



The Role of YouTube in Pronunciation Development: A Literature Review

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ABSTRACT

This literature review explores how YouTube helps students improve their speaking skills, especially their pronunciation. It looks at 27 studies published between 2020 and 2025 and compares YouTube-based learning to more traditional teaching methods. The review also covers how YouTube affects other speaking aspects like fluency and vocabulary, and what students and teachers think about using it. Most of the studies showed that YouTube is helpful because it gives real-life examples, native speaker input, and interactive features that keep learners interested. Still, there are some things that have not been studied enough—like whether the improvements last over time, how students use YouTube on their own, and how comfortable they are with using technology. In the end, the review suggests that YouTube can be a great tool for learning if it is used with the right support and teaching approach.

INTRODUCTION

In today's education system, especially in language learning, we cannot ignore the influence of digital technology. The way students learn has changed a lot, and one of the biggest changes is how much online content they now use. Among the many tools available, YouTube has become one of the most popular platforms for improving English speaking skills (Almurashi, 2016; Godwin-Jones, 2018). Many students find it helpful because it is easy to access and offers a wide variety of videos. From pronunciation practice to full conversations with native speakers, YouTube gives learners something that is often missing in regular classroom setups.

A lot of English learners today want to improve their pronunciation. This goes beyond just saying words correctly – it is also about how the speaker uses tone, stress, and rhythm to sound clear and natural (Celce-Murcia, Brinton, & Goodwin, 2010). Being able to pronounce words well is just as important as knowing the words themselves. Someone might have a wide vocabulary, but if they cannot pronounce the words clearly, others may still struggle to understand them (Derwing & Munro, 2015). Unfortunately, pronunciation does not always get much attention in traditional English classes. In some cases, students do not get enough listening practice or useful feedback (Foote, Holtby, & Derwing, 2011), and this can affect their confidence in speaking.

That is where YouTube can help. Learners can watch videos of native speakers, slow them down, and repeat parts as many times as needed. This allows them to copy how certain words are said, and how the mouth and lips move during speech (Saito, 2011). It also exposes them to different accents and speaking styles. Some might prefer American English, while others might focus on British or Australian English – YouTube has all these options (Kumar & Vigil, 2011). Since the platform is free and always available, students can learn at their own pace and choose the videos that work best for them. This flexibility makes learning feel more personal, which can also make students more motivated (Stockwell, 2013).

Aside from pronunciation, YouTube also helps improve fluency and vocabulary. Watching real-life conversations, interviews, or even English vlogs gives learners examples of how words are used naturally. This kind of exposure helps them speak more smoothly and pick up words they might not learn from textbooks.

In this literature review, we will explore YouTube's role in improving students' speaking skills, with a focus on pronunciation. We will also investigate how it helps with fluency and vocabulary, and how it compares to traditional teaching styles. Another part of the review will cover how both students and teachers feel about using YouTube as a learning tool. Finally, we will examine the methods used in the current research and point out any gaps or limitations that future studies should consider.

LITERATURE REVIEW

The Role of YouTube in Pronunciation Development

Pronunciation is one of the most essential aspects of second language acquisition (SLA), as it directly affects learners' intelligibility, fluency, and

communicative competence (Gilakjani, 2016). In recent years, the emergence of digital platforms has transformed the ways language learners practice and improve their pronunciation. Among these platforms, YouTube has become a popular and influential tool for pronunciation learning due to its accessibility, variety of content, and multimodal features (Wagner, 2020; Hafner, 2019).

YouTube as a Learning Platform

YouTube offers a vast repository of authentic audio-visual materials, including tutorials, songs, vlogs, and educational channels that support language learning. According to Watkins & Wilkins (2011), the use of YouTube videos can provide exposure to authentic language input that helps learners understand how words are pronounced in real communicative contexts. Similarly, Snelson (2016) notes that YouTube serves as both an informal learning environment and a community of practice where learners can observe, imitate, and interact with native and non-native speakers.

Pronunciation Development through Multimedia Exposure

The use of visual and auditory cues on YouTube enhances learners' ability to perceive and produce correct pronunciation. Studies by Zengin & Aşık (2020) and Alimemaj (2010) highlight that videos showing mouth movements, stress patterns, and intonation contours contribute significantly to the development of segmental (sounds) and suprasegmental (rhythm, stress, intonation) features of pronunciation. These multimodal inputs engage multiple senses, leading to deeper cognitive processing and more effective pronunciation retention.

Learner Autonomy and Motivation

YouTube enables self-directed learning and fosters learner autonomy. According to Benson (2011), digital platforms encourage students to take control of their learning pace, select materials according to their needs, and practice repeatedly without classroom limitations. Learners often report higher motivation and enjoyment when learning pronunciation through YouTube compared to traditional classroom drills (Khalid & Muhammad, 2012; Kelsen, 2009). Interactive features such as comments, subtitles, and playback speed adjustments further support individualized learning experiences.

Challenges in Using YouTube for Pronunciation Learning

Despite its advantages, YouTube-based pronunciation learning also presents several challenges. Not all content is pedagogically reliable, and learners may imitate incorrect or non-standard accents (Rahimi & Fathi, 2021). Moreover, the lack of structured feedback limits learners' ability to monitor and correct their pronunciation errors (Ahn & Lee, 2016). The abundance of content can also overwhelm beginners who lack digital literacy or language awareness to select appropriate materials.

Pedagogical Implications

Teachers and curriculum designers are encouraged to integrate YouTube strategically into pronunciation teaching. As suggested by Kartal & Uzun (2010), teachers can use curated playlists or guided tasks that combine YouTube videos with pronunciation exercises and peer feedback. Blending classroom instruction with YouTube-based assignments can enhance exposure to authentic pronunciation while maintaining pedagogical control.

Empirical Evidence of Effectiveness

Several empirical studies have confirmed the effectiveness of YouTube in improving learners' pronunciation skills. For instance, Alwehaibi (2015) found that Saudi EFL learners who used YouTube videos demonstrated significant improvement in their pronunciation accuracy and confidence. Similarly, studies by Su & Zou (2020) and Ahn (2019) reported that YouTube-based learning improved learners' perception of English phonemes and reduced anxiety in speaking practice. These findings support the integration of YouTube as a complementary tool in pronunciation instruction.

METHODOLOGY

This review synthesized empirical studies on YouTube's role in improving pronunciation skills among language learners. Only peer-reviewed articles published between 2020 and 2025, written in English, and explicitly focused on YouTube-based pronunciation instruction were included. Studies unrelated to pronunciation or YouTube were excluded to maintain focus.

A systematic search was conducted across ERIC, JSTOR, and Google Scholar using keywords like "YouTube," "pronunciation," "speaking skills," and "language learning." From 33 initial results, articles were screened by title and abstract for empirical relevance, excluding theoretical or tangential studies. After full-text review, 27 studies met all criteria and were analyzed to identify key trends and gaps in YouTube-supported pronunciation research.

RESEARCH RESULT AND DISCUSSION

This part of the review investigates what different studies say about how YouTube helps students with their pronunciation. Since pronunciation plays a significant role in speaking clearly, the section also touches on how YouTube supports speaking skills overall, especially when it connects back to pronunciation. Some of the studies focus on fluency and vocabulary too, and they show how all these skills work together. To make things easier to follow, the research is divided into four themes. These include how useful YouTube is for speaking in general, how it helps with specific areas like pronunciation and fluency, what students and teachers think about using it, and what kinds of methods and limits exist in the research so far. Overall, this section is meant to put together what has already been found and what it can tell us about helping students improve their pronunciation.

General Effectiveness of YouTube for Improving Speaking Skills

YouTube has proven to be an effective platform for enhancing students' speaking skills, as supported by a myriad of studies. According to Meinawati et al. (2020), YouTube significantly improved the speaking performance of 10th-grade female students at SMA IT Rahmaniya, Indonesia. Using a qualitative descriptive method, the researchers observed classroom challenges, collaborated with the English teacher, and implemented YouTube-based instruction. Using YouTube in the lessons seemed to help students feel less afraid of making mistakes. It gave students more chances to share their ideas and use new words they had learned. Their speaking scores also went up – from 63.3 to 78.8 – which showed progress in how they spoke. They were pronouncing words better, using more natural tones, and seemed even more confident when speaking. Although some students remained shy, YouTube created a more engaging learning environment, helping them feel more confident and focused.

Similarly, Ilyas and Putri (2020) found that YouTube improved the speaking skills of 48 first-semester students at Universitas Islam Riau. Using a quasi-experimental design, the study involved one randomly selected class, which received a pre-test, a treatment using YouTube media, and a post-test. Speaking tests served as the main instrument to assess performance before and after the intervention. Their mean pre-test score rose from 49.34 to 62.10, indicating a 25.86% improvement. YouTube also boosted students' motivation, confidence, and participation. They interacted more actively and made fewer mistakes in the post-test, indicating enhanced speaking performance.

In the same region, Tridinati et al. (2021) reported similar findings among 10th-grade students at SMA Methodist 2 Palembang. Using a pre-experimental, one-group pre-test post-test design, the study assessed the effect of YouTube on students' speaking skills without a control group. Before using YouTube, the average speaking score was 71.46, with 54% of students rated as "enough" and 46% as "good." After integration, the average rose to 80.54, with 90% reaching "good" and 10% "very good" levels. Students became more fluent, articulate, and confident. Based on the study's results, most students demonstrated improved speaking skills after being taught using YouTube, and it also made classes more interactive and increased student engagement, participation, and creativity.

A study from another country also supports the effectiveness of YouTube in enhancing speaking skills. According to Saed et al. (2021), YouTube videos significantly improved the speaking performance of English as a Foreign Language (EFL) university students in Jordan. The researchers used a true experimental design involving 80 third-year students divided equally into experimental and control groups. Both groups were assessed before and after the intervention using IELTS speaking band descriptors rated by four TEFL experts, with high interrater reliability. The experimental group, taught using YouTube videos, showed a greater improvement with a mean difference of 0.55 points between pre-test and post-test scores, compared to a 0.19-point increase in the control group taught through traditional methods. The study recommends the integration of YouTube videos into EFL classrooms to enhance students' speaking ability.

Similarly, Mously (2024) found that YouTube is effective in improving speaking skills among university students in Istanbul, Turkey. The study involved 40 B1-level students divided into control and experimental groups. While both the control group (taught traditionally) and the experimental group (taught using YouTube) showed improvement, the experimental group demonstrated more significant gains. Notable progress was observed in the subskills of delivery and language use, with their mean speaking score increasing from 4.90 to 5.59, compared to the control group's increase from 4.75 to 5.00. Mously (2024) concluded that YouTube is indeed an effective tool for enhancing speaking skills.

Taken together, the studies in this theme clearly show that YouTube is highly effective in improving students' speaking skills. The gains observed by Meinawati et al. (2020), Ilyas and Putri (2020), and Tridinati et al. (2021) consistently demonstrate that students become more fluent, make fewer errors, and show greater willingness to participate when YouTube is used as part of instruction. These improvements are not limited to a single setting. Saed et al. (2021) and Mously (2024) reported similar results in Jordan and Turkey, suggesting that the benefits of YouTube are not just local but can be applied in various educational contexts. This repeated pattern across different schools and countries strengthens the argument that YouTube is a reliable and powerful tool for language teachers who want to help students practice speaking in a more engaging environment.

This makes sense when considered through Bandura's Social Learning Theory (1977), which argues that much of learning happens by watching and imitating others. YouTube provides students with direct exposure to authentic speakers, which allows them to model pronunciation, intonation, and delivery. Unlike static textbook examples, these videos show how language is used in natural contexts, making practice more meaningful. Mukarrama et al. (2023) reinforce this point by showing that video-assisted instruction significantly improved learners' pronunciation accuracy, proving that multimodal input gives students a clearer model to follow. Musdayanti et al. (2024) add that YouTube increases students' motivation and confidence, which are crucial affective factors that encourage learners to keep practicing even outside the classroom. In this sense, YouTube is not just a supplementary resource but a platform that promotes independent, repeated, and self-paced practice.

The combination of visuals and sound also supports Sweller's Cognitive Load Theory (1988), which states that students learn better when information is presented through multiple channels. When learners can both see and hear the language, they have more cues to help them pronounce words accurately. This may explain why students in several studies felt less anxious and more capable of following lessons. They were not only hearing the words but also seeing how they are produced, which reduced confusion and supported better recall.

Even so, it is important to recognize that YouTube does not guarantee equal improvement for every learner. Almurashi (2016) points out that some students still struggle despite having access to online resources, which means that individual differences such as confidence levels, language background, and

comfort with technology play a big role in learning outcomes. Most of the studies reviewed are done in Indonesia, so we must be careful about applying the results to other countries that might have different classroom settings or student needs. Although similar findings were reported by Saed et al. (2021) in Jordan and Mously (2024) in Turkey, more studies from other regions are still needed. Furthermore, a lot of the studies did not use control groups, which means we cannot be fully sure if the improvements were all because of YouTube. Especially in the study by Ilyas and Putri (2020), where they called it quasi-experimental, but since they did not have a second group to compare results with, it works more like a pre-experiment. That is important to note to prevent readers from confusion.

YouTube's Influence on Specific Speaking Skills, with a particular focus on Pronunciation, as well as Fluency and Vocabulary
Pronunciation

Many studies have demonstrated that YouTube is an effective tool for enhancing students' speaking skills, especially pronunciation. According to Rachmawati and Cahyani (2020), YouTube videos improved the English pronunciation skills of 48 non-English department students at IKIP Widya Darma, Indonesia. They divided the students equally into two groups. One group used YouTube videos, while the other followed the usual classroom method. The results showed that the YouTube group improved more, going from 38.96 to 79.79, while the control group went from 43.54 to 67.08. This shows how YouTube can really help students from different academic backgrounds, not just those studying English.

Vivi Aulia (2020) supported this idea through her study of 21 English students at STKIP PGRI Banjarmasin. They used tongue twisters along with YouTube to work on their pronunciation. The study used both observation and scores to see how well students were improving. Many of them had trouble with sounds like /p/, /f/, /v/, /ð/, and /z/, mostly because of their first language, Banjarese. Still, most of them reached the "enough" range in their scores, between 60 and 69. The research suggests that while YouTube and tongue twisters can be useful, students need more focused support for the harder sounds, and teachers should make sure the lessons are both fun and structured.

In the study by Andini and Zaitun (2022), students were split into two groups. One group learned through regular lessons, while the other used YouTube videos that featured native English speakers. The group that used YouTube showed a much bigger improvement in their pronunciation – from an average of 38.96 up to 79.79. Meanwhile, the group that did not use YouTube also improved, but not as much, going from 43.54 to 67.08. This shows that learning through YouTube can really help, especially when students get to hear and watch how native speakers talk.

A study from another country also shows how helpful YouTube can be for pronunciation. Juma (2021) studied with two groups of students. One group was taught the usual way, while the other watched animated YouTube videos as part of their lessons. At the beginning, both groups had the same scores – around 54%.

But after the lessons, the group that used YouTube and animation improved to 62.31%, while the group taught traditionally actually scored lower than before, at 47.09%. This suggests that animated content on YouTube helped students stay more focused and made it easier for them to understand and remember how to pronounce words.

Based on these studies, YouTube does not just help improve pronunciation overall, but its success depends on how it is used. Rachmawati and Cahyani (2020) and Andini and Zaitun (2022) showed that giving students access to videos with native speakers led to much higher gains, even for students who were not English majors or were learning remotely. This supports Mayer's (2001) multimedia learning theory, which says that learners understand lessons better when they can see and hear the input at the same time. Watching someone speak while hearing the correct pronunciation gives learners a clearer model to imitate, helping them become more aware of how to say the words. These results also align with Communicative Language Teaching, since students are exposed to authentic speech patterns instead of only scripted textbook dialogues.

More recent research supports these results. Alisoy (2025) found that using authentic videos over six weeks significantly improved learners' articulation, intonation, and stress, showing that consistent video-based exposure can build accuracy in both segmental and suprasegmental aspects of speech. Similarly, Ma et al. (2024) reported that computer-assisted pronunciation lessons with audiovisual input led to measurable gains across vowels, consonants, stress, and rhythm. Together with Rachmawati and Cahyani (2020), these findings suggest that YouTube is most effective when students have repeated opportunities to see, hear, and practice correct pronunciation in meaningful contexts.

Aulia's (2020) work adds an important reminder that videos alone are not enough. Students still need targeted practice for sounds that are difficult because of their first language. This connects to Lado's (1957) contrastive analysis hypothesis, which explains that many pronunciation problems occur when the learner's first language has very different sounds from English. Aulia used tongue twisters to give students additional focused practice, while Juma (2021) highlighted that animation and visual storytelling help students stay engaged and remember pronunciation patterns better.

Even with these encouraging results, there are areas that still need more research. Few studies have examined whether students continue improving once formal instruction ends or how YouTube might help them develop independent pronunciation habits over time. Some students might also struggle to find good-quality videos or use tools like captions effectively. Teachers can address these challenges by carefully selecting videos that match students' needs and by following up with guided practice and feedback. This ensures that learners do not just watch passively but actively apply what they hear to improve their pronunciation.

Fluency and Vocabulary

A few studies have pointed out that YouTube can really help students improve how they speak English, especially when it comes to being more fluent and learning new words. One study by Toleuzhan et al. (2022) showed that students learning English as a foreign language made noticeable progress in both areas after using YouTube in their learning. The study involved 288 secondary school students in central Kazakhstan. The researchers started by handing out a 12-question survey to get some data, then followed up with more detailed interviews and observations to see what students thought. What they found was that most students liked using YouTube to practice speaking. In fact, over 90% said videos like vlogs really helped them, especially because they showed how English is used in everyday situations. Also, students with higher academic performance were more likely to use educational YouTube content, which might suggest that students who are more driven tend to make the most of online tools.

Similarly, Komal Akbar et al. (2024) conducted a mixed-methods experimental study with 16 ninth-grade female students at Government Girls High School in Sambrial, Pakistan. The study revealed noticeable improvements in both speaking and vocabulary. One student's fluency rating went up from 2 to 5, and many of them picked up over 100 new words. These results show how YouTube can make a big impact, even in smaller classroom settings, by giving learners access to real examples of English conversation.

Based on these studies, YouTube's impact on fluency and vocabulary is not automatic – its influence depends heavily on how learners engage with the content. Toleuzhan et al. (2022) found that over 90% of their participants in Kazakhstan reported that watching English vlogs and everyday conversation videos helped them with speaking and learning new vocabulary. Their survey and follow-up interviews showed that students perceived real-life language use as more valuable than classroom drills, and those who were already academically motivated tended to use YouTube more often. Meanwhile, Akbar et al. (2024) showed that in a smaller, more controlled setting, one student's fluency rating jumped from 2 to 5, and many learners acquired over 100 new words after exposure to YouTube materials. Together, these findings suggest that YouTube can foster gains in both fluid speech and lexical knowledge – especially if learners are already motivated and attentive.

Teng (2023) offers additional support through a study on incidental vocabulary learning from captioned videos. He found that learners who watched videos with captions collected more new words, particularly when the videos were watched more than once. Frequent exposure, especially to repeated vocabulary, boosted retention. This complements the evidence from Toleuzhan et al. (2022) and Akbar et al. (2024), showing that beyond just watching, features like captions help learners notice and remember new vocabulary.

However, not every benefit is guaranteed. The original studies also emphasize that watching videos alone is not sufficient. Toleuzhan et al. (2022) and Akbar et al. (2024) both argue that learners gain most when they actively repeat phrases, discuss content, or use new words in speaking tasks. This suggests that passive viewing is weak unless anchored by classroom interaction

or student output. Teachers should therefore not just show videos but design follow-up activities – like discussions, shadowing, or vocabulary prompts – to help learners internalize what they observe.

Moreover, the research rarely addresses whether these gains last over time or whether learners develop autonomy in using YouTube for ongoing language growth. Some students may struggle to choose beneficial videos or to use features like captions efficiently. To maximize the benefits, teachers should carefully select video content that matches learners' proficiency, guide them in using decoding strategies (captions, pausing, replay), and incorporate speaking tasks so learners actively produce the language.

Perceptions and Attitudes Towards Using YouTube for Speaking Skills

In today's digital learning environment, YouTube has emerged as a widely used platform for enhancing English speaking skills. Various studies highlight both teachers' and students' positive perceptions of its effectiveness in language learning. Bihmanboob (2020) investigated the perspectives of EFL instructors on the use of YouTube in developing speaking skills. Through a validated questionnaire, the study found that teachers viewed YouTube positively, noting its ability to help students infer unstated ideas, understand unfamiliar vocabulary, and stay engaged during listening and speaking activities. Notably, the highest-ranked statement indicated that YouTube supports learners in making inferences, underscoring its value in promoting critical thinking.

Saidalvi et al. (2021) investigated how students feel about watching English vlogs on YouTube and found that most of them enjoyed being able to choose videos based on their interests. Some preferred beauty tutorials, for example, made the learning feel more personal. These kinds of videos were said to help improve their vocabulary, pronunciation, and even how they understood casual or informal English like slang. In another study, Saraswati et al. (2021) asked students to rate their experience using surveys. A lot of them agreed that YouTube helped them speak English better, especially when it came to learning new words and saying them correctly. But since the study only used online surveys, it did not dig deeper into the students' actual experiences. It would have been helpful to hear more directly from the learners through interviews or other methods.

Albargash and Algraini (2024) examined Saudi EFL students' perceptions and reported overwhelmingly positive feedback. Students appreciated the relaxed, pressure-free environment that YouTube provides, along with the ability to select content tailored to their interests and learning styles. This personalization was seen as contributing to faster and more effective language acquisition.

Salsabilah et al. (2025) focused on younger learners and used the "English Singing" YouTube channel for their research. The videos used songs and animation to teach things like vocabulary, sentence patterns, and pronunciation. Because the videos were catchy and repeated key phrases, students could pick

up the language more easily. It also helped boost their confidence since the format made the lessons more fun and less stressful.

Looking at these studies together, it becomes clear that YouTube is valued not only as a tool for practicing speaking but also as a platform that makes learning more meaningful and motivating. Teachers, as shown by Bihmanboob (2020), viewed YouTube as more than just supplementary material, recognizing its ability to promote higher-order thinking by helping students infer meaning and stay engaged. This finding is echoed by Amini and Aziz (2023), who surveyed 100 Malaysian English teachers and found that most perceived YouTube as both easy to use and highly effective for improving listening, speaking, and vocabulary skills. This shows that educators are not just passively using videos but see them as a core component of communicative language teaching.

Students' perceptions further highlight YouTube's motivational impact. Saidalvi et al. (2021) and Saraswati et al. (2021) found that learners appreciated being able to choose content relevant to their interests such as beauty tutorials or vlogs, which made practice feel less like a formal lesson and more like an enjoyable activity. Albargash and Algraini (2024) support this finding by showing that personalization and autonomy are key drivers of student engagement, as learners felt more relaxed and willing to participate when they had control over what they watched.

Younger learners also benefited from well-designed materials. As Salsabilah et al. (2025) demonstrated, using animated, song-based videos kept children engaged and improved vocabulary retention and pronunciation. This aligns with Krashen's (1982) Affective Filter Hypothesis, which explains that learners acquire language more effectively when anxiety is low and input is both comprehensible and enjoyable.

Recent research has also emphasized the role of teacher mediation when using video content. Park (2023) found that teachers who used video recordings to give feedback on students' oral performance were able to provide clearer and more specific guidance, helping learners better understand their strengths and areas for improvement. This suggests that YouTube can be even more powerful when paired with reflective feedback, encouraging students to self-monitor their progress.

Still, the research leaves several questions unanswered. Most studies focused on perceptions rather than classroom implementation, so there is limited insight into how teachers design lessons around YouTube or manage potential downsides such as distraction or exposure to inaccurate language. Few studies compared results across different proficiency levels, which could reveal whether beginners and advanced learners benefit in the same way. There is also little discussion on long-term effects, particularly whether students continue to use YouTube as an independent learning tool after formal instruction ends. Addressing these gaps would help create a clearer picture of how YouTube can be used most effectively in language teaching.

Methodological Trends and Limitations

Looking across the studies, clear methodological patterns can be observed. Most of the research relied on experimental or quasi-experimental designs, often using pre-test and post-test comparisons to measure students' progress. These approaches were effective in demonstrating measurable improvements in pronunciation, fluency, and vocabulary after exposure to YouTube-based learning. For example, Rachmawati and Cahyani (2020) and Andini and Zaitun (2022) used two-group comparisons, which provided stronger evidence that YouTube contributed to students' gains. In contrast, other studies, such as Ilyas and Putri (2020), relied on a single group and measured gains through pre- and post-tests without a control group, making it harder to determine whether the improvements were entirely due to YouTube or influenced by other classroom factors.

A common trend across the reviewed research is the reliance on quantitative data, including pronunciation rubrics, speaking test scores, and survey ratings. These measures are useful because they capture clear progress, but they sometimes fail to explain how or why students improved. Only a limited number of studies used qualitative methods such as interviews or classroom observations, which could have offered deeper insights into students' learning experiences and the challenges they faced.

Another limitation is that many of the interventions were relatively short, often lasting only a few weeks. This raises questions about whether the gains students achieved would persist over time. Few studies followed learners long enough to see if the improvements in speaking skills were sustained after the lessons ended.

Finally, most studies assumed that students already had the digital literacy needed to use YouTube effectively. Very few researchers explored whether students knew how to use features like captions, playback speed, or video selection strategies, all of which can affect how much they benefit from video-based learning.

By identifying these patterns and gaps, this theme shows that while current studies present encouraging evidence of YouTube's potential, there is still room for more detailed, longer-term, and mixed-method research that examines learner experiences more closely and considers differences in student needs and technological access.

CONCLUSIONS AND RECOMMENDATