve success in any task and get closer to our goal.

1. Types of Motivation

Motivation is divided into two main types that are extrinsic motivation and intrinsic motivation. According to Ryan and Deci (2000) stated that intrinsic and extrinsic types of motivation have been widely studied, and the distinction between them has shed important light on both developmental and educational practice. Thus a person might be motivated by the enjoyment of the learning process itself or by a desire to make themselves feel better (Harmer, 2007).

a. Extrinsic motivation

Extrinsic motivation pertains to external factors that can encourage students to engage in an activity. According to Harmer, these factors can



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be various external influences, like the motivation to pass an exam, the prospect of financial rewards, or the chance for future travel. As stated by Gardner (1982, p.14), extrinsic motivation is influenced by external factors such as parental expectations, the teacher's role, and the surrounding environment.

Extrinsic motivated behaviour, are carried out in anticipation or a reward from outside and beyond the self. Penny (1996) states that extrinsic motivation is that which derives from the influence of some kind of external incentive, as distinct from the wish to learn for its own case or interest in task. It means that extrinsic motivation it can be appear from any outside factors. There are some factors that can increase the extrinsic motivation in teaching and learning as follows:

1) Need

Brown (1993) explains the need concept or motivation in some ways belongs to all three schools or thought: the fulfillment of need is rewarding, requires choices, and in many cases must be interpreted in a social context.

2) Other people

Other people such as teachers or parents also act as motivators in learning. Teacher is not only a person who facilitates the student to get knowledge, but also as a motivator who has to motivate students.

3) Learning environment

In environment should be considered as an important factor that influences students' motivation in learning, for instance, school environment, classroom environment and home environment.

b. Intrinsic motivation

According to Edward Deci (1975) in Brown (2007) that intrinsic motivation is aimed at bringing about certain internally rewarding consequences, namely, feelings of competence and selfdetermination. Likewise, Gilakjani, et al. (2012) defined that intrinsic motivation refers to the motivation to engage in an activity because that activity is enjoyable and



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satisfying to do. According to Ryan and Deci (2000) that intrinsic motivation is defined as the doing of an activity for its inherent satisfactions rather than for some separable consequence. Similarly, Mouili Fatiha, et al. (2014) viewed that this type of motivation is internal and takes place when people are compelled to do something out of pleasure or desire.

According to Schunk (2008), intrinsic motivation refers to motivation concerned in activities for its own sake. Internal motivation involves motivation to do something for its own desire. This motivation is appeared from ourselves. The students who have intrinsic motivation will study hard and enjoy the teaching and learning process because they have desire to do everything from inside themselves.

Harmer (1991) states that intrinsic motivation takes a vital role in the result of students' language learning. Many students bring no extrinsic motivation to the classroom. They may perceive no interest about language learning in the classroom. Therefore, it becomes teacher's role to create intrinsic motivation in the classroom in order to maintain students' learning. It infers that intrinsic motivation derived from inside of the individual rather than from outside. The factors that influence intrinsic motivation include: goal, interest, and Enthusiasm.

1) Goals

Goal can lead someone to do or to avoid something related to goal itself. Harmer (1983) states that motivation is closely bound up with a person's desire to achieve goals. In teaching learning process, the goal should be understood by the students, because it will be an important motivation for them.

2) Interest

The student who study effectively and they have a high interest, they will be success, as Stone and Neilson (1987) state that on personal positive interest, will increase the change for success.

3) Enthusiasm



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Intrinsic motivation is often related to personal interest, enjoyment and self-expression, which are all factors that enthusiasm can encompass. Enthusiasm refers to a feeling of excitement and eagerness. Enthusiasm is often associated with motivation and a positive attitude, and it can be a powerful force in driving individuals to act and pursue their goals.

In summary, indicators of both intrinsic and extrinsic motivation include persistence, effort, the desire to succeed, goal achievement, rewards, engaging teaching methods, interesting lessons, parental support, captivating learning materials, and conducive learning environment. This type of motivation arises from the individuals' outside.

2. Learning Motivation

According Getie (2020), motivation is an affective variable that have significant influences in the successful of language learning process. Motivation is also the main role that researchers and teachers provide regarding to the efficient of language learning process. Therefore, researcher accepted that motivation is the key factors which influence the success of foreign language learning.

Language learning motivation is the combination of students' effort, attitude, and desire to achieve their goal of mastering English (Dwinalida & Setiaji, 2022). Moreover, students are encouraged to learn English influenced by the motivation that comes from inside (intrinsic motivation) or outside (extrinsic motivation). Both are important for the students' successfully in learning English. Without motivation, students will face difficulties in enjoying the class which causes failure in mastering English.

According to Uddinayah & Silfia (2019) motivation plays an important part in students learning activities, such as:

- a. Motivation encourages students' awareness in learning process. In this case students will pay attention in their learning style and way to understand the material that given by the teacher.
- b. Motivation provides direction to achieve students' goal so they will be more motivated and focused in learning process.



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- c. Motivation boosts students' desire and enthusiasm in learning process. This is the most important part because motivation will grow when the students have assurance in learning English.

Committed to achieve learning goals, persistence in students learning is necessary. In this case, motivation plays control to realize the learning goals (Ikhwan & Andriyanti, 2021). The quality of English learning process can be predicted through some factors, there are students' perceptions, attitude toward learning English, and motivational intensity. Students attitude in learning English can support them in create the goal and solving problem that they face in the learning process. Their motivation and desire to mastering English also can support the success of students' achievement in learning.

Smit (2002) stated that the understanding of motivation as consisting of learner-subject and classroom-related factors (e.g Dornyei 1994, p.280) was also quite useful. With regard to the subject-related factors, all of them, i.e., extrinsic and intrinsic motives as well as integrative, tested so centrally relevant that they seem to account for the special status of pronunciation within language learning. The most central classroom-related factor was found to be students' readiness to learn proactively and self- dependently.

Subject- and learner-related factors in pronunciation learning consist of several aspects, including module-independent motives, motivation, anxiety, self-efficacy, and evaluation. Students' learning motivation in pronunciation can be understood as a combination of various factors that operate independently of the learning module itself. In classroom contexts, some students are motivated by enjoyment and challenge, such as perceiving pronunciation practice as enjoyable, appreciating the opportunity to learn something new, or viewing the class as a way to develop their abilities. Other students are motivated by academic and practical considerations, including fulfilling syllabus requirements, obtaining good grades, performing well compared to peers, developing native-like pronunciation for future professional needs, or gaining social recognition through improved English accents. These different motivational orientations influence the



degree to which students are willing to participate consistently in pronunciation learning activities and take classroom tasks seriously.

In conclusion, students' motivation in learning English pronunciation is diverse and multidimensional, shaped by a combination of enjoyment, challenge, academic demands, and future-oriented goals. Motivation arising from personal interest, academic responsibility, and professional aspirations plays a crucial role in sustaining students' participation in pronunciation learning. Therefore, the level and nature of students' learning motivation significantly affect the consistency of their practice and ultimately contribute to their success in improving English pronunciation accuracy.

F. Relevant Research

In this research, the researcher uses a few previous studies as a consideration in doing this research. First, article by Minh (2023) examined the impact of integrating the video-assisted dictionary YouGlish on the pronunciation abilities and attitudes of learners towards utilizing YouGlish. The study was carried out on a sample of 30 first-year students majoring in English at the University of Economics, Technology for Industries (UNETI). The data were collected through two sources: a pretest and posttest, and a questionnaire. The findings demonstrated that YouGlish facilitated students' advancement and enhanced their engagement in acquiring English pronunciation.

Second, article by Cheng & Hsiu-pin (2023) explored the potential of YouGlish as a learning tool. 142 EFL college students were recruited from a private comprehensive university in northern Taiwan and participated in an 8-week experiment. Weekly recordings and a questionnaire provided both quantitative and qualitative data on students' autonomous informal language learning with YouGlish, their attitudes towards accents, and their overall perception of YouGlish as a learning tool. The results showed that in general YouGlish was positively accepted by these EFL college students as an effective learning tool, benefiting them in mainly word pronunciation, increased accent awareness, and sensitivity. Limitations of autonomous informal language learning



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also emerged. Discussions were made on the learning opportunities YouGlish can offer with a proposal on incorporating YouGlish into classes to enhance pronunciation teaching and learning.

Third, article by Prastyo et al (2022) explored the students' perceptions of the implementation of YouGlish in learning English Pronunciation at English Department Universitas Bandar Lampung. YouGlish is a YouTube-based website launched to improve English pronunciation that helps users to find out how to pronounce a word or phrase correctly and appropriately. In this research, the researchers used the descriptive qualitative method. This study was conducted for first semester English students at Universitas Bandar Lampung. This study's instruments were a questionnaire and an interview. The finding shows that students have positive perceptions of the implementation of YouGlish. They perceived that there were several benefits from the use of YouGlish. The questionnaire results also showed mostly positive and negative feedback. In conclusion, YouGlish can make students interested in studying Pronunciation and stimulate students to learn as it has features which will increase the enthusiasm for learning.

Fourth, article by Quispe-Vargas et al (2023) examined that the impact of using YouGlish on English speaking proficiency in its subskills of fluency, grammatical appropriateness, pronunciation, communicative interaction, and vocabulary. The research was of quasi-experimental design and was carried out with a sample of 38 students, 19 students in the Control Group and 19 students in the Experimental Group, from a national university in Peru. For data collection, a pre-test and a post-test were applied concerning English-speaking proficiency, and a perception questionnaire on the use of YouGlish was also used. The arithmetic mean indicates that there was an improvement of 45.26 points using YouGlish when comparing the input and output tests. Thus, concluding with an increase in English-speaking proficiency among university students.

Fifth, article by Mahmood (2024) explored ESL learners' perceptions of using high-variability phonetic training (HVPT) through YouGlish to improve pronunciation skills. Data were collected through an online questionnaire



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completed by 70 upper-intermediate level ESL learners and semistructured interviews with 20 learners. The collected data were analyzed statistically and thematically. The results revealed that most learners had significantly positive attitudes towards using this online tool. They reported that YouGlish assisted them in accurately learning how to pronounce words and phrases from a variety of accents, including Australian, British, and American.

Sixth, article by Kartal & Korucu-Kis (2019) examined the attitudes towards pronunciation and views on the use of Twitter and Youglish for pronunciation instruction. Following an experimental group only design (pre, post, and retention tests), the study was conducted with 93 pre-service teachers studying at the English Language Teacher Education (ELTE) program of a large-scale university in Turkey. The data were gathered via a Pronunciation Attitude Inventory, a pronunciation test, and an open-ended survey. Seventy target words were determined after a four-week observation and note taking of commonly mispronounced words by teacher trainers and these target words were sent in 70 tweets, one word in each tweet. The tweets for each word included a link to Youglish, a Youtube based pronunciation dictionary. Descriptive statistics and ANOVA tests were run for the analysis of the quantitative data and content analysis for the open-ended survey. The results indicated that the use of Twitter and Youglish together to teach pronunciation served an important role in learning and retaining commonly mispronounced words. The views of the pre-service teachers support the findings that they benefitted from the adopted approach. Findings from this study have strengthened the evidence supporting the impact of Twitter (supported by Youglish) for pronunciation instruction.

Seventh, article by Topal (2023) explored learners' perceptions of YouGlish as an L2 supporting source. The results revealed that participants identified authentic input, content diversity, and extracurricular learning opportunities as strengths of the website. Conversely, weaknesses cited included the absence of progress checks and assessments and the perception of a competitive learning environment. Participants also reported incremental improvement in pronunciation at the segmental level.



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Eight, article by Sukmawati et al (2024) investigated 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.

Ninth, article by Fu and Yang (2019) found that YouGlish improves oral communicative skills, including pronunciation, intonation, and word usage. Similarly, Syafiq et al. (2021) reported that tools like YouGlish significantly improve speaking competence, including grammar, vocabulary, fluency, and content mastery. Quispe-Vargas et al. (2024) also confirmed the effectiveness of YouGlish in enhancing English-speaking proficiency, noting a substantial improvement in learners' post-test scores. Despite these findings, existing studies have yet to explore how learners perceive technological tools such as YouGlish as primary resources for pronunciation development.

Furthermore, the study was conducted by Sardegna and Jarosz (2022) aimed to explore how YouGlish can support the learning of English word stress among learners of English as a foreign language. This research employed a qualitative perception-based method, collecting data through questionnaires and interviews with university students studying English. The participants were asked



to evaluate their experiences using YouGlish as a pronunciation learning tool. The findings revealed that students found YouGlish beneficial in increasing their awareness of word stress by exposing them to repeated, authentic examples of native speakers using target words in natural contexts. Learners reported heightened sensitivity to prosodic features such as intonation and stress placement in multisyllabic words. However, the study also noted a key limitation of YouGlish: the lack of explicit instruction on phonological rules. As a result, the tool was considered more effective when integrated with teacher guidance or structured learning tasks.

G. Operational Concept

Operational concept as a concept used to give an explanation about theoretical framework and avoid misinterpretation and misunderstanding of this research. It is necessary to briefly explain the variables used in the study.

This study is conducted in three variables:

1. The Independent variable is the YouGlish web tool + through shadowing technique and students' learning motivation.
2. The dependent variable is students' English pronunciation accuracy.

The indicator of variable x is referring to Fu and Yang (2019) the procedure of YouGlish web tool through shadowing technique as follows:

1. Teacher explains how to use YouGlish to search real pronunciation examples and how to practice with the shadowing technique.

How to use YouGlish web tool:

- a. Access the YouGlish website at <https://youglish.com/>
- b. Identify and note the word or phrase to be practiced.
- c. Enter the selected word or phrase into the search bar.
- d. Review the list of YouTube videos that appear, each accompanied by its title and duration.
- e. Play the videos to observe how the word or phrase is pronounced in authentic contexts.



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- f. Examine the subtitles displayed below the video, which highlight the exact word or phrase and related terms.
- g. Consult the phonetic information provided, including modern and traditional spellings and the International Phonetic Alphabet (IPA).
- h. Explore the list of similar words and apply the pronunciation tips available on YouGlish to improve accuracy.

2. Students are exposed to sound examples and take notes on the target sounds.
3. Students open YouGlish on their own devices.
4. Teacher asks students to find two examples of words for each target sound on YouGlish.
5. Students search and watch YouGlish videos for each target sound.
6. Teacher guides students in shadowing practice by asking them to repeat each pronunciation three times.
7. Students perform shadowing by imitating pronunciation, recording their voice, then comparing their original sound with the native sound).
8. Several students were invited to present their examples and demonstrate the pronunciation, followed by a class discussion and peer feedback focusing on articulation accuracy.
9. Teacher assigns students to record 30-second pronunciation audio using YouGlish examples.
10. Students record their audio and send their work to teacher.

In addition, the indicator of variable x is referring to Al-Jarf (2022) the procedure of Youtube in control class as follows:

1. The teacher selects and plays short YouTube videos that focus on English pronunciation. The videos are chosen based on clear articulation, appropriate language level, suitable duration, and native-speaker models.
2. Students watch the YouTube videos and repeat the pronunciation models together through choral repetition guided by the teacher.
3. The teacher plays sample words taken from the YouTube videos.
4. Students practice pronouncing the words, while the teacher models correct articulation by demonstrating mouth shape and tongue position.



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5. Students work in pairs to select several minimal pairs from the YouTube videos.
6. Students practice pronouncing the selected minimal pairs and record their pronunciation using their mobile phones.
7. Each pair plays their recording for brief peer feedback and discussion.
8. The teacher provides direct feedback on common pronunciation errors and reinforces correct pronunciation patterns.
9. Teacher assigns students to record 30-second pronunciation audio using Youtube examples.
10. Students records their audio and send their work to teacher.

According to Smit (2002), understanding motivation as comprising learner-subject and classroom-related factors (e.g., Dörnyei, 1994) is useful in pronunciation learning. Subject- and learner-related factors include module-independent motives, motivation, anxiety, self-efficacy, and evaluation. In this context, students' learning motivation in pronunciation can be conceptualized as a combination of intrinsic factors, such as personal interest and self-efficacy, and extrinsic factors, such as evaluation or feedback from instructors. These factors operate independently of the learning module itself, highlighting that motivation is shaped not only by classroom activities but also by internal drives and external influences. In classroom contexts, the indicators of students' learning motivation in learning pronunciation can be seen as below:

1. The students learn pronunciation because pronunciation learning is fun.
2. The students learn pronunciation for fulfilling the requirements of the syllabus.
3. The students learn pronunciation because they like American/British accent.
4. The students learn pronunciation because they need native-like pronunciation for their future job.
5. The students learn pronunciation because they want to do very well in this class.
6. The students learn pronunciation because they see this class as a challenge.
7. The students learn pronunciation because they love the USA/Britain.



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8. The students learn pronunciation because they impress colleagues/friends with their English accent.
9. The students learn pronunciation because they hope for a good mark.
10. The students learn pronunciation because they love learning something new.

Furthermore, Kelly (2000) explains that features of pronunciation are divided into segmental features and suprasegmental features. Segmental features include vowels and consonants, whereas suprasegmental features involve intonation and stress. This research focuses on segmental features of pronunciation, which consist of vowels and consonants. In particular, the research examines two vowel sounds as well as all affricate and fricative consonants as the main focus in measuring students' English pronunciation accuracy. Then, the indicator of variable y is referring to Kelly (2000) the features of pronunciation to be score:

1. The students show accucary in producing English affricate consonant sounds.
 - a. The students demonstrate accucary in pronouncing affricate consonant sound /tʃ/;
 - b. The students demonstrate accucary in pronouncing affricate consonant sound /dʒ/.
2. The students show accucary in producing English fricative consonant sounds.
 - a. The students demonstrate accucary in pronouncing English fricative consonant sound /f/;
 - b. The students demonstrate accucary in pronouncing English fricative consonant sound /θ/;
 - c. The students demonstrate accucary in pronouncing English fricative consonant sound /s/;
 - d. The students demonstrate accucary in pronouncing English fricative consonant sound /ʃ/;
 - e. The students demonstrate accucary in pronouncing English fricative consonant sound /h/;
 - f. The students demonstrate accucary in pronouncing English fricative consonant sound /v/;



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- g. The students demonstrate accucary in pronouncing English fricative consonant sound /ð/;
- h. The students demonstrate accucary in pronouncing English fricative consonant sound /z/;
- i. The students demonstrate accucary in pronouncing English fricative consonant sound /ʒ/.
- 3. The students show accucary in producing English Pure vowel sounds.
 - a. The students demonstrate accucary in pronouncing English Pure vowel sound /ɔ:/;
 - b. The students demonstrate accucary in pronouncing English Pure vowel sound /æ/.

H. Assumption and Hypothesis

1. Assumption

In this research, it is assumed that the teaching and learning pronunciation process in both the experimental and control groups is conducted under comparable classroom conditions, including identical learning objectives, instructional duration, teaching materials, and assessment criteria, so that the instructional media becomes the main distinguishing factor. The experimental group is taught using the YouGlish web tool through a shadowing technique, while the control group is taught using YouTube videos through conventional pronunciation practice. It is also assumed that the shadowing technique is implemented systematically, in which students observe pronunciation models, repeat the spoken input, and practice English sounds based on the provided media. Furthermore, students' English pronunciation accuracy (Y) is assumed to be related to the using of YouGlish web tool through a shadowing technique as the independent variable (X) and learning motivation as a moderating variable, which interacts with the instructional media during the learning process. Therefore, any difference in pronunciation accuracy is assumed to result from the variation in instructional media and students' levels of learning motivation rather than from other external instructional factors.



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2. Hypothesis

Based on the assumption that the researcher mentioned, the hypothesis for this research can be formulated as follows:

- a. Ho : There is no significant difference of students' English pronunciation accuracy between students who have high learning motivation taught by using YouGlish web tool through shadowing technique and those taught without it.

Ha : There is a significant difference of students' English pronunciation accuracy between students who have high learning motivation taught by using YouGlish web tool through shadowing technique and those taught without it.

- b. Ho : There is no significant difference of students' English pronunciation accuracy between students who have medium learning motivation taught by using YouGlish web tool through shadowing technique and those taught without it.

Ha : There is a significant difference of students' English pronunciation accuracy between students who have medium learning motivation taught by using YouGlish web tool through shadowing technique and those taught without it.

- c. Ho : There is no significant difference of students' English pronunciation accuracy between students who have low learning motivation taught by using YouGlish web tool through shadowing technique and those taught without it.

Ha : There is a significant difference of students' English pronunciation accuracy between students who have low learning motivation taught by using YouGlish web tool through shadowing technique and those taught without it.

- d. Ho : There is no interaction effect of using YouGlish web tool through shadowing technique and learning motivation on students' English pronunciation accuracy.



Ha : There is an interaction effect of using YouGlish web tool through shadowing technique and learning motivation on students' English pronunciation accuracy.

1. Concluding Remarks

This chapter is reviewed a number of operational concept related to the present study, particularly the effect of using YouGlish web tool through shadowing technique and learning motivation on students' English pronunciation accuracy. This comprehensive understanding of theoretical frameworks is needed as the foundation to address the research methodology of this study, which will be discussed in chapter 3.

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CHAPTER III

METHOD OF THE RESEARCH

This chapter discusses the method of the research and procedures employed to investigate the focus of the study. It is organized into several sections, including the research design, time and location of the research, subject and object of the research, polulation and sample, technique and collecting the data, and technique of data analysis. The first section explains the design of this study as a factorial experimental design involving quantitative data. The second section presents a description of time and location of the research where the study was conducted. The third section introduces the participants and provides justification for their selection. Finally, the last section outlines how each data collection technique was constructed and applied to gather the necessary data for this research.

A. Research Design

This research employed experimental research which consisted of two independent variables and one dependent variable. According to Gay, Mills and Airisian (2012, p. 269), experimental research is the only kind of research that may test hypotheses to found cause and effect relationship. It also supported by Creswell (2012, p. 318), he states that experiment is a type research design to found the cause and effect between independent and dependent variable.

According to Creswell (2017), a factorial experiment is a type of quantitative research design that allows researchers to examine the effects of two or more independent variables simultaneously, including their interaction effects. Each independent variable has two or more levels, and the combination of these levels across variables creates different experimental conditions. For example, a factorial design experiment, a variation on the between-group design, involves using two or more treatment variables to examine the independent and simultaneous effects of these treatment variables on an outcome (Vogt, 1999).



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This widely used behavioral research design explores the effects of each treatment separately and also the effects of variables used in combination, thereby providing a rich and revealing multidimensional view (Keppel, 1991).

Moreover, the research design of this research is factorial design 2x3 with quantitative approach. According to Creswell (2012), factorial designs represent a modification of the between group design in which the researcher studies two or more categorical, independent variables, each examined at two or more levels. Students learning motivation with consist three levels: High, mid, and low level.

This research consisted of three variables, independent variables “Youghlish web tool” which is symbolized by “X1, According to Gay, Mills and Airisian (2012), an independent variable in experimental research is a variable that can be manipulated by the researcher. It is the primary characteristic of independent variable in experimental research, for example teaching strategies. Furthermore, learning motivation as the moderating variable which is symbolized by “X2”. According to Indriantoro (1999), moderating is the existing variable that can strengthen or weaken direct relationship between variables independent with the dependent variable. Moderating variable is variable that have an influence on the nature or the direction of the relationship between variables. Nature or direction relationship between variables independent with variables depending on whether it is positive or negative depending on the moderating variable. While, students’ English pronunciation accuracy as the dependent variable which symbolized by “Y”. Briefly the design of this research can be designed by following table below:

Table III.1
The Design of Factorial 2x3 research

Teaching Techniques		Experimental Group YouGlish Web Tool (A1)	Control Group Youtube (A2)
Students’ Learning Motivation	High (B1)	A1B1	A2B1
	Medium (B2)	A1B2	A2B2
	Low (B3)	A1B3	A2B3



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Notes :

- A : Teaching media (Youghlish web tool and Youtube)
- B : Students learning motivation
- A1 : The group of students who are taught pronunciation using Youghlish web tool.
- A2 : The group of students who are taught pronunciation using Youtube.
- B1 : The group of students who have high learning motivation.
- B2 : The group of students who have medium learning motivation.
- B3 : The group of students who have low learning motivation.
- A1B1 : The group of high learning motivation students who are taught using Youghlish web tool.
- A2B1 : The group of high learning motivation students who are taught using Youtube.
- A1B2 : The group of medium learning motivation students who are taught using Youghlish web tool.
- A2B2 : The group of medium learning motivation students who are taught using Youtube.
- A1B3 : The group of low learning motivation students who are taught using Youghlish web tool.
- A2B3 : The group of low learning motivation students who are taught using Youtube.

B. Time and Location of the Research

This research was conducted from October to November 2025. It was carried out with first-semester students of the English Education Department, Faculty of Education and Teacher Training, State Islamic University of Sultan Syarif Kasim Riau. This location was chosen for several reasons. First, the students experienced difficulties in English pronunciation. Second, the State Islamic University of Sultan Syarif Kasim Riau was accessible to the researcher. Third, the researcher had sufficient funding to conduct the research at this university.



C. Subject and Object of the Research

The subject of this research was the first-semester students at English Education Department, Faculty of Education and Teacher Training, State Islamic University of Sultan Syarif Kasim Riau. The object of this research was students' English pronunciation accuracy of using YouGlish web tool through shadowing technique.

Table III.2
Blueprint of Course Learning Outcomes (CP) and YouGlish Web Tool Contribution

No	Course Learning Outcomes (CP)	Pronunciation Accuracy Focus & YouGlish Capability
1	Students understand English phonetics and phonology, including segmental and suprasegmental features.	Pronunciation accuracy is reflected in students' ability to perceive and produce English sounds accurately based on authentic spoken input. YouGlish provides abundant real-context examples from native speakers, which supports accurate sound perception and production.
2	Students identify and classify English consonant and vowel phonemes.	Accuracy is shown through correct articulation of vowel and consonant sounds according to their phonetic features (place and manner of articulation). YouGlish enables students to repeatedly observe how specific phonemes are produced in real speech.
3	Students distinguish English vowel and consonant sounds accurately.	Pronunciation accuracy focuses on minimizing segmental errors and producing phonemic contrasts correctly. YouGlish helps students compare pronunciation across multiple speakers, improving discrimination and production accuracy.

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D. Population and Sample of the Research

1. Population

In this research, the target of the population was the first-semester students at English Education Department of State Islamic University of Sultan Syarif Kasim Riau. The researcher accessed this data from the administration office of English Education Department of State Islamic University of Sultan Syarif Kasim Riau. The total numbers of the students at the first-semester students at English Education Department of State Islamic University of Sultan Syarif Kasim Riau were 150 students.

Table III.3
Population of the first semester students at English Education Department of State Islamic University of Sultan Syarif Kasim Riau

No	Classes	Students
1.	PBI 1A	30
2.	PBI 1B	30
3.	PBI 1C	30
4.	PBI 1D	30
5.	PBI 1E	30
Total population		150

2. Sample

According Ary et al. (2010) sample is a portion a population. It means that the sample is a set of data consisting of only a part of the research. The populations of this research were 150 students. Then, According to Arikunto (2006), sample is partial or representative of the population under the research. The sample can be taken between 10%-15% or 20%- 25% or more.

This research used simple random sampling to select participants. Simple random sampling is a way of selecting a sample from a population in such a way that all individuals in the population have an equal chance of being selected as a sample Gay et al. (2012).

A sample is selected by randomization using a variety of lottery method techniques. According to Notoatmodjo, (2010), the lottery technique is that

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each subject is scored where the population is numbered starting from 1 to the number of subjects in each class. For subjects written on a small piece of paper, one number is rolled on each piece of paper. Take rolls of a size that corresponds to the number of samples in each class that has been numbered without prejudice, and the number printed on the roll paper is the sample or survey target. Each group consist of 30 students: one experimental class and one control class. The samples in this study were referred to as PBI 1E and PBI 1C.

Table III.4
Sample of the Research

No	Classes	Sample
1.	Experimental class	PBI 1E
2.	Control class	PBI 1C
Total		60

E. Technique of Collecting Data

To collect the data relevant to the focus of this research, several data collection techniques were employed, as follows:

1. Quantitative Data Collection

a. Questionnaire

The researcher used questionnaire to collect the data of students' learning motivation in pronunciation to provide an initial understanding of their motivational profiles. The questionnaire was used to classify students into high, medium, and low learning motivation groups in pronunciation. Syafi'i (2017) states questionnaire is a research instrument consisting of a series of questions to be answered by the respondent.

The questionnaire consists of 10 positive statements that dealing with the indicator of motivation in learning pronunciation. It could be seen in the following table:

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Table III.5
Blueprint of Learning Motivation Questionnaire

No	Indicators
1	Pronunciation learning is fun
2	Fulfilling the requirements of the syllabus
3	Like American/British accent
4	Need native-like pronunciation for future job
5	Want to do very well in this class
6	See this class as a challenge
7	Love the USA/Britain
8	Impress colleagues/friends with my English accent
9	Hope for a good mark
10	Love learning something new
Total	

Adopted from Smit (2002)

To get the scores the researcher used likert scale. In this research, the respondent asked to answer the questionnaire that was provided by the researcher, they asked to choose one of the five alternatives.

Table III.6
Likert Scale Rating

Option	Score
Strongly Disagree	1
Disagree	2
Neutral	3
Agree	4
Strongly Agree	5



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b. Pronunciation Test

An oral pronunciation test was used as the main instrument to obtain data on students' English pronunciation accuracy. The data were collected through a testing procedure consisting of a pre-test, treatment, and post-test. Audio recordings were used to document students' English pronunciation accuracy during the tests.

The pre-test was administered to determine the initial English pronunciation accuracy of students in both the experimental and control groups. During the treatment phase, students in the experimental group were taught using the YouGlish web tool through shadowing technique, while the control group received instruction through Youtube. The post-test was then administered to measure students' English pronunciation accuracy after the treatment.

First, a pre-test was given to measure students' initial English pronunciation accuracy, particularly in producing the target consonant and vowel sounds as a limitation of the problem in this research. The pre-test useful for knowing the average value of experiment and control class was identified before taught by using YouGlish web tool through the shadowing technique and those taught without it. Then, the treatment was conducted by teaching the students in experiment class using the YouGlish web tool though shadowing technique over four meetings.

The first meeting focused on the introduction and practice of affricate sounds (/tʃ/, /dʒ/) and fricative sounds (/ʃ/, /ʒ/). Students were introduced to the articulatory features of the target sounds through explicit explanation and oral demonstration. Subsequently, students used the YouGlish web tool to search for authentic pronunciation examples presented by native speakers in real-life contexts. Through the shadowing technique, students repeatedly imitated the pronunciation models, recorded student voices, and compared student pronunciation with the original audio. This activity helped students develop phonological awareness and improve articulatory accuracy, particularly for sounds that



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are commonly problematic for EFL learners.

The second meeting emphasized the practice of fricative sounds /f/, /v/, and /h/. Using YouGlish, students were exposed to authentic examples that highlighted the contrast between voiced and voiceless sounds in natural contexts. The shadowing technique was implemented more systematically, requiring students to repeat each pronunciation model several times while receiving feedback from both the lecturer and peers. This process encouraged students to pay closer attention to articulatory placement, airflow, and voicing, thereby supporting more accurate pronunciation.

The third meeting concentrated on fricative sounds /θ/, /ð/, /s/, and /z/, which are widely recognized as challenging for EFL learners. Through YouGlish, students encountered a wide range of native-speaker pronunciation models across different contexts. The shadowing technique enabled students to adjust student pronunciation by closely matching the rhythm, articulation, and voicing of the models, particularly in distinguishing interdental and alveolar sounds as well as voiced and voiceless contrasts. Reflection and discussion at the end of the session indicated that many students demonstrated increased confidence and improved pronunciation accuracy.

The fourth meeting focused on English vowel sounds /ɔ:/ and /æ/. Students learned the articulatory differences between the two vowels through explicit instruction and authentic examples retrieved from YouGlish. Shadowing practice was used to train students' awareness of vowel quality, tongue position, and vowel length. Repeated exposure to native-speaker models in meaningful contexts allowed students to better differentiate and produce the target vowels accurately.

After the completion of all treatment sessions, a post-test was administered to measure students' English pronunciation accuracy using YouGlish web tool through shadowing technique. Then, the post-test results were analyzed to examine whether there were differences in



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pronunciation scores among students who had high, medium, and low learning motivation who were taught by using YouGlish web tool through the shadowing technique. This analysis provided empirical evidence regarding the effectiveness of the YouGlish-based web tool and clarified how students' levels of learning motivation were associated with differences in pronunciation accuracy.

In addition, the following table presents the modified scoring rubric used to assess students' English pronunciation accuracy in this research. This rubric was adopted from the Pearson PTE Academic (2021) scoring criteria to provide a systematic, objective, and reliable evaluation of students' English pronunciation accuracy.

Table III.7
The Modification of Scoring Rubric of Pronunciation

No	Criteria	Rating score	Description
1.	Vowels	50	All vowels are pronounced clearly. The words are easily understandable
		40	Vowels are pronounced clearly and unambiguously. A few minor distortions do not affect intelligibility. At least $\frac{3}{4}$ speech is intelligible.
		30	Most vowels are pronounced correctly. Some consistent errors might make a few word unclear. At least $\frac{1}{2}$ of speech is intelligible.
		20	Some vowels are pronounced correctly and the rest of them are consistently mispronounced. At least $\frac{1}{4}$ of speech is intelligible.
		10	Few vowels are pronounced correctly. The intelligibility is less than $\frac{1}{4}$ of speech. Listeners have difficulty in understanding the speech.
2.	Consonants	50	All consonants are pronounced clearly. The words are easily understandable
		40	Consonants are pronounced clearly and unambiguously. A few minor distortions do not affect intelligibility. At least $\frac{3}{4}$ speech is intelligible.
		30	Most consonants are pronounced correctly. Some consistent errors might make a few word unclear. At least $\frac{1}{2}$ of speech is intelligible.
		20	Some consonants are pronounced correctly and the rest of them are consistently mispronounced. At least $\frac{1}{4}$ of speech is intelligible.
		10	Few consonants are pronounced correctly. The intelligibility is less than $\frac{1}{4}$ of speech. Listeners have difficulty in understanding the speech.

(Source: Pearson PTE Academic, 2021)



b. Validity of the Test

Validity is the extent to which the accuracy and precision of an instrument in carrying out the measurement function. In this research used content validity. According to Brown (2004) content validity is a test that is truly a sample of object material about which conclusions can be drawn, and if it requires the examiner to perform the behavior being measured, it can claim content-related evidence of validity is often popularly called. In this research, the researcher took a pronunciation test design by following the material in the first-semester syllabus.

c. Validity of Questionnaire

Validity is an important key for the effective research. In distributing questionnaire, there is a purpose to be achieved. The researcher should ensure that our measurement tool can measure what they are supposed to measure. In accordance with the statement above, Gay et al. (2012, p. 160) state that validity refers to the degree in which a test measures what it is supposed to measure and permits interpretation of scores that are appropriate consequently. In this research, the researcher used content validity to know the validity of questionnaire of instrument. According to Brown (2003, p.22) stated that content validity is part a matter of determining if the content that the instrument contains is an adequate sample of domain of content, it is supposed to represent. Thus, the statement of questionnaire given based on the indicators. The result of validity could be seen in the following table:

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Table III.8
Validity of Instrument

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted	Results
S01	82.36	45.868	.548	.705	Valid
S02	82.79	43.952	.528	.696	Valid
S03	82.43	47.735	.233	.723	Valid
S04	82.61	42.988	.599	.688	Valid
S05	82.21	46.915	.350	.716	Valid
S06	82.68	44.374	.633	.694	Valid
S07	82.54	42.702	.610	.686	Valid
S08	83.32	43.411	.417	.701	Valid
S09	81.89	48.544	.503	.723	Valid
S10	82.32	47.189	.301	.718	Valid
S_Total	43.43	12.476	1.000	.707	Valid

d. Reliability of the Test and Questionnaire

According to Gay (2012, p. 165) reliability is the degree to which a test can measure whatever it is measuring consequently. Furthermore, the more reliable a test, the more confidence we can have that the score obtained from the test are essentially the same scores that would be obtained if the test is read ministered to the same test takers at another time or by a different person.

In this research, the researcher used inter-rater reliability because the researcher uses two raters in assessing and giving the score on students' pronunciation using YouGlish web tool. Brown (2004) states that inter-rater reliability occurs when two or more scores yield inconsistent scores of the same test, possibly for lack of attention to score criteria, inexperience, inattention or even preconceived biases. The researcher uses two raters who give different scores. To find reliability, the researcher uses the SPSS 31.0 application.

To describe the correlation between scores of the first rater and the second-rater, the researcher was calculated it by using SPSS 31.0 version. Similarly, the



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categories below are the level of reliability that the researcher used to describe the levels of students' learning motivation taught using YouGlish web tool. The researcher uses the categories of reliability that can be seen in the following table by Cohen et al (2007).

Table III.9
Category of Reliability

No	Reliability	Category
1	>0.90	Very high reliable
2	0.80-0.90	Highly reliable
3	0.70-0.79	Reliable
4	0.60-0.69	Minimally reliable
5	<0.60	Unacceptably low reliable

Based on the table above, it can be concluded that the instrument is reliable if the value is higher than Cronbach's Alpha standard is 0.60. The following table is the result of the reliability of instrument.

Table III.10
Reliability of Instrument

Cronbach's Alpha	N of Items
.725	11

From the table above can be seen that the value of Cronbach's Alpha is 0.725. The value is higher than the standard of Cronbach's Alpha which is 0.60. Therefore, it can be concluded that the questionnaire is reliable, and the level of reliability is reliable.



F. Technique of Data Analysis

1. Quantitative Data Analysis

In this research there were some hypothesis tested. In order to answer the Ha1, Ho1, Ha2, Ho2, Ha3, and Ho3 used independent sample t- test. Furthermore to analyze forth hypothesis consisted Ha4 and Ho4, it used F test (factorial), Two Ways ANOVA through Statistical Package for Social Science (SPSS) version 31.0 for windows in order to know the interaction effect of using YouGlish web tool through shadowing technique and learning motivation on students' English pronunciation accuracy. Analysis of variance (ANOVA) is an analysis tool used in statistics that splits an observed aggregate variability found inside a data set into two parts: systematic factors and random factors.

a. The Normality and Homogeneity of the Test

The data processing began with analyzing the results of the students' English pronunciation accuracy test. Hartono (2014) explains that the data normality test aims to determine whether the dependent and independent variables in a regression model have a normal distribution. A good regression model has a normal data distribution. To test whether the data distribution is normal or not, graphical analysis is used. Normality is conducted to determine whether the obtained data are normal distribution or not. The researcher used SPSS IBM 31.0 Kolmogorov-Smirnov test by the value of significance (α) = 0.05. The result can be seen in the table below.

Table III.11
Normality Test

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Standardized Residual for Score	.131	60	.012	.963	60	.068

a. Lilliefors Significance Correction



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Based on the table above, it is known that the significant value from Sign (2-tailed) of data is 0.068 and it is higher than 0.05 ($0.068 > 0.05$). it means that the distribution of the data is normal.

1) Variance Homogeneity Test

In statistics, levene's test was an inferential statistics used to assess the equality of variances for a variable calculated for two or more groups. Some common statistical procedures assume that variances of the population from which different samples drawn were equal. Levene's test asses this assumption.

It tests the null hypothesis that the population variances were equal (called homogeneity of variance or homoscedasticity). If the resulting p-value of Levene's test was less than some significance level (typically 0.05), the obtained differences in sample variances were unlikely to have occurred based on random sampling from a population with equal variances.

Thus, the null hypothesis of equal variances was rejected and it was concluded that there was a difference between the variances in the population. The variance homogeneity test is presented as follow:

Table III.12

Levene's Test of Equality of Error Variances^{a,b}

		Levene Statistic	df1	df2	Sig.
Score	Based on Mean	.838	5	54	.528
	Based on Median	.779	5	54	.569
	Based on Median and with adjusted df	.779	5	49.170	.570
	Based on trimmed mean	.849	5	54	.521

Table IV.13 shows that the result Levene test of variances indicates that both variable Y and intervariable learning motivation has $F = 0.838$ where the significant, 0.838 are greater than 0.05. It

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means that the dependent variables are homogenous that the two ways- anova test can be continued.

To classify the students' score, there are nine classification are referring to UIN Suska Riau Assesment as follows:

Table III. 13
The Classification Score

No	Range Score	Categories
1	≥ 85	Excellent
2	$\geq 80 - < 85$	Very Good
3	$\geq 75 - < 80$	Good
4	$\geq 70 - < 75$	Fairly Good
5	$\geq 65 - < 70$	Fairly
6	$\geq 60 - < 65$	Satisfactory
7	$\geq 55 - < 60$	Adequate
8	$\geq 50 - < 55$	Poor
9	< 55	Very Poor

(Source: UIN Suska Riau Assesment)

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The conclusion of this study indicates that the level of students' learning motivation did not determine the success of using YouGlish web tool in improving students' English pronunciation accuracy. Regardless of whether students possessed high, medium, or low levels of learning motivation, learning motivation did not significantly influence the effect of YouGlish web tool through shadowing technique in pronunciation practice. Nevertheless, from a statistical perspective, learning motivation still showed a measurable contribution to pronunciation accuracy; however, this contribution was not statistically significant. Specifically, the findings showed that students who had high learning motivation experienced more noticeable improvement in English pronunciation accuracy when taught using YouGlish web tool through shadowing technique, while students who had medium and low learning motivation did not demonstrate significant improvement compared to those taught without it. This indicates that the effectiveness of YouGlish web tool through shadowing technique varied across motivation levels, with more optimal outcomes observed among students who had high learning motivation. It indicates that, in the context of the English Education Department at the State Islamic University of Sultan Syarif Kasim Riau, factors other than students' learning motivation also played a role in enhancing their English pronunciation accuracy by using YouGlish web tool through shadowing technique.

B. Suggestion

Based on the research findings about the effect of YouGlish web tool through shadowing technique and students' learning motivation (high, medium, and low) on students' English pronunciation accuracy at English education

department of state Islamic university of Sultan Syarif Kasim Riau, the researcher would like to give some suggestions especially to the teacher and students as follows:

1. Suggestion for English Lecturer

Based on the findings of this study, English lecturers are encouraged to use YouGlish web tool as a supplementary pronunciation learning tool rather than as a stand-alone instructional resource. Since YouGlish web tool was found to be more effective for students who have high learning motivation, lecturers should first foster students' learning motivation through engaging classroom activities, clear learning goals, and continuous feedback before integrating technology-based pronunciation tools. Lecturers may also combine YouGlish web tool with explicit pronunciation instruction, such as explanations of phonetic features, stress patterns, and articulation points, to help students better understand and apply the pronunciation models they encounter.

In addition, lecturers are advised to provide structured guidance when implementing YouGlish web tool in pronunciation practice. For example, lecturers can design guided shadowing tasks, select appropriate target words or sounds, and model correct pronunciation before asking students to practice independently. Monitoring students' practice and providing corrective feedback can further enhance the effectiveness of YouGlish web tool, particularly for students who have medium or low motivation. By integrating YouGlish web tool within a well-planned instructional framework, teachers can maximize its potential to support English pronunciation accuracy.

2. Suggestion for Students

Students are encouraged to actively engage with YouGlish web tool as a pronunciation learning resource by developing strong learning motivation and self-regulated learning habits. Since the findings indicate that YouGlish web tool benefits for students who have high learning motivation, practice consistently, and pay close attention to pronunciation

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features such as sounds, stress, and intonation when using YouGlish web tool. Repeated exposure to authentic pronunciation models should be accompanied by conscious imitation and self-monitoring to achieve meaningful improvement.

Furthermore, students are advised to use YouGlish web tool strategically rather than passively. This includes selecting relevant target words, repeating the shadowing practice several times, and comparing their own pronunciation with native speaker models. Seeking feedback from teachers or peers can also help students identify pronunciation errors and refine their performance. By combining YouGlish web tool practice with reflective learning and sustained motivation, students can enhance their pronunciation accuracy more effectively.

3. Further Researcher

The researcher suggests to explore how the use of YouGlish web tool can be optimized for students with varying levels of learning motivation. Future studies could examine strategies to enhance motivation while using digital tools for pronunciation practice, investigate the combined effect of YouGlish web tool with other teaching techniques, and analyze its long-term impact on students' English pronunciation accuracy. Additionally, expanding the study to include larger and more diverse student populations would help to better understand the effect of using YouGlish web tool and learning motivation on students' English pronunciation accuracy.

Finally, the researcher considers that this research still needs correction and suggestion from the next researcher who has the similar topic with this research.



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APPENDIX I

Syllabus and lesson plan

UIN SUSKA RIAU

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State Islamic University of Sultan Syarif Kasim Riau

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumunkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.





- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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© Hak Cipta milik UIN Suska Riau	CPMK-6	Memproduksi connected speech (linking, assimilation, elision) secara tepat ketika berbicara dalam bahasa Inggris (CPL KK3)
	CPMK-7	Menjelaskan dan mengkritisi konsep inti fonetik-fonologi (segmental & suprasegmental) serta relevansinya bagi pengajaran di SD/MI, SMP/MTs, SMA/MA (CPL KK3)
Deskripsi Mata Kuliah	Mata kuliah ini membekali mahasiswa Prodi PBI dengan landasan teoretis dan keterampilan praktis dalam fonetik serta fonologi bahasa Inggris untuk kebutuhan pembelajaran di jenjang SD/MI, SMP/MTs, dan SMA/MA. Cakupan materi meliputi sistem bunyi segmental (konsonan, vokal, fitur distinguishing) dan suprasegmental (word/sentence stress, rhythm, intonation, weak forms, connected speech), serta proses fonologis umum (assimilation, elision, epenthesis, flapping) dan variasi dialektal (GA, RP). Penilaian menekankan intelligibility, akurasi, dan prosodi melalui tugas terstruktur, dan presentasi lisan. Seluruh aktivitas dirancang berbasis Outcome-Based Education (OBE) dan dipetakan ke CPL Prodi.	
Bahan Kajian	<ol style="list-style-type: none"> 1. Articulatory phonetics 2. Acoustic phonetics 3. Above the segment 4. Phoneme identification 5. Phonological processes 	
Media Pembelajaran	LMS Moodle, E-books, YouTube, PowerPoint, WhatsApp	
Referensi	Utama <ol style="list-style-type: none"> 1. Davenport, M & Hannahs, S.J. (2020). Introducing phonetics and phonology. NY: Routledge. 2. Roach, P. (2012). English phonetics and phonology. Cambridge: Cambridge University Press. 	
	Pendukung <ol style="list-style-type: none"> 1. McMahon, April. (2002). An introduction to English phonology. Edinburgh: Edinburgh Press 2. Odden, David. (2005). Introducing phonology. New York: Cambridge University Press. 3. Stevens, Peter. (1972). British and American English. London: Collier-Macmillan Publishers. 	
Dosen Pengampu	Kurnia Budiyantri, M.Pd.	
Otorisasi	Tanggal Penyusunan: 01 September 2024 Revisi: 0	
	Disusun oleh Kurnia Budiyantri, M.Pd. NIP 198407142025212015	Ditelaah oleh Koordinator Rumpun Mata Kuliah Dr. Faurina Anastasia, S.S., M.Hum. NIP 198106112008012017
		Disahkan oleh Ketua Jurusan Roswati, M.Pd. NIP 197601222007102001



Minggu Ke-	Sub-Capaian Pembelajaran Mata Kuliah (CPMK)	Indikator Penilaian	Integrasi Keilmuan	Kriteria dan Bentuk Penilaian	Bentuk pembelajaran	Materi Pembelajaran	Bobot Penilaian
1	2 Students are expected to be able to explain the concepts of phonetics and phonology.	3 Accuracy to differentiate phonetics and phonology Accuracy to explain the scopes of phonetics and phonology	4 QS. Ar-Rum ayat 22 about the diversity of languages; and colours that are signs for those of knowledge	5 Writing summary	6 Lecture Discussion	7 Introduction to Phonetics & Phonology	8 2%
2,3,4	Students are expected to be able to analyze place of articulation, manner of articulation, and state of glottis.	Accuracy to explain the scope of articulatory phonetics Accuracy to explain the place and manner of articulation Accuracy to analyse the place and manner of articulation in sounds Accuracy to explain the state of glottis	QS. Ar-Rum ayat 22 about the diversity of languages; and colours that are signs for those of knowledge	Group assignment: presenting a case study Individual assignment: a test	CCFL model through LMS Moodle	Speech sound articulation	6%
5	Students are expected to be able to differentiate vowel and consonant.	Accuracy to explain and analyse the classification of vowels based on lip and tongue position Accuracy to explain and analyse aspiration and voicing	QS. Ar-Rum ayat 22 about the diversity of languages; and colours that are signs for those of knowledge	Group assignment: presenting a case study Individual assignment: a test	CCFL model through LMS Moodle	Vowels and consonants	2%
6	Students are expected to be able to explain sound waves, frequency, and amplitude.	Accuracy to explain the scope of acoustic articulatory	QS. Ar-Rum ayat 22 about the diversity of languages; and colours that are signs	Group assignment: presenting a case study	CCFL model through LMS Moodle	Acoustic phonetics	2%

GUIDENCE BOOK FOR LECTURERS

Collaborative Case-Based Flipped Learning Model through LMS Moodle

Penulisan kritikan atau tinjauan suatu masalah.

2. Dilarang menggunakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin dari UIN Suska Riau.

UIN SUSKA RIAU



		Accuracy to explain sound waves, frequency, and amplitude.	For those of knowledge	Individual assignment: a test			
7	Students are expected to be able to analyze the syllable.	Accuracy to explain the syllable Accuracy to analyse nucleus, onset, and coda in syllable	QS. Ar-Rum ayat 22 about the diversity of languages and colours that are signs for those of knowledge	Group assignment: presenting a case study Individual assignment: a test	CCFL model through LMS Moodle	The syllable	4%
8		Mid-term exam					35%
9,10	Students are expected to be able to analyze stress, pitch, tone, and intonation.	Accuracy to explain stress, pitch, tone, and intonation Accuracy to identify stress and intonation	QS. Ar-Rum ayat 22 about the diversity of languages and colours that are signs for those of knowledge	Group assignment: presenting a case study Individual assignment: a test	CCFL model through LMS Moodle	Stress, pitch, tone, and intonation	4%
11	Students are expected to be able to analyze phonemes, allophone, minimal pairs, contrastive distribution, complementary distribution, and free variation.	Accuracy to explain phonemes, allophone, minimal pairs, contrastive distribution, complementary distribution, and free variation. Accuracy to identify phonemes, allophone, minimal pairs, contrastive distribution, complementary distribution, and free variation.	QS. Ar-Rum ayat 22 about the diversity of languages and colours that are signs for those of knowledge	Group assignment: presenting a case study Individual assignment: a test	CCFL model through LMS Moodle	Identification of phonemes	2%
12,13,14,15	Students are expected to be able to analyze phonological processes.	Accuracy to differentiate assimilation, dissimilation, deletion, insertion	QS. Ar-Rum ayat 22 about the diversity of languages and	Group assignment: presenting a case study	CCFL model through LMS Moodle	Phonological processes	8%

LESSON PLAN

Course	: Phonetic and Phonology
Credit	: 2 SKS (100 minutes)
Class	: 1st Semester
Topic	: Affricates (/tʃ/, /dʒ/) and Fricatives (/ʃ/, /ʒ/)
Media	: YouGlish Web Tool through Shadowing Technique
Learning Model	: Task-Based Learning
Meeting	: 1

A. Course Learning Outcomes

After completing this course, students are able to:

1. Explain the characteristics and differences of affricate sounds (/tʃ/, /dʒ/) and fricative sounds (/ʃ/, /ʒ/).
2. Identify the use of target sounds in real-life contexts using YouGlish web tool through shadowing technique.
3. Pronounce the target sounds accurately in real-life contexts using YouGlish web tool through shadowing technique.

B. Learning Materials

- Affricates: /tʃ/ (as in *church, teacher*), /dʒ/ (as in *judge, bridge*)
- Fricatives: /ʃ/ (as in *she, station*), /ʒ/ (as in *vision, measure*)
- Articulatory features:
 - /tʃ/ → voiceless palato-alveolar affricate
 - /dʒ/ → voiced palato-alveolar affricate
 - /ʃ/ → voiceless palato-alveolar fricative
 - /ʒ/ → voiced palato-alveolar fricative

C. Learning Media and Tools

- Media : YouGlish Web Tool
- Tools : whiteboard, students' smartphones or laptops, earphones.

D. Learning Activities (100 Minutes)

Stage	Time	Lecturer's Activities	Students' Activities	Media/Tools
Pre-activity	20 minutes	<ul style="list-style-type: none"> ➤ Present the learning objectives and introduce the target sounds (/tʃ/, /dʒ/, /ʃ/, /ʒ/). ➤ Show articulatory examples using slides or oral demonstration. 	<ul style="list-style-type: none"> ➤ Listen carefully and take notes on sound examples. ➤ Open YouGlish on their own devices. 	Whiteboard and YouGlish

		<ul style="list-style-type: none"> ➤ Explain how to use YouGlish to search real pronunciation examples and how to practice with the shadowing technique. 		
Task Cycle	60 minutes	<ul style="list-style-type: none"> ➤ Assign the task: find two examples of words for each target sound on YouGlish. ➤ Guide students in shadowing practice (repeat each pronunciation three times). ➤ Invite several students to present their examples and demonstrate pronunciation. 	<ul style="list-style-type: none"> ➤ Search and watch YouGlish videos for each target sound. ➤ Perform shadowing (imitate pronunciation, record, then compare original sound and native sound). ➤ Discuss and provide peer feedback on articulation. 	YouGlish, earphones, smartphones/laptops
Post-activity	20 minutes	<ul style="list-style-type: none"> ➤ Provide feedback on students' pronunciation and articulation. ➤ Facilitate reflection on learning difficulties and improvement strategies. ➤ Summarize today's key learning points. ➤ Give assignment: record 30-second pronunciation video using YouGlish examples. 	<ul style="list-style-type: none"> ➤ Receive and note lecturer feedback. ➤ Complete a short reflection sheet. 	reflection sheet

E. Students' Reflection

1. How did the YouGlish web tool help you in learning pronunciation?

2. How did the *shadowing technique* (repeating after native speakers) help you improve your pronunciation?

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1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumunkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

3. Which sound, Affricates (/tʃ/, /dʒ/) or Fricatives (/ʃ/, /ʒ/), were the most difficult for you to pronounce? Why?

F. Learning Resources

- Kelly, G. (2000). *How to Teach Pronunciation*. Pearson Education.
- YouGlish: <https://youglish.com>
- Celce-Murcia, M., Brinton, D., & Goodwin, J. (2010). *Teaching Pronunciation: A Course Book and Reference Guide*. Cambridge University Press.

LESSON PLAN

Course	: Phonetic and Phonology
Credit	: 2 SKS (100 minutes)
Class	: 1st Semester
Topic	: Fricatives (/f/, /v/, and /h/)
Media	: YouGlish Web Tool through Shadowing Technique
Learning Model	: Task-Based Learning
Meeting	: 2

A. Course Learning Outcomes

After completing this course, students are able to:

1. Explain the characteristics and differences of fricative sounds /f/, /v/, and /h/.
2. Identify the use of target sounds in real-life contexts using YouGlish web tool through shadowing technique.
3. Pronounce the target sounds accurately in real-life contexts using YouGlish web tool through shadowing technique.

B. Learning Materials

- Target Sounds: /f/, /v/, and /h/
- Example Words:
 - /f/ → *fan, coffee, phone, fish*
 - /v/ → *van, move, river, voice*
 - /h/ → *hat, hello, hope, behind*
- YouGlish Video Samples: authentic pronunciation from native speakers

C. Media & Tools

- Media : YouGlish Web Tool
- Tools : whiteboard, students' smartphones or laptops, earphones.
- Students' reflection sheet

D. Learning Activities (100 Minutes)

Stage	Time	Lecturer's Activities	Students' Activities	Media/Tools
Pre-activity	20 minutes	<ul style="list-style-type: none"> ➤ Present the learning objectives and introduce the target sounds /f/, /v/, and /h/ ➤ Show articulatory examples using slides or oral demonstration. 	<ul style="list-style-type: none"> ➤ Listen carefully and take notes on sound examples. ➤ Open YouGlish on their own devices. 	Whiteboard and YouGlish

		<ul style="list-style-type: none"> ➤ Explain how to use YouGlish to search real pronunciation examples and how to practice with the shadowing technique. 		
Task Cycle	60 minutes	<ul style="list-style-type: none"> ➤ Assign the task: find two examples of words for each target sound on YouGlish. ➤ Guide students in shadowing practice (repeat each pronunciation three times). ➤ Invite several students to present their examples and demonstrate pronunciation. 	<ul style="list-style-type: none"> ➤ Search and watch YouGlish videos for each target sound. ➤ Perform shadowing (imitate pronunciation, record, then compare original sound and native sound). ➤ Discuss and provide peer feedback on articulation. 	YouGlish, earphones, smartphones/laptops
Post-activity	20 minutes	<ul style="list-style-type: none"> ➤ Provide feedback on students' pronunciation and articulation. ➤ Facilitate reflection on learning difficulties and improvement strategies. ➤ Summarize today's key learning points. ➤ Give assignment: record 30-second pronunciation video using YouGlish examples. 	<ul style="list-style-type: none"> ➤ Receive and note lecturer feedback. ➤ Complete a short reflection sheet. 	reflection sheet

E. Students' Reflection

1. How did the YouGlish web tool help you in learning pronunciation?

 _____
 _____

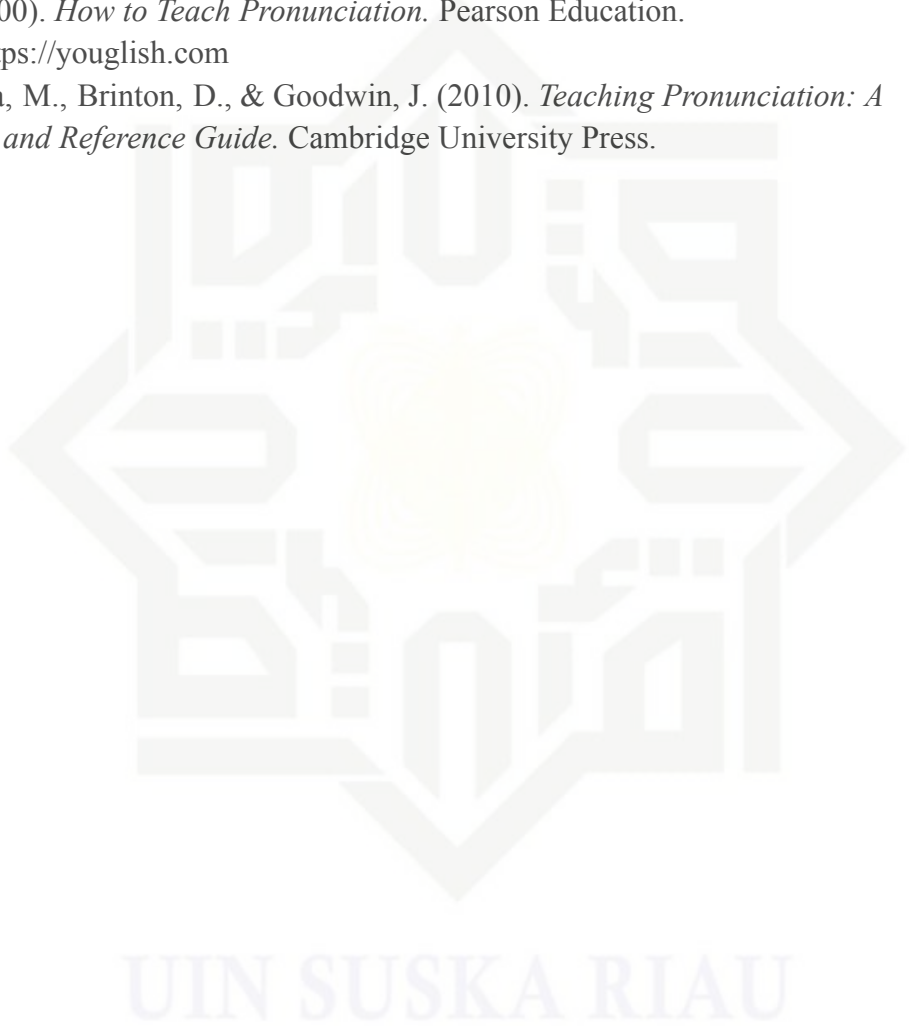
2. How did the *shadowing technique* (repeating after native speakers) help you improve your pronunciation?

 _____
 _____

3. Which sound /f/, /v/, or /h/ was the most difficult for you to pronounce? Why?
-
-

E. Learning Resources

- Kelly, G. (2000). *How to Teach Pronunciation*. Pearson Education.
- YouGlish: <https://youglish.com>
- Celce-Murcia, M., Brinton, D., & Goodwin, J. (2010). *Teaching Pronunciation: A Course Book and Reference Guide*. Cambridge University Press.



LESSON PLAN

Course	: Phonetic and Phonology
Credit	: 2 SKS (100 minutes)
Class	: 1st Semester
Topic	: Fricatives (/θ/, /ð/, /s/, /z/)
Media	: YouGlish Web Tool through Shadowing Technique
Learning Model	: Task-Based Learning
Meeting	: 3

A. Course Learning Outcomes

After completing this course, students are able to:

1. Explain the characteristics and differences of fricative sounds /θ/, /ð/, /s/, and /z/.
2. Identify the use of target sounds in real-life contexts using YouGlish web tool through shadowing technique.
3. Pronounce the target sounds accurately in real-life contexts using YouGlish web tool through shadowing technique.

B. Learning Materials

- Target Sounds:
 - /θ/ → *think, bath, math, both*
 - /ð/ → *this, mother, other, breathe*
 - /s/ → *see, class, city, mouse*
 - /z/ → *zoo, lazy, music, nose*
- YouGlish Video Samples: authentic pronunciation from native speakers

C. Media & Tools

- Media : YouGlish Web Tool
- Tools : whiteboard, students' smartphones or laptops, earphones.
- Students' reflection sheet

D. Learning Activities (100 Minutes)

Stage	Time	Lecturer's Activities	Students' Activities	Media/Tools
Pre-activity	20 minutes	➤ Present the learning objectives and introduce the target sounds /θ/, /ð/, /s/, and /z/.	➤ Listen carefully and take notes on sound examples. ➤ Open YouGlish on their own devices.	Whiteboard and YouGlish

		<ul style="list-style-type: none"> ➤ Show articulatory examples using slides or oral demonstration. ➤ Explain how to use YouGlish to search real pronunciation examples and how to practice with the shadowing technique. 		
Task Cycle	60 minutes	<ul style="list-style-type: none"> ➤ Assign the task: find two examples of words for each target sound on YouGlish. ➤ Guide students in shadowing practice (repeat each pronunciation three times). ➤ Invite several students to present their examples and demonstrate pronunciation. 	<ul style="list-style-type: none"> ➤ Search and watch YouGlish videos for each target sound. ➤ Perform shadowing (imitate pronunciation, record, then compare original sound and native sound). ➤ Discuss and provide peer feedback on articulation. 	YouGlish, earphones, smartphones/laptops
Post-activity	20 minutes	<ul style="list-style-type: none"> ➤ Provide feedback on students' pronunciation and articulation. ➤ Facilitate reflection on learning difficulties and improvement strategies. ➤ Summarize today's key learning points. ➤ Give assignment: record 30-second pronunciation video using YouGlish examples. 	<ul style="list-style-type: none"> ➤ Receive and note lecturer feedback. ➤ Complete a short reflection sheet. 	reflection sheet

E. Students' Reflection

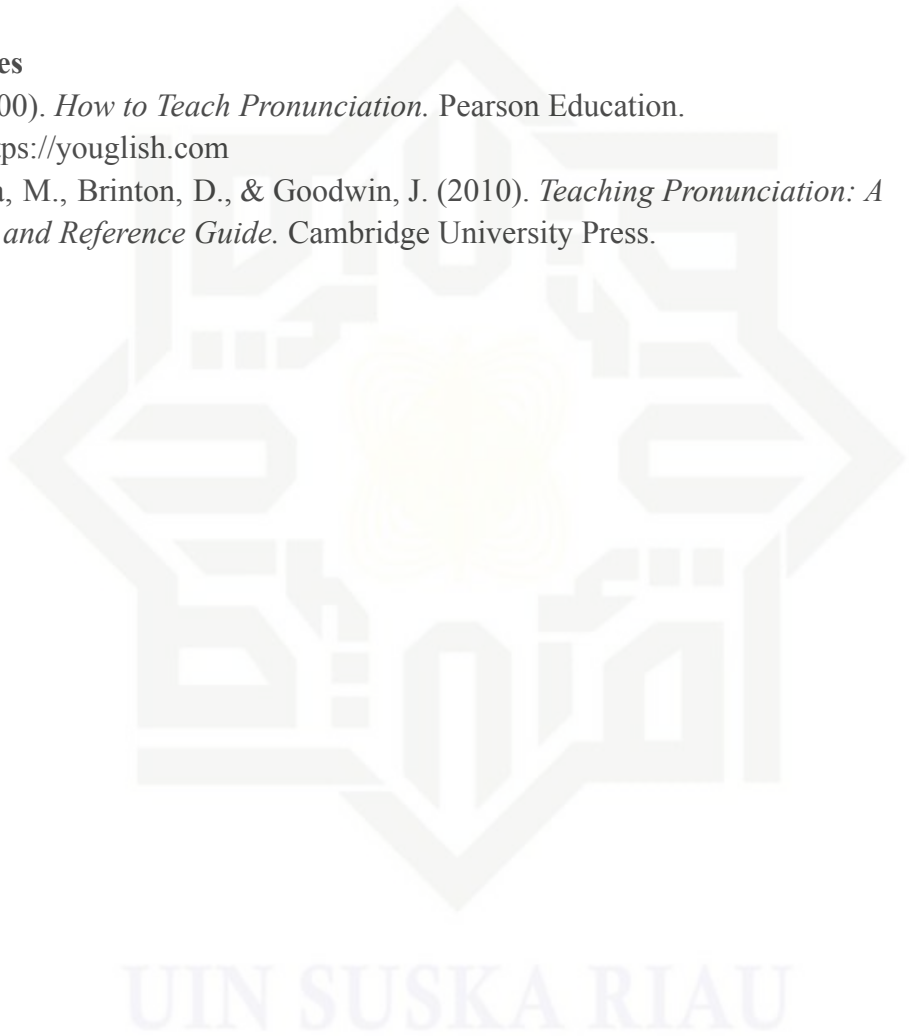
1. How did the YouGlish web tool help you in learning pronunciation?

2. How did the *shadowing technique* (repeating after native speakers) help you improve your pronunciation?

3. Which sound /θ/, /ð/, /s/, or /z/ was the most difficult for you to pronounce? Why?

F. Learning Resources

- Kelly, G. (2000). *How to Teach Pronunciation*. Pearson Education.
- YouGlish: <https://youglish.com>
- Celce-Murcia, M., Brinton, D., & Goodwin, J. (2010). *Teaching Pronunciation: A Course Book and Reference Guide*. Cambridge University Press.



LESSON PLAN

Course	: Phonetic and Phonology
Credit	: 2 SKS (100 minutes)
Class	: 1st Semester
Topic	: English Vowels /ɔ:/ and /æ/
Media	: YouGlish Web Tool through Shadowing Technique
Learning Model	: Task-Based Learning
Meeting	: 4

A. Course Learning Outcomes

After completing this course, students are able to:

1. Explain the characteristics and differences of English vowels /ɔ:/ and /æ/.
2. Identify the use of target sounds in real-life contexts using YouGlish web tool through shadowing technique.
3. Pronounce the target sounds accurately in real-life contexts using YouGlish web tool through shadowing technique.

B. Learning Materials

- Phonetic symbols: /ɔ:/ (as in *law, talk, caught*) and /æ/ (as in *cat, man, apple*)
- Articulation Focus:
 - /ɔ:/: back, open-mid, rounded vowel
 - /æ/: front, near-open, unrounded vowel
- YouGlish Video Samples: authentic pronunciation from native speakers

C. Media & Tools

- Media : YouGlish Web Tool
- Tools : whiteboard, students' smartphones or laptops, earphones.
- Students' reflection sheet

D. Learning Activities (100 Minutes)

Stage	Time	Lecturer's Activities	Students' Activities	Media/Tools
Pre-activity	20 minutes	<ul style="list-style-type: none"> ➤ Present the learning objectives and introduce the target sounds /ɔ:/ and /æ/. ➤ Show articulatory examples using slides or oral demonstration. 	<ul style="list-style-type: none"> ➤ Listen carefully and take notes on sound examples. ➤ Open YouGlish on their own devices. 	Whiteboard and YouGlish

		<ul style="list-style-type: none"> ➤ Explain how to use YouGlish to search real pronunciation examples and how to practice with the shadowing technique. 		
Task Cycle	60 minutes	<ul style="list-style-type: none"> ➤ Assign the task: find two examples of words for each target sound on YouGlish. ➤ Guide students in shadowing practice (repeat each pronunciation three times). ➤ Invite several students to present their examples and demonstrate pronunciation. 	<ul style="list-style-type: none"> ➤ Search and watch YouGlish videos for each target sound. ➤ Perform shadowing (imitate pronunciation, record, then compare original sound and native sound). ➤ Discuss and provide peer feedback on articulation. 	YouGlish, earphones, smartphones/laptops
Post-activity	20 minutes	<ul style="list-style-type: none"> ➤ Provide feedback on students' pronunciation and articulation. ➤ Facilitate reflection on learning difficulties and improvement strategies. ➤ Summarize today's key learning points. ➤ Give assignment: record 30-second pronunciation video using YouGlish examples. 	<ul style="list-style-type: none"> ➤ Receive and note lecturer feedback. ➤ Complete a short reflection sheet. 	reflection sheet

E. Students' Reflection

1. How did the YouGlish web tool help you in learning pronunciation?

2. How did the *shadowing technique* (repeating after native speakers) help you improve your pronunciation?

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1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

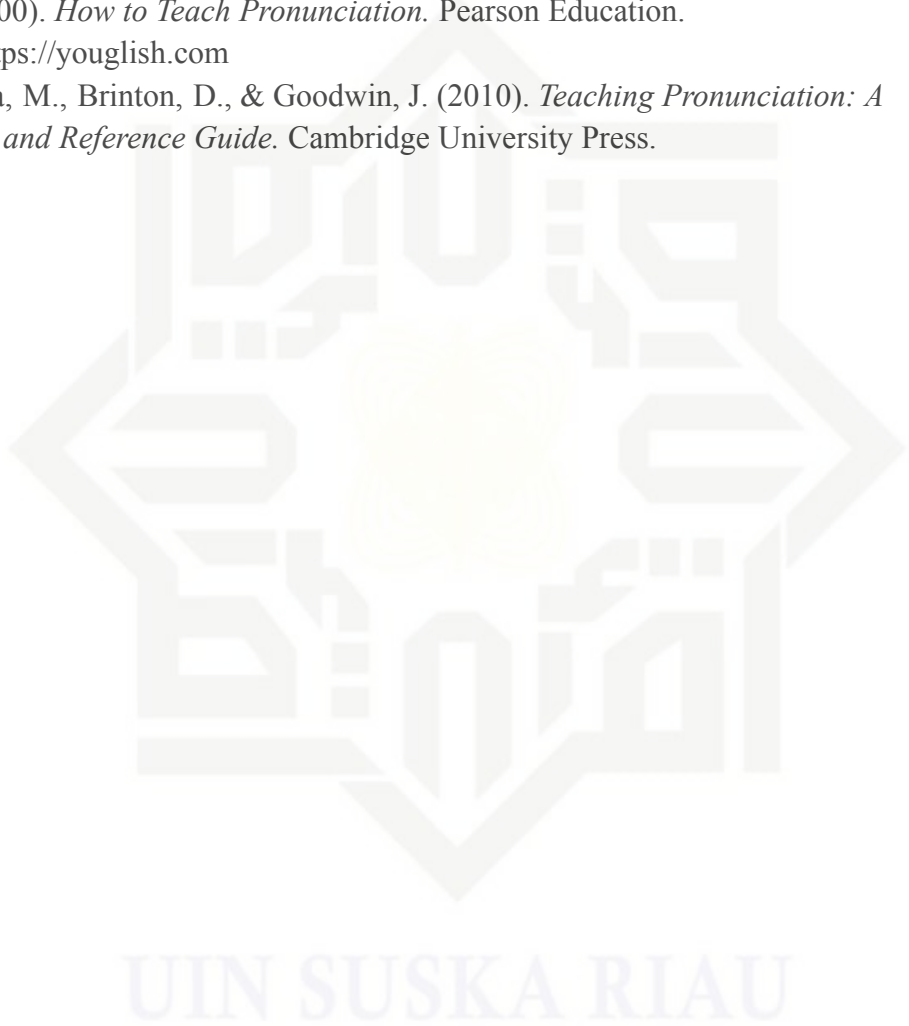
- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumunkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

3. Which sound /ɔ:/ or /æ/ was the most difficult for you to pronounce? Why?

R. Learning Resources

- Kelly, G. (2000). *How to Teach Pronunciation*. Pearson Education.
- YouGlish: <https://youglish.com>
- Celce-Murcia, M., Brinton, D., & Goodwin, J. (2010). *Teaching Pronunciation: A Course Book and Reference Guide*. Cambridge University Press.



LESSON PLAN

Course	: Phonetic and Phonology
Credit	: 2 SKS (100 minutes)
Class	: 1st Semester
Topic	: Affricates (/tʃ/, /dʒ/) and Fricatives (/ʃ/, /ʒ/)
Media	: Youtube
Learning Model	: Task-Based Learning
Meeting	: 1

A. Course Learning Outcomes

After completing this course, students are able to:

1. Explain the characteristics and differences of affricate sounds (/tʃ/, /dʒ/) and fricative sounds (/ʃ/, /ʒ/).
2. Identify the use of target sounds in real-life contexts using Youtube.
3. Pronounce the target sounds accurately in real-life contexts using Youtube.

B. Learning Materials

- Affricates: /tʃ/ (as in *church, teacher*), /dʒ/ (as in *judge, bridge*)
- Fricatives: /ʃ/ (as in *she, station*), /ʒ/ (as in *vision, measure*)
- Articulatory features:
 - /tʃ/ → voiceless palato-alveolar affricate
 - /dʒ/ → voiced palato-alveolar affricate
 - /ʃ/ → voiceless palato-alveolar fricative
 - /ʒ/ → voiced palato-alveolar fricative

C. Learning Media and Tools

- Media : Youtube
 1. Affricate Sounds /tʃ/ and /dʒ/ ([video 1](#))
 2. Fricative Sounds /ʃ/ and /ʒ/ ([video 2](#))
- Tools : whiteboard, students' smartphones or laptops, earphones.


D. Learning Activities (100 Minutes)

Stage	Time	Activities
Pre-activity	15 minutes	<ul style="list-style-type: none"> ➤ Lecturer greets students and introduces the topic. ➤ Brief review of consonant classification (manner & place). ➤ Lecturer plays a short YouTube clip showing the pronunciation of /tʃ/, /dʒ/, /ʃ/, and /ʒ/. ➤ Students repeat each sound together.

Whilst-activity	65 minutes	<p>➤ Task 1 – Recognition (15 min)</p> <ul style="list-style-type: none"> - Students watch short YouTube clips (Affricates & Fricatives, video 1 & video 2) and identify which sound they hear. <p>➤ Task 2 – Pronunciation Practice (30 min)</p> <ul style="list-style-type: none"> - Lecturer plays sample word from YouTube. - Students repeat each word/sentence. - Lecturer models articulation (mouth shape, tongue position). - Peer correction in pairs. <p>➤ Task 3 – Minimal Pair Challenge (20 min)</p> <ul style="list-style-type: none"> - Students work in pairs: <ol style="list-style-type: none"> 1. Choose 4 minimal pairs from the video (e.g., <i>cheap–jeep</i>, <i>sheep–genre</i>). 2. Practice and record pronunciation using their phones. 3. Play their recording for brief peer feedback.
Post-activity	20 minutes	<p>➤ Class discussion: Which sounds were the most difficult?</p> <p>➤ Lecturer summarizes the articulation differences between the four target sounds.</p> <p>➤ Students write short reflections about their learning experience.</p> <p>➤ Homework: Watch one of the YouTube videos again and record a 1-minute pronunciation practice using at least 6 words.</p>

E. Students Reflection

1. How did the Youtube help you in learning pronunciation?

 _____
 _____

2. Which sound, Affricates (/tʃ/, /dʒ/) or Fricatives (/ʃ/, /ʒ/), were the most difficult for you to pronounce? Why?

 _____
 _____

E. Learning Resources

- Kelly, G. (2000). *How to Teach Pronunciation*. Pearson Education.
- Youtube: <https://www.youtube.com/>
- Celce-Murcia, M., Brinton, D., & Goodwin, J. (2010). *Teaching Pronunciation: A Course Book and Reference Guide*. Cambridge University Press.

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1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

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2. Dilarang mengumunkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



LESSON PLAN

Course	: Phonetic and Phonology
Credit	: 2 SKS (100 minutes)
Class	: 1st Semester
Topic	: Fricative Sounds /f/, /v/, and /h/
Media	: Youtube
Learning Model	: Task-Based Learning
Meeting	: 2

A. Course Learning Outcomes

After completing this course, students are able to:

1. Explain the characteristics and differences of fricative sounds /f/, /v/, and /h/.
2. Identify the use of target sounds in real-life contexts using Youtube.
3. Pronounce the target sounds accurately in real-life contexts using Youtube.

B. Learning Materials

Sound	Description	Examples (Words)
/f/	Voiceless labiodental fricative	<i>fan, coffee, photo, leaf</i>
/v/	Voiced labiodental fricative	<i>van, very, movie, love</i>
/h/	Voiceless glottal fricative	<i>hat, hello, hungry, happy</i>

• Articulation Notes:

- /f/ and /v/ are made by touching the lower lip to the upper teeth; /f/ is voiceless, /v/ is voiced.
- /h/ is produced by pushing air through the open glottis without vocal cord vibration.

C. Learning Media and Tools

- Media : Youtube
 1. The /f/ and /v/ sounds ([video 1](#))
 2. The /h/ Sound ([video 2](#))
- Tools : whiteboard, students' smartphones or laptops, earphones.

D. Learning Activities (100 Minutes)

Stage	Time	Activities
Pre-activity	15 minutes	<ul style="list-style-type: none"> ➤ Lecturer greets students and introduces the topic. ➤ Brief review of consonant classification (manner & place).

		<ul style="list-style-type: none"> ➤ Lecturer plays a short YouTube clip showing the pronunciation of fricative sounds /f/, /v/, and /h/. ➤ Students repeat each sound together.
Whilst-activity	65 minutes	<ul style="list-style-type: none"> ➤ Task 1 – Recognition (15 min) <ul style="list-style-type: none"> - Students watch short YouTube clips the /f/ and /v/ sounds (video 1) and the /h/ Sound (video 2). - and identify which sound they hear. ➤ Task 2 – Pronunciation Practice (30 min) <ul style="list-style-type: none"> - Lecturer plays sample word from YouTube. - Students repeat each word/sentence. - Lecturer models articulation (mouth shape, tongue position). - Peer correction in pairs. ➤ Task 3 – Minimal Pair Challenge (20 min) <ul style="list-style-type: none"> - Students work in pairs: <ol style="list-style-type: none"> 1. Choose 2 words of each sound. 2. Practice and record pronunciation using their phones. 3. Play their recording for brief peer feedback.
Post-activity	20 minutes	<ul style="list-style-type: none"> ➤ Class discussion: Which sounds were the most difficult? ➤ Lecturer summarizes the articulation differences between the four target sounds. ➤ Students write short reflections about their learning experience. ➤ Homework: Watch one of the YouTube videos again and record a 1-minute pronunciation practice using at least 6 words.

E. Students Reflection

1. How did the Youtube help you in learning pronunciation?

2. Which sound /f/, /v/, or /h/ was the most difficult for you to pronounce? Why?

Hak Iptak Dilindungi Undang-Undang

E. Learning Resources

- Kelly, G. (2000). *How to Teach Pronunciation*. Pearson Education.
- Youtube: <https://www.youtube.com/>
- BBC Learning English. (n.d.). *English Sounds: F and V*. YouTube Video.
- English Language Club. (n.d.). *The /h/ Sound*. YouTube Video.

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2. Dilarang mengumunkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

LESSON PLAN

Course	: Phonetic and Phonology
Credit	: 2 SKS (100 minutes)
Class	: 1st Semester
Topic	: Fricative Sounds /θ/, /ð/, /s/, and /z/
Media	: Youtube
Learning Model	: Task-Based Learning
Meeting	: 3

A. Course Learning Outcomes

After completing this course, students are able to:

1. Explain the characteristics and differences of fricative sounds /θ/, /ð/, /s/, and /z/.
2. Identify the use of target sounds in real-life contexts using Youtube.
3. Pronounce the target sounds accurately in real-life contexts using Youtube.

B. Learning Materials

Sound	Description	Examples (Words)
/θ/	Voiceless	<i>think, thin, bath, mouth</i>
/ð/	Voiced	<i>this, that, mother, breathe</i>
/s/	Voiceless	<i>see, bus, sister, nice</i>
/z/	Voiced	<i>zoo, easy, buzz, music</i>

• Articulation Notes:

- /θ/ and /ð/: tongue tip between the teeth; /θ/ voiceless, /ð/ voiced.
- /s/ and /z/: air passes through narrow space near alveolar ridge; /s/ voiceless, /z/ voiced.

C. Learning Media and Tools

- Media : Youtube
 1. The /θ/ and /ð/ sound ([video 1](#))
 2. The /s/ and /z/ sound ([video 2](#) & [video 3](#))
- Tools : whiteboard, students' smartphones or laptops, earphones.

D. Learning Activities (100 Minutes)

Stage	Time	Activities
Pre-activity	15 minutes	<ul style="list-style-type: none"> ➤ Lecturer greets students and introduces the topic. ➤ Brief review of consonant classification (manner & place).

		<ul style="list-style-type: none"> ➤ Lecturer plays a short YouTube clip showing the pronunciation of fricative sounds /θ/, /ð/, /s/, and /z/ ➤ Students repeat each sound together.
Whilst-activity	65 minutes	<ul style="list-style-type: none"> ➤ Task 1 – Recognition (15 min) <ul style="list-style-type: none"> - Students watch short YouTube clips the /θ/ and /ð/ sound (video 1), the /s/ and /z/ sound (video 2 & video 3). ➤ Task 2 – Pronunciation Practice (30 min) <ul style="list-style-type: none"> - Lecturer plays sample word from YouTube. - Students repeat each word/sentence. - Lecturer models articulation (mouth shape, tongue position). - Peer correction in pairs. ➤ Task 3 – Minimal Pair Challenge (20 min) <ul style="list-style-type: none"> - Students work in pairs: <ol style="list-style-type: none"> 1. Choose 2 words of each sound. 2. Practice and record pronunciation using their phones. 3. Play their recording for brief peer feedback.
Post-activity	20 minutes	<ul style="list-style-type: none"> ➤ Class discussion: Which sounds were the most difficult? ➤ Lecturer summarizes the articulation differences between the four target sounds. ➤ Students write short reflections about their learning experience. ➤ Homework: Watch one of the YouTube videos again and record a 1-minute pronunciation practice using at least 6 words.

E. Students Reflection

1. How did the Youtube help you in learning pronunciation?

2. Which sound /θ/, /ð/, /s/, or /z/ was the most difficult for you to pronounce? Why?

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F. Learning Resources

- Kelly, G. (2000). *How to Teach Pronunciation*. Pearson Education.
- Youtube: <https://www.youtube.com/>
- BBC Learning English. (n.d.). *How to Pronounce /θ/ and /ð/*. YouTube Video.
- English Language Club. (n.d.). *The /s/ and /z/ Sounds*. YouTube Video.



LESSON PLAN

Course	: Phonetic and Phonology
Credit	: 2 SKS (100 minutes)
Class	: 1st Semester
Topic	: Vowels /ɔ:/ and /æ/
Media	: Youtube
Learning Model	: Task-Based Learning
Meeting	: 4

A. Course Learning Outcomes

After completing this course, students are able to:

1. Explain the characteristics and differences of vowels /ɔ:/ and /æ/.
2. Identify the use of target sounds in real-life contexts using Youtube.
3. Pronounce the target sounds accurately in real-life contexts using Youtube.

B. Learning Materials

- Phonetic symbols: /ɔ:/ and /æ/
- Example (words)
 - /ɔ:/: *law, call, thought, caught, door*
 - /æ/: *cat, man, hat, back, map*

C. Learning Media and Tools

- Media : Youtube
 1. Vowel Sounds /æ/ and /ɔ:/ ([video 1](#) & [video 2](#))
- Tools : whiteboard, students' smartphones or laptops, earphones.

D. Learning Activities (100 Minutes)

Stage	Time	Activities
Pre-activity	15 minutes	<ul style="list-style-type: none"> ➢ Lecturer greets students and introduces the topic. ➢ Brief review of vowel sounds. ➢ Lecturer plays a short YouTube clip showing the pronunciation of vowel sounds /ɔ:/ and /æ/ ➢ Students repeat each sound together.
Whilst-activity	65 minutes	<ul style="list-style-type: none"> ➢ Task 1 – Recognition (15 min) <ul style="list-style-type: none"> - Students watch short YouTube clips about vowel sounds /æ/ and /ɔ:/ (video 1 & video 2). ➢ Task 2 – Pronunciation Practice (30 min) <ul style="list-style-type: none"> - Lecturer plays sample word from YouTube. - Students repeat each word/sentence.

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		<ul style="list-style-type: none"> - Lecturer models articulation (mouth shape, tongue position). - Peer correction in pairs. <p>➤ Task 3 – Minimal Pair Challenge (20 min)</p> <ul style="list-style-type: none"> - Students work in pairs: 1. Choose 2 words of each sound. 2. Practice and record pronunciation using their phones. 3. Play their recording for brief peer feedback.
Post-activity	20 minutes	<ul style="list-style-type: none"> ➤ Class discussion: Which sounds were the most difficult? ➤ Lecturer summarizes the articulation differences between the four target sounds. ➤ Students write short reflections about their learning experience. ➤ Homework: Watch one of the YouTube videos again and record a 30 second pronunciation practice using at least 4 words.

E. Students Reflection

1. How did the Youtube help you in learning pronunciation?

2. Which sound /ɔ:/ or /æ/ was the most difficult for you to pronounce? Why?

F. Learning Resources

- Kelly, G. (2000). *How to Teach Pronunciation*. Pearson Education.
- Youtube: <https://www.youtube.com/>

APPENDIX II

Instrument

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THE RESEARCH INSTRUMENT

MOTIVATION IN LEARNING PRONUNCIATION

Instruction

1. This instrument is for a research only.
2. The result of instrument does not influence on your English grades.
3. There is no false answer or true answer
4. Do not forget to write your name and class.
5. Please read these statements carefully.
6. Select your answer by given sign (✓) in the column.

Information

- SA : Strongly Agree
- A : Agree
- N : Neutral
- D : Disagree
- SD : Strongly Disagree

Respondent

Name :

Class :

No	Statement	Answer				
		SA	A	N	D	SD
1	I feel pronunciation learning is fun. <i>Saya merasa belajar pengucapan itu menyenangkan.</i>					
2	I think learning pronunciation as a fulfilling the requirements of the syllabus. <i>Saya menganggap belajar pengucapan sebagai pemenuhan persyaratan silabus.</i>					
3	I like American/British accent. <i>Saya suka aksesn Amerika/Inggris.</i>					
4	I need native-like pronunciation for my future job. <i>Saya membutuhkan pengucapan seperti penutur asli untuk pekerjaan saya di masa depan.</i>					
5	I want to do very well in this class. <i>Saya ingin berprestasi di kelas ini.</i>					
6	I see this class as a challenge. <i>Saya menganggap kelas ini sebagai tantangan.</i>					
7	I love the USA/Britain. <i>Saya suka Amerika Serikat/Inggris.</i>					
8	I impress colleagues/friends with my English accent. <i>Saya membuat rekan kerja/teman terkesan dengan aksen Inggris saya.</i>					
9	I hope for a good mark. <i>Saya berharap mendapat nilai bagus.</i>					
10	I love learning something new. <i>Saya suka mempelajari sesuatu yang baru.</i>					

PRE TEST

Direction:

1. This test is only use for research purpose, and it will not influence your score.
2. Thanks for your participation in doing this test.

Instruction:

1. Please record your voice on the device.
2. Pronounce the words below correctly.

1. Affricates (/tʃ/, /dʒ/)

- a. /tʃɜ:tʃ/ Church
- b. /'neɪtʃə(r)/ Nature
- c. /dʒʌdʒ/ Judge
- d. /'lɑ:dʒə(r)/ Larger

2. Fricatives (/f/, /v/)

- a. /fæn/ Fan
- b. /kæ'feɪ/ Café
- c. /væn/ Van
- d. /'kʌvə(r)/ Cover

3. Fricatives (/θ/, /ð/)

- a. /θɪŋk/ Think
- b. /bɑ:θ/ Bath
- c. /ðə/ The
- d. /beɪð/ Bathe

4. Fricatives (/s/, /z/)

- a. /su:/ Sue
- b. /'aɪsɪ/ Icy
- c. /zu:/ Zoo
- d. /'leɪzɪ/ Lazy

5. Fricatives (/ʃ/, /ʒ/)

- a. /ʃi:/ She
- b. /fɪʃ/ Fish
- c. /beɪʒ/ Beige
- d. /'meɪʒər/ Measure

6. Fricatives (/h/)

- a. /hə'loʊ/ Hello
- b. /bɪ'haɪnd/ Behind

7. Vowel (/ɔ:/)

- a. /kɔ:l/ Call
- b. /snɔ:r/ Snore

8. Vowel (/æ/)

- a. /hæt/ Hat
- b. /ə'tæk/ Attack

POST-TEST

Direction:

1. This test is only use for research purpose, and it will not influence your score.
2. Thanks for your participation in doing this test.

Instruction:

1. Please record your voice on the device.
2. Pronounce the words below correctly.

1. Affricates (/tʃ/, /dʒ/)

- a. /tʃu:/ Chew
- b. /tʃaɪld/ Child
- c. /'pɪdʒən/ Pigeon
- d. /peɪdʒ/ Page

2. Fricatives (/f/, /v/)

- a. /ə'feɪ/ Affair
- b. /'brɪ:f/ Brief
- c. /li:v/ Leave
- d. /mʊv/ Move

3. Fricatives (/θ/, /ð/)

- a. /θæŋk/ Thank
- b. /'nʌθɪŋ/ Nothing
- c. /'mʌðə/ Mother
- d. /'niðə/ Neither

4. Fricatives (/s/, /z/)

- a. /'lɪsən/ Listen
- b. /skʌɪ/ Sky
- c. /'bi:zɪ/ Busy
- d. /roʊz/ Rose

5. Fricatives (/ʃ/, /ʒ/)

- a. /ʃaɪ/ Shy
- b. /ʃɒp/ Shop
- c. /dɪsɪʒn/ Decision
- d. /dɪvɪʒn/ Division

6. Fricatives (/h/)

- a. /hɑ:f/ Half
- b. /'hæbɪt/ Habit

7. Vowel (/ɔ:/)

- a. /fɔ:l/ Fall
- b. /rɔ:ŋ/ Wrong

8. Vowel (/æ/)

- a. /æsk/ Ask
- b. /bæk/ Back

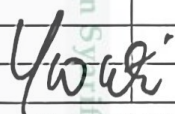

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APPENDIX III

Pre-Test and Post-Test Score

UIN SUSKA RIAU

Score Students' Pronunciation							
No	Students	Experiment Class					
		Pre Test			Post Test		
		Rater 1	Rater 2	Final Score	Rater 1	Rater 2	Final Score
1	Student 1	80	80	80	80	90	85
2	Student 2	80	70	75	100	100	100
3	Student 3	90	90	90	90	90	90
4	Student 4	90	90	90	90	90	90
5	Student 5	90	90	90	100	90	95
6	Student 6	80	90	85	90	90	90
7	Student 7	90	90	90	80	90	85
8	Student 8	90	90	90	90	80	85
9	Student 9	90	90	90	100	90	95
10	Student 10	70	90	80	90	80	85
11	Student 11	90	90	90	100	90	95
12	Student 12	80	90	85	90	90	90
13	Student 13	90	90	90	90	90	90
14	Student 14	90	80	85	90	70	80
15	Student 15	90	80	85	90	90	90
16	Student 16	80	80	80	90	90	90
17	Student 17	90	90	90	90	90	90
18	Student 18	90	70	80	90	90	90
19	Student 19	80	70	75	80	90	85
20	Student 20	90	90	90	80	90	85
21	Student 21	80	80	80	90	90	90
22	Student 22	80	90	85	90	100	95
23	Student 23	90	90	90	80	90	85
24	Student 24	80	70	75	80	90	85
25	Student 25	90	80	85	100	100	100
26	Student 26	90	90	90	90	100	95
27	Student 27	80	90	85	90	90	90
28	Student 28	90	80	85	100	100	100
29	Student 29	90	80	85	90	90	90
30	Student 30	90	90	90	90	90	90
Total		2580	2540	2560	2700	2710	2705
Mean		86	84,66666667	85,33333333	90	90,33333333	90,16666667
Known by,						Pekanbaru, 18 Desember 2025	
Rater 1						Rater 2	
							
Kurnia Budiyantri, M.Pd						Harun Natasha, M.Pd	



- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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Students' Scores of Pronunciation Accuracy of Experiment Class							
No	Students	High Learning Motivation					
		Pre Test			Post Test		
		Rater 1	Rater 2	Final Score	Rater 1	Rater 2	Final Score
1	Student 1	90	90	90	100	100	100
2	Student 2	90	90	90	90	90	90
3	Student 3	90	80	85	100	90	95
4	Student 4	90	90	90	100	90	95
5	Student 5	80	80	80	100	90	95
6	Student 6	90	100	95	90	100	95
7	Student 7	90	90	90	90	100	95
Total		620	620	620	670	660	665
Mean		88,57142857	88,57142857	88,57142857	95,71428571	94,28571429	95
No	Students	Middle Learning Motivation					
		Pre Test			Post Test		
		Rater 1	Rater 2	Final Score	Rater 1	Rater 2	Final Score
1	Student 1	90	80	85	90	90	90
2	Student 2	90	80	85	90	90	90
3	Student 3	90	90	90	80	90	85
4	Student 4	90	70	80	90	80	85
5	Student 5	90	90	90	90	90	90
6	Student 6	80	80	80	90	90	90
7	Student 7	80	80	80	90	70	80
8	Student 8	80	90	85	90	90	90
9	Student 9	100	90	95	90	90	90
10	Student 10	80	90	85	90	90	90
11	Student 11	90	90	90	80	90	85
12	Student 12	90	90	90	80	90	85
13	Student 13	90	90	90	80	90	85
14	Student 14	90	90	90	100	100	100
15	Student 15	90	80	85	90	90	90
16	Student 16	90	80	85	100	100	100
17	Student 17	80	80	80	90	90	90
18	Student 18	80	90	85	90	90	90
Total		1570	1530	1550	1600	1610	1605
Mean		87,22222222	85	86,11111111	88,88888889	89,44444444	89,16666667
No	Students	Low Learning Motivation					
		Pre Test			Post Test		
		Rater 1	Rater 2	Final Score	Rater 1	Rater 2	Final Score
1	Student 1	90	90	90	80	90	85
2	Student 2	90	90	90	90	80	85
3	Student 3	80	90	85	90	90	90
4	Student 4	90	90	90	90	90	90
5	Student 5	80	80	80	80	90	85
Total		430	440	435	430	440	435
Mean		86	88	87	86	88	87
Known by,					Pekanbaru, 18 Desember 2025		
Rater 1					Rater 2		
Kurnia Budiyaniti, M.Pd					Harum Natasha, M.Pd		



- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
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Students' Scores of Pronunciation Accuracy of Control Class							
No	Students	High Learning Motivation					
		Pre Test			Post Test		
		Rater 1	Rater 2	Final Score	Rater 1	Rater 2	Final Score
1	Student 1	80	80	80	80	80	80
2	Student 2	90	90	90	80	90	85
3	Student 3	70	90	80	90	90	90
4	Student 4	90	80	85	90	80	85
5	Student 5	80	70	75	90	80	85
6	Student 6	80	70	75	80	80	80
7	Student 7	90	90	90	90	100	95
Total		580	570	575	600	600	600
Mean		82,85714286	81,42857143	82,14285714	85,71428571	85,71428571	85,71428571
No	Students	Middle Learning Motivation					
		Pre Test			Post Test		
		Rater 1	Rater 2	Final Score	Rater 1	Rater 2	Final Score
1	Student 1	80	70	75	80	90	85
2	Student 2	90	90	90	80	90	85
3	Student 3	90	90	90	90	80	85
4	Student 4	90	90	90	90	90	90
5	Student 5	80	90	85	90	80	85
6	Student 6	80	90	85	90	80	85
7	Student 7	80	90	85	90	100	95
8	Student 8	90	90	90	90	90	90
9	Student 9	90	80	85	90	90	90
10	Student 10	90	90	90	90	90	90
11	Student 11	80	70	75	80	90	85
12	Student 12	90	90	90	90	90	90
13	Student 13	80	90	85	80	80	80
14	Student 14	90	80	85	80	90	85
15	Student 15	90	80	85	90	100	95
16	Student 16	90	80	85	90	90	90
17	Student 17	90	90	90	90	100	95
Total		1470	1450	1460	1480	1520	1500
Mean		86,47058824	85,29411765	85,88235294	87,05882353	89,41176471	88,23529412
No	Students	Low Learning Motivation					
		Pre Test			Post Test		
		Rater 1	Rater 2	Final Score	Rater 1	Rater 2	Final Score
1	Student 1	90	90	90	90	90	90
2	Student 2	90	90	90	90	80	85
3	Student 3	80	80	80	80	90	85
4	Student 4	80	80	80	90	90	90
5	Student 5	90	90	90	90	80	85
6	Student 6	80	90	85	80	90	85
Total		510	520	515	520	520	520
Mean		85	86,66666667	85,83333333	86,66666667	86,66666667	86,66666667
Kerinci by,					Pekunbaru, 18 Desember 2025		
Rater 1					Rater 2		
Kerinci Badiyanti, M.Pd					Harun Natasha, M.Pd		

No	Repeat	Item																												Total
		/tʃu/ Chew	/tʃaɪd/ Child	/pɪdʒən/ Pigeon	/peɪdʒ/ Page	/a ʒeɪr/ Affair	/brɪt/ Brief	/li:v/ Leave	/mʊv/ Move	/θæŋk/ Thank	/nʌθɪŋ/ Nothing	/mʌðə/ Mother	/neɪðə/ Neither	/lɪstən/ Listen	/skʌz/ Sky	/bɪzɪ/ Busy	/rəʊz/ Rose	/ʃaɪ/ Shy	/ʃɒp/ Shop	/dɪsɪzən/ Decision	/dɪvɪzən/ Division	/hɔ:f/ Half	/hæbɪt/ Habit	/fɔ:l/ Fall	/rɒŋ/ Wrong	/æsk/ Ask	/bæk/ Back			
1	1	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	
2	1	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	
3	1	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	
4	1	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	
5	1	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	
6	1	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	
7	1	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	
8	1	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	
9	1	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	
10	1	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	
11	1	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	
12	1	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	
13	1	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	
14	1	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	
15	1	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	
16	1	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	
17	1	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	
18	1	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	
19	1	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	
20	1	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	
21	1	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	
22	1	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	
23	1	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	
24	1	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	
25	1	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	
26	1	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	
27	1	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	
28	1	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	
29	1	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	
30	1	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	/tʃu/	/tʃaɪd/	/pɪdʒən/	/peɪdʒ/	

No Resp	Yes/No/Can't Say
1	1 (1/1)
2	1 (1/1)
3	1 (1/1)
4	1 (1/1)
5	1 (1/1)
6	1 (1/1)
7	1 (1/1)
8	1 (1/1)
9	1 (1/1)
10	1 (1/1)
11	1 (1/1)
12	1 (1/1)
13	1 (1/1)
14	1 (1/1)
15	1 (1/1)
16	1 (1/1)
17	1 (1/1)
18	1 (1/1)
19	1 (1/1)
20	1 (1/1)
21	1 (1/1)
22	1 (1/1)
23	1 (1/1)
24	1 (1/1)
25	1 (1/1)
26	1 (1/1)
27	1 (1/1)
28	1 (1/1)
29	1 (1/1)
30	1 (1/1)

[illegible]

Reliability

Output Created	02-NOV-2025 15:31:05	
Comments		
Input	Active Dataset	DataSet0
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	30
Missing Value Handling	Matrix Input	
	Definition of Missing	User-defined missing values are treated as missing.
Symax	Cases Used	Statistics are based on all cases with valid data for all variables in the procedure.
		RELIABILITY /VARIABLES=I1 I2 I3 I4 I5 I6 I7 I8 I9 I10 I11 I12 I13 I14 I15 I16 I17 I18 I19 I20 I21 I22 I23 I24 /IS IS Itotal /SCALE(ALL VARIABLES) ALL /MODEL=ALPHA /STATISTICS=DESCRIPTIV E SCALE CORR COV /SUMMARY=TOTAL MEANS VARIANCE.
Resources	Processor Time	00:00:00.05
	Elapsed Time	00:00:00.00

Warnings
The determinant of the covariance matrix is zero or approximately zero. Statistics based on its inverse matrix cannot be computed and they are displayed as system missing values.

Scale: ALL VARIABLES

Case Processing Summary			
		N	%
Cases	Valid	30	100.0
	Excluded	0	0.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics			
		Cronbach's Alpha Based on Standardized Items	N of Items
Cronbach's Alpha		0.731	27
Item Statistics			
	Mean	Std. Deviation	N
I1	0.83	0.379	30
I2	0.87	0.346	30
I3	0.87	0.346	30
I4	0.77	0.430	30
I5	0.90	0.305	30
I6	0.90	0.407	30
I7	0.57	0.504	30
I8	0.87	0.346	30
I9	0.80	0.407	30
I10	0.83	0.379	30
I11	0.90	0.305	30
I12	0.93	0.254	30
I13	0.83	0.379	30
I14	0.63	0.490	30
I15	0.90	0.305	30
I16	0.83	0.379	30
I17	0.87	0.346	30
I18	0.90	0.305	30
I19	0.70	0.466	30
I20	0.73	0.450	30
I21	0.90	0.305	30
I22	0.90	0.305	30
I23	0.90	0.305	30
I24	0.93	0.254	30
I25	0.93	0.254	30
I26	0.93	0.254	30
Itotal	21.83	4.300	30

Inter-Item Correlation Matrix																											
	I1	I2	I3	I4	I5	I6	I7	I8	I9	I10	I11	I12	I13	I14	I15	I16	I17	I18	I19	I20	I21	I22	I23	I24	I25	I26	Itotal
I1	1.000	0.614	0.351	-0.247	0.447	0.000	0.511	0.088	0.447	0.040	0.149	0.239	0.040	0.402	0.149	0.280	-0.175	-0.149	0.098	-0.067	0.149	0.149	-0.149	0.239	-0.120	-0.120	0.384
I2	0.614	1.000	0.135	0.015	0.850	0.049	0.251	0.135	0.294	-0.175	0.196	0.288	0.088	0.312	-0.131	0.088	0.135	-0.131	0.171	-0.015	0.196	-0.131	0.196	0.288	-0.105	-0.105	0.379
I3	0.351	0.135	1.000	0.015	0.196	0.539	0.251	0.423	0.294	0.351	0.196	0.288	0.351	0.312	0.850	0.351	0.135	0.523	0.171	0.207	0.523	0.523	0.196	0.288	0.288	0.288	0.727

1	0.144	0.080	0.046	0.040	0.052	0.000	0.098	0.011	0.069	0.006	0.017	0.023	0.006	0.975	0.017	0.040	-0.023	0.017	0.017	-0.011	0.017	0.017	0.017	0.023	0.011	-0.011	0.011	0.626
2	0.120	0.016	0.002	0.002	0.090	0.007	0.044	0.016	0.041	-0.023	0.021	0.025	0.011	0.053	-0.014	0.011	0.016	-0.014	0.028	-0.002	0.021	-0.014	0.021	0.025	-0.009	-0.009	-0.009	0.563
3	0.046	0.016	0.120	0.002	0.021	0.076	0.044	0.051	0.041	0.046	0.021	0.025	0.046	0.053	0.090	0.046	0.016	0.055	0.028	0.032	0.055	0.055	0.021	0.025	0.025	0.025	1.080	
4	-0.040	0.002	0.002	0.185	0.010	0.021	-0.001	0.002	0.055	0.098	0.045	0.018	0.029	0.084	0.010	0.063	0.071	0.010	0.066	0.039	0.010	0.010	0.045	0.018	0.018	0.018	0.053	0.925
5	0.052	0.090	0.021	0.090	0.093	0.014	0.024	0.021	0.048	-0.017	0.024	-0.007	0.017	0.031	-0.010	0.017	0.021	-0.010	0.038	0.007	0.024	-0.010	0.024	0.028	-0.007	-0.007	0.834	
6	0.000	0.002	0.107	0.016	0.002	0.107	0.028	0.016	0.076	0.028	0.028	0.028	0.048	0.028	0.048	0.028	0.048	0.028	0.048	0.028	0.048	0.028	0.048	0.028	0.048	0.028	0.793	
7	0.098	0.044	0.044	0.001	0.024	0.048	0.254	0.078	0.083	0.029	0.023	0.005	-0.040	0.111	0.024	0.098	0.060	-0.010	0.003	0.018	0.024	0.024	0.010	0.005	0.005	0.005	0.925	
8	0.011	0.016	0.051	0.002	0.021	0.076	0.078	0.120	0.041	0.011	0.021	-0.009	0.011	0.053	0.021	0.046	-0.018	0.021	-0.041	-0.002	0.021	0.021	0.021	-0.009	0.025	-0.009	0.598	
9	0.069	0.041	0.041	0.055	0.048	0.028	0.083	0.041	0.166	0.069	0.083	0.021	0.034	0.097	0.014	0.069	0.007	0.014	0.007	0.014	-0.021	-0.021	-0.021	-0.014	-0.014	0.021	0.931	
10	0.006	-0.023	0.046	0.098	-0.017	0.034	0.029	0.011	0.069	0.144	0.052	0.023	0.006	0.075	0.052	0.075	0.011	0.017	0.017	-0.011	0.017	0.017	0.017	0.023	-0.011	0.023	0.764	
11	0.017	0.021	0.045	0.024	0.014	0.024	0.021	0.083	0.052	0.093	0.028	0.017	0.031	0.024	0.015	0.017	0.021	0.024	0.038	0.041	-0.010	-0.010	-0.010	-0.010	-0.007	0.028	0.638	
12	0.023	0.025	0.025	0.018	-0.007	0.021	0.005	-0.009	0.021	0.023	0.028	0.064	0.023	0.044	0.028	-0.011	0.025	0.028	0.014	0.016	-0.007	-0.007	-0.007	-0.005	-0.005	0.030	0.402	
13	0.063	0.011	0.046	0.029	0.017	0.034	-0.040	0.011	0.034	0.006	0.017	0.023	0.144	0.006	0.017	0.006	0.080	0.017	0.052	0.057	-0.017	0.017	0.017	0.017	0.017	0.023	0.023	0.626
14	0.075	0.083	0.083	0.028	0.011	0.053	0.097	0.075	0.097	0.097	0.097	0.097	0.097	0.097	0.097	0.097	0.097	0.097	0.097	0.097	0.097	0.097	0.097	0.097	0.097	0.097	1.213	
15	0.017	0.017	0.090	0.014	0.040	-0.010	0.014	0.014</																				

Item-Total Statistics					
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
1	42.83	71.592	0.346		0.724
2	42.80	71.821	0.344		0.725
3	42.80	69.752	0.707		0.716
4	42.90	70.438	0.461		0.720
5	42.77	71.909	0.377		0.725
6	42.87	70.947	0.415		0.722
7	43.10	70.507	0.377		0.721
8	42.80	71.683	0.368		0.724
9	42.87	70.395	0.497		0.719
10	42.83	71.040	0.434		0.722
11	42.77	71.495	0.458		0.723
12	42.73	72.409	0.343		0.727
13	42.83	71.592	0.346		0.724
14	43.03	69.344	0.535		0.715
15	42.77	70.668	0.622		0.719
16	42.83	71.040	0.434		0.722
17	42.80	71.407	0.415		0.723
18	42.77	71.771	0.404		0.724
19	42.97	69.826	0.502		0.717
20	42.93	70.478	0.433		0.720
21	42.77	71.495	0.458		0.723
22	42.77	71.633	0.431		0.724
23	42.77	71.909	0.377		0.725
24	42.73	72.409	0.343		0.727
25	42.73	72.547	0.311		0.727
26	42.73	72.133	0.408		0.725
Item Total	21.83	18.489	1.000		0.849

Scale Statistics



Undang

an atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 k kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 ikan kepentingan yang wajar UIN Suska Riau.
 an memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Mean	Variance	Std. Deviation	N of Items
43.67	73.954	8.600	27

f count	38.44%	37.89%	72.68%	50.02%	40.74%	42.70%	40.20%	53.22%	46.90%	48.62%	36.88%	38.44%	45.34%	57.54%	64.39%	46.90%	44.84%	43.37%	54.20%	47.55%	48.62%	45.99%	40.74%	36.88%	33.72%	43.20%	
r count	2.203031927	2.166164343	5.598995031	3.05694978	2.360397403	2.691951373	2.498447963	2.323486825	3.326531786	2.80977953	2.944360711	2.203031927	3.722732689	4.453493986	2.80977953	2.654802857	2.546655014	3.412642196	2.859906128	2.944360711	2.740931173	2.360397403	2.099349303	1.895088993	33.72%	2.534612846	
t count	281	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
Description	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	
Valid Amount	26																										
Invalid Amount	0																										
RELIABILITY TEST																											
Cronbach's	Cronbach's	N of Items																									
0.731	0.874	27																									
Item-Total Statistics																											
	Scale Mean	Scale Variance	Corrected	R TABLE	VALIDITY	Cronbach's																					
i1	42.83	71.592	0.346	0.3061	VALID	0.510																					
i2	42.80	71.821	0.344	0.3061	VALID	0.520																					
i3	42.80	69.752	0.707	0.3061	VALID	0.485																					
i4	42.90	70.438	0.461	0.3061	VALID	0.513																					
i5	42.77	71.909	0.377	0.3061	VALID	0.518																					
i6	42.87	70.947	0.415	0.3061	VALID	0.515																					
i7	43.10	70.507	0.377	0.3061	VALID	0.517																					
i8	42.80	71.683	0.368	0.3061	VALID	0.513																					
i9	42.87	70.395	0.497	0.3061	VALID	0.502																					
i10	42.83	71.040	0.434	0.3061	VALID	0.500																					
i11	42.77	71.495	0.458	0.3061	VALID	0.507																					
i12	42.73	72.409	0.343	0.3061	VALID	0.517																					
i13	42.83	71.592	0.346	0.3061	VALID	0.517																					
i14	43.03	69.344	0.535	0.3061	VALID	0.497																					
i15	42.77	70.668	0.622	0.3061	VALID	0.496																					
i16	42.83	71.040	0.434	0.3061	VALID	0.500																					
i17	42.80	71.407	0.415	0.3061	VALID	0.518																					
i18	42.77	71.771	0.404	0.3061	VALID	0.512																					
i19	42.97	69.826	0.502	0.3061	VALID	0.506																					
i20	42.93	70.478	0.433	0.3061	VALID	0.520																					
i21	42.77	71.495	0.458	0.3061	VALID	0.510																					
i22	42.77	71.633	0.431	0.3061	VALID	0.511																					
i23	42.77	71.909	0.377	0.3061	VALID	0.524																					
i24	42.73	72.409	0.343	0.3061	VALID	0.514																					
i25	42.73	72.547	0.311	0.3061	VALID	0.526																					
i26	42.73	72.133	0.408	0.3061	VALID	0.516																					

Reliability

Output Created	02-NOV-2025 15:28:56	
Comments		
Input	Active Dataset	DataSet0
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	30
Missing Value Handling	Matrix Input	
	Definition of Missing	User-defined missing values are treated as missing.
Symax	Cases Used	Statistics are based on all cases with valid data for all variables in the procedure.
		RELIABILITY /VARIABLES=I1 I2 I3 I4 I5 I6 I7 I8 I9 I10 I11 I12 I13 I14 I15 I16 I17 I18 I19 I20 I21 I22 I23 I24 /IS IS Itotal /SCALE(ALL VARIABLES) ALL /MODEL=ALPHA /STATISTICS=DESCRIPTIV E SCALE CORR COV /SUMMARY=TOTAL MEANS VARIANCE.
Resources	Processor Time	00:00:00.05
	Elapsed Time	00:00:00.00

Warnings
The determinant of the covariance matrix is zero or approximately zero. Statistics based on its inverse matrix cannot be computed and they are displayed as system missing values.

Scale: ALL VARIABLES

Case Processing Summary			
		N	%
Cases	Valid	30	100.0
	Excluded	0	0.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics				
		Cronbach's Alpha Based on Standardized Items		N of Items
Cronbach's Alpha		0.528	0.848	27
Item Statistics				
	Mean	Std. Deviation	N	
1	0.83	0.379	30	
2	0.87	0.346	30	
3	0.87	0.346	30	
4	0.77	0.430	30	
5	0.90	0.305	30	
6	0.90	0.407	30	
7	0.57	0.504	30	
8	0.87	0.346	30	
9	0.80	0.407	30	
10	0.83	0.379	30	
11	0.90	0.305	30	
12	0.93	0.254	30	
13	0.83	0.379	30	
14	0.63	0.490	30	
15	0.90	0.305	30	
16	0.83	0.379	30	
17	0.87	0.346	30	
18	0.90	0.305	30	
19	0.70	0.466	30	
20	0.73	0.450	30	
21	0.90	0.305	30	
22	0.90	0.305	30	
23	0.90	0.305	30	
24	0.93	0.254	30	
25	0.93	0.254	30	
26	0.93	0.254	30	
total	23.70	3.476	30	

Inter-Item Correlation Matrix																												
	i1	i2	i3	i4	i5	i6	i7	i8	i9	i10	i11	i12	i13	i14	i15	i16	i17	i18	i19	i20	i21	i22	i23	i24	i25	i26	Total	
i1	1.000		0.614	0.351	-0.247	0.447	0.000	0.511	0.088	0.447	0.040	0.149	0.239	0.040	0.402	0.149	0.280	-0.175	-0.149	0.098	-0.067	0.149	0.149	-0.149	0.239	-0.120	-0.120	0.118
i2	0.614	1.000	0.135	0.015	0.850	0.049	0.251	0.135	0.294	-0.175	0.196	0.288	0.088	0.312	-0.131	0.088	0.135	-0.131	0.171	-0.015	0.196	-0.131	0.196	0.288	-0.105	-0.105	-0.092	
i3	0.351	0.135	1.000	0.015	0.196	0.539	0.251	0.423	0.294	0.351	0.196	0.288	0.351	0.312	0.850	0.351	0.135	0.523	0.171	0.207	0.523	0.523	0.196	0.288	0.288	0.288	0.281	



Undang

an atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 k kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 ikan kepentingan yang wajar UIN Suska Riau.
 an memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Mean	Variance	Std. Deviation	N of Items
45.53	31.499	5.612	27

No Resp	Item																									Total		
	/tʃu:/ Chew	/tʃaɪld/ Child	/pɜːʃən/ Pigeon	/peɪdʒ/ Page	/əˈteɪr/ Affair	/brɪːf/ Brief	/liːv/ Leave	/muʊv/ Move	/θæŋk/ Thank	/nʌθɪŋ/ Nothing	/ˈmʌðə/ Mother	/niːðə/ Neither	/lɪsən/ Listen	/skaɪ/ Sky	/ˈbɪːz/ Busy	/roʊz/ Rose	/ʃaɪ/ Shy	/ʃɒp/ Shop	/dɪsɪʒn/ Decision	/dɪvɪʒn/ Division	/hʌlf/ Half	/ˈhæbɪt/ Habit	/fɔːl/ Fall	/rɔːŋ/ Wrong	/æsk/ Ask	/bæk/ Back		
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	26	
2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	25	
3	1	1	0	1	1	1	1	1	1	1	0	0	0	0	1	1	1	1	1	1	1	1	1	1	0	1	20	
4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	26	
5	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	26	
6	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	1	1	1	0	1	21	
7	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	26	
8	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	24	
9	0	1	1	1	1	1	1	1	0	0	0	0	1	0	1	1	0	1	1	1	1	1	1	1	0	0	17	
10	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	26	
11	1	1	0	1	1	0	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	21	
12	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	26	
13	1	1	0	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	23	
14	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	26	
15	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	26	
16	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	26	
17	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	26	
18	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	26	
19	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25	
20	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	26	
21	1	0	0	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	21	
22	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	26	
23	1	1	1	0	0	0	1	1	1	1	1	1	1	1	0	0	0	0	0	0	1	0	0	0	1	0	13	
24	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	26	
25	1	1	1	1	1	1	1	0	0	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	22	
26	1	1	0	0	1	1	0	0	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	20	
27	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	26	
28	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	26	
29	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	26	
30	1	0	0	1	0	0	0	0	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	0	0	1	1	17
r count	36.41%	36.76%	43.59%	55.60%	61.51%	65.36%	40.57%	39.34%	32.84%	36.41%	39.34%	39.34%	42.60%	42.60%	58.15%	40.67%	65.36%	58.15%	52.40%	56.31%	36.76%	52.40%	58.15%	68.04%	33.86%	68.04%		
t count	2.06609244	2.09195982	2.562883662	3.53085719	4.128225811	4.569362074	2.348818672	2.264552085	1.839842424	2.068032444	2.264552085	2.264552085	2.491286805	2.491286805	3.781895883	2.355711567	4.569362074	3.781895883	3.255682097	3.605907366	2.09195982	3.255682097	3.781895883	4.913514413	1.904275849	4.913514413		
t table (95%, 27)	1.70329	1.70329	1.70329	1.70329	1.70329	1.70329	1.70329	1.70329	1.70329	1.70329	1.70329	1.70329	1.70329	1.70329	1.70329	1.70329	1.70329	1.70329	1.70329	1.70329	1.70329	1.70329	1.70329	1.70329	1.70329	1.70329		
Description	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid		
Valid Amount	26																											
Invalid Amount	0																											
RELIABILITY TEST																												
Cronbach's	0.528	0.848																										
N of Items	27																											
Item-Total Statistics																												
	Scale Mean	Scale Variance	Corrected	R TABLE	VALIDITY	Cronbach's																						
(1)	44.70	30.079	0.307	0.3061	VALID	0.510																						
(2)	44.67	30.713	0.740	0.3061	VALID	0.520																						
(3)	44.67	28.782	0.700	0.3061	VALID	0.485																						
(4)	44.77	30.185	0.339	0.3061	VALID	0.513																						
(5)	44.63	30.654	0.322	0.3061	VALID	0.518																						
(6)	44.73	30.340	0.322	0.3061	VALID	0.515																						
(7)	44.97	30.240	0.812	0.3061	VALID	0.517																						
(8)	44.67	30.299	0.839	0.3061	VALID	0.513																						
(9)	44.73	29.582	0.396	0.3061	VALID	0.502																						
(10)	44.70	29.528	0.444	0.3061	VALID	0.500																						
(11)	44.63	30.033	0.410	0.3061	VALID	0.507																						
(12)	44.60	30.682	0.749	0.3061	VALID	0.517																						
(13)	44.70	30.493	0.593	0.3061	VALID	0.517																						
(14)	44.90	29.197	0.389	0.3061	VALID	0.497																						
(15)	44.63	29.413	0.602	0.3061	VALID	0.496																						
(16)	44.70	29.528	0.444	0.3061	VALID	0.500																						
(17)	44.67	30.575	0.310	0.3061	VALID	0.518																						
(18)	44.63	30.309	0.326	0.3061	VALID	0.512																						
(19)	44.83	29.730	0.315	0.3061	VALID	0.506																						
(20)	44.80	30.510	0.358	0.3061	VALID	0.520																						
(21)	44.63	30.171	0.368	0.3061	VALID	0.510																						
(22)	44.63	30.240	0.347	0.3061	VALID	0.511																						
(23)	44.63	30.999	0.320	0.3061	VALID	0.524																						
(24)	44.60	30.456	0.350	0.3061	VALID	0.514																						
(25)	44.60	31.145	0.382	0.3061	VALID	0.526																						
(26)	44.60	30.593	0.400	0.3061	VALID	0.516																						

Frequency Distribution

A pie chart titled 'Frequency Distribution' showing the proportion of responses for three categories: HIGH, LOW, and MIDDLE. The chart is divided into three segments: a large red segment for 'MIDDLE' (60.0%), a yellow segment for 'HIGH' (23.3%), and a blue segment for 'LOW' (16.7%).

Category	Percentage
HIGH	23.3%
LOW	16.7%
MIDDLE	60.0%

MIDDLE
56,7%

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APPENDIX IV

Recommendation Letter

UIN SUSKA RIAU



UIN SUSKA RIAU

KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
PASCASARJANA
كلية الدراسات العليا
THE GRADUATE PROGRAMME

Alamat : Jl. KH. Ahmed Dahlan No. 94 Pekanbaru 28129 Po.BOX. 1004
Phone & Fax (0761) 858832. Website: <https://pasca.uin-suska.ac.id>. Email : pasca@uin-suska.ac.id.

Nomor : B-3259/Un.04/Ps/HM.01/09/2025 Pekanbaru, 09 September 2025
Lamp. :-
Hal : Izin Melakukan Kegiatan Riset Teslis/Disertasi

Kepada
Yth. Dekan Fakultas Tarbiyah Dan Keguruan
Universitas Islam Negeri Sultan Syarif Kasim Riau
Jl. HR. Soebrantas No. KM. 15 RW. 15, Simapng Baru,
Kota Pekanbaru

Dengan hormat, dalam rangka penulisan tesis/disertasi, maka dimohon kesediaan Bapak/Ibu untuk mengizinkan mahasiswa yang tersebut di bawah ini:

Nama	: RENI EKA PUTRI
NIM	: 22390825368
Program Studi	: Tadris Bahasa Inggris
Semester/Tahun	: IV (Empat) / 2025
Judul Tesis/Disertasi	: The Effect Of Using Younglish Online Platform On Students'English Pronunciation Accuracy And Learning Motivation At English Education Department Of State Islamic University Of Sultan Syarif kasim Riau

untuk melakukan penelitian sekaligus pengumpulan data dan informasi yang diperlukannya dari Fakultas Tarbiyah Dan Keguruan

Waktu Penelitian: 30 September 2025 s.d 30 Desember 2025

Demikian disampaikan, atas perhatiannya diucapkan terima kasih.



Wasalam
Direktur,

Prof. Dr. Hj. Helmiati, M.Ag
NIR 19700222 199703 2 001

2. Dilarang mengumunkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
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كلية الدراسات العليا
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Phone & Fax (0761) 858832. Website: <https://pasca.uin-suska.ac.id>. Email : pasca@uin-suska.ac.id.

Nomor : S- 3130/Un.04/Ps/PP.00.9/08/2025
Lamp. : 1 berkas
Perihal : Penunjukan Pembimbing I dan
Pembimbing II Tesis Kandidat Magister

Pekanbaru, 29 Agustus 2025

Kepada Yth.

1. Dr. Zuhiddah. M. Pd (Pembimbing Utama)
2. Dr. Bukhori. S. Pd. I. M. Pd (Pembimbing Pendamping)

Pekanbaru

Sesuai dengan musyawarah pimpinan, maka Saudara ditunjuk sebagai Pembimbing Utama dan Pembimbing Pendamping tesis kandidat magister a.n :

Nama	: Reni Eka Putri
NIM	: 22390825368
Program Pendidikan	: Magister/Strata Dua (S2)
Program Studi	: Tadris Bahasa Inggris
Semester	: IV (Empat)
Judul Tesis	: The Effect Of Using Younglish Online Platform On Students' English Pronunciation Accuracy And Learning Motivation At English Education Department Of State Islamic University Of Sultan Syarif kasim Riau

Masa bimbingan berlaku selama 1 tahun sejak tanggal penunjukan ini dan dapat diperpanjang (maks.) untuk 2x6 bulan berikutnya. Adapun materi bimbingan adalah sebagai berikut:

1. Penelitian dan penulisan tesis;
2. Penulisan hasil penelitian tesis;
3. Perbaikan hasil penelitian Setelah Seminar Hasil Penelitian;
4. Perbaikan tesis setelah Ujian Tesis; dan
5. Meminta ringkasan tesis dalam bentuk makalah yang siap di submit dalam jurnal.

Bersama dengan surat ini dilampirkan blanko bimbingan yang harus diisi dan ditandatangani setiap kali Saudara memberikan bimbingan kepada kandidat yang bersangkutan.

Demikianlah disampaikan, atas perhatiannya diucapkan terima kasih.



Wassalam,
Direktur,

Prof. Dr. Hj. Helmiati. M. Ag
NIP. 19700222 199703 2 001

Tembusan:
1.Sdr. Reni Eka Putri
2. Arsip

2. Dilarang mengumunkan dan memperbanyak sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
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UIN SUSKA RIAU
PUSAT PENELITIAN DAN PENGABDIAN KEPADA MASYARAKAT

State Islamic University of Sultan Syarif Kasim Riau

جامعة سلطان شريف قاسم الإسلامية الحكومية رايو

الشهادة

تشهد هذه الدورة بأن

RENI EKA PUTRI

قد حصلت / حصلت نتائج اختبار الكفاءة في اللغة العربية

المواد	المادة
فهم المسبوع	51
التواعد والتعبير الكتابي	47
فهم المقروء	51
المجموع الكلي	497

ساري المفعول اعتباراً من ديسمبر 30, 2025



Muhammad Fauzan Ansyan, S.Pd.I, M.Sc., Ph.D.

رغم التسجيل: 198106012607101002

مختبر مركز تطوير اللغات

شهادة اختبار APT تحت إشراف مركز تطوير اللغات بجامعة سلطان شريف قاسم الإسلامية الحكومية رايو. يشير APT إلى مستوى الكفاءة في اللغة العربية. تتوافق الالجات المطلوبة مع نطاق TOAFL وتتعلق مع المستويات الستة للمعايير الدولية (CEFR).

المرن : شارع كاهي الحاج أحمد دخلان رقم 94 كسارو 28124

البريد الإلكتروني : pb@uin-suska.ac.id

التحقق من النتائج : <https://pb.uin-suska.ac.id/verify>

رغم الشهادة : 22614037

File Cripka Dilindungi Undang-Undang



File Cripka Dilindungi Undang-Undang

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No.	Tanggal Konsultasi	Materi Pembimbing/Promotor*	Paraf Pembimbing/Promotor	Keterangan
1.	04/09/2025	Chapter 1		
2.	20/09/2025	Chapter 2 & 3 revision all chapter.		
3.	27/09/25	see instrument		
4.	3/10/25	Chapter IV Chapter V & References.		
5.	11/12/25	Abstract & appendices review all chapters.		
6.	19/12/25	Acc to join final examination		

Catatan: *coret yang tidak perlu

Pekanbaru, Desember 20 25.

Pembimbing I/Promotor
Dr. Gulnada, M. Pd.

No.	Tanggal Konsultasi	Materi Pembimbing/Promotor*	Paraf Pembimbing/Promotor	Keterangan
1.	12/09/2025	Chapter 1		
2.	30/09/2025	Chapter 2 & 3		
3.	02/10/2025	Acc Instrument		
4.	3/10/25	chapter IV & V, References.		
5.	11/12/25	Abstract & appendices Review all chapter.		
6.		Acc to join final examination		

Catatan: *coret yang tidak perlu

Pekanbaru, Desember 20 25.

Pembimbing I/Promotor
Dr. Gulnada, M. Pd.



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Fax. 0761-561646, Web. www.uin-susku.info/tarbiyah E-mail : tarbiyah-uinsusku@yahoo.com

SURAT KETERANGAN

Nomor : B-27023/Un.04/F.II/PP.00.9/12/2025

Yang bertanda tangan di bawah ini :

Nama : **Prof. Dr. Amirah Diniaty, M.Pd.Kons.**
NIP : 19751115 200312 2 001
Pangkat/Gol. Ruang : Pembina Utama Muda (IV/c) Guru Besar
Jabatan : Dekan Fakultas Tarbiyah dan Keguruan
Universitas Islam Negeri Sultan Syarif Kasim Riau

dengan ini menerangkan :

Nama : **Reni Eka Putri**
NIM : 22390825368
Program Studi : S2 Tadris Bahasa Inggris
Semester : V (Lima)

Benar telah melaksanakan penelitian di Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau untuk penyusunan tesis/tugas akhir dengan judul: *"The Effect of Using Youghlish Web Tool Through Shadowing Technique and Learning Motivation on Students' English Pronunciation Accuracy at English Education Department of State Islamic University of Sultan Syarif Kasim Riau."*

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Pekanbaru, 19 Desember 2025



Prof. Dr. Amirah Diniaty, M.Pd.Kons.
NIP. 19751115 200312 2 001

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 مركز تطوير اللغات لجامعة سلطان قاسم الإسلامية الحكومية رباو



UIN SUSKA RIAU
 PUSAT PENGEMBANGAN BAHASA

CERTIFICATE OF ACHIEVEMENT

This is to certify that

RENI EKA PUTRI

achieved the following scores on the

English Proficiency Test

	Scaled Scores
Listening Comprehension	: 43
Structure and Written Expression	: 40
Reading Comprehension	: 48
Total Score	: 437
Valid from 30 December 2025	

EPT Certificate is under auspices of Center for Language Development of State Islamic University of Sultan Syarif Kasim Riau. EPT stands for English Proficiency Test. The scaled scores are equivalent to the TOEFL score range and aligned to the standards within the International Standards (CEFR). Address: Jl. KH. Alimud Dablan No. 94 Pekanbaru 28124 Email: pte@uin-suska.ac.id Verify at <https://pba.uin-suska.ac.id/verify>

No. 12512581



Muhammad Fauzan Ansyari, S.Pd., M.Sc., Ph.D.

Reg. No: 19810601 200710 1 002

The Director of Center for Language Development

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SERTIFIKAT

RENI EKA PUTRI

telah berpartisipasi dalam Pelatihan Persiapan Tes Kemahiran
Bahasa Inggris (TOEFL Preparation)
pada tanggal 29 dan 30 Desember 2025 (12 jam) yang diselenggarakan oleh

Pusat Pengembangan Bahasa
Universitas Islam Negeri Sultan Syarif Kasim Riau

Alamat: Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28124
Email: pb@uin-suska.ac.id
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No. 42512248


Muhammad Fauzan Ansyari, S.Pd., M.Sc., Ph.D.
NIP. 198510041 200710 1 002
Kepala Pusat Pengembangan Bahasa



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- Fax. 0761-561646, Web.www.uin-suska.info/tarbiyah E-mail : tarbiyah-uinsuska@yahoo.com

Nomor : B-21972/Un.04/F.II/PP.00.9/10/2025 02 Oktober 2025
Lampiran : -
Hal : Izin Riset Tesis/Disertasi

Yth. Direktur Pasca Sarjana
Universitas Islam Negeri Sultan Syarif Kasim Riau

Assalamu'alaikum wr.wb.

Dengan hormat, menjawab surat saudara nomor : B-325/Un.04/PS/HM.01/09/2025 pada tanggal 09 September 2025 tentang Mohon Izin Riset, maka dapat kami berikan izin untuk melakukan Riset kepada mahasiswa :

Nama : Reni Eka Putri
NIM : 22390825368
Program Studi : Tadris Bahasa Inggris
Semester/Tahun : IV (Empat) / 2025
Judul Disertasi : The Effect of Using Younglish Online Platform on Students' English Pronunciation Accuracy and Learning Motivation at English Education Department of State Islamic University of Sultan Syarif Kasim Riau
Tempat Riset : Prodi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Lama Riset : 30 September 2025 s/d 30 Desember 2025

Demikian surat izin Riset ini kami keluarkan, untuk dapat dipergunakan sebagaimana mestinya.



Prof. Dr. Amirah Diniaty, M.Pd.Kons.
NIP. 19751115 200312 2 001

UIN SUSKA RIAU

APPENDIX V

Documentation

Hak Cipta Dilindungi Undang-Undang

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TREATMENT



The Use of Youglish Web Tool through Shadowing Technique in Experiment Class



Reni Eka Putri
3 subscriber

Analytics

Edit video

0



Bagikan

Download



<https://youtu.be/mo9aDuIMGAI?si=J9EBcapKQvVwuszf>

The video can be accessed via the QR code below.



TREATMENT

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CURRICULUM VITAE



Reni Eka Putri is the first daughter of Mr. Junaidi and Mrs. Jamilah. She was born in Padang Sawah, March 05, 2000. In 2012, she graduated from SDN 017/003 Padang Sawah. She also finished her study at MTs Darul Hikmah Pekanbaru in 2015 and continued her study in MA Darul Hikmah Pekanbaru in 2018.

In 2018, she was admitted to the English Education Department, Faculty of Education and Teacher Training, State Islamic University of Sultan Syarif Kasim Riau (UIN Suska Riau). During her undergraduate study, she participated in the Community Service Program (Kuliah Kerja Nyata/KKN) in Kuantan Singingi in July 2021 and completed the Pre-Service Teacher Practice Program (PPL) at SMA Negeri 06 Pekanbaru from September to December 2021. She completed her undergraduate study in English Education Department in 2022.

In 2024, she was accepted into the Postgraduate of the English Education Department at the State Islamic University of Sultan Syarif Kasim Riau, and to fulfill the requirements for a Master's degree in English Education Department, she conducted research in November 2025 by the thesis "The Effect of Using YouGlish Web Tool through Shadowing Technique and Learning Motivation on Students' English Pronunciation Accuracy at English Education Department of State Islamic University of Sultan Syarif Kasim Riau."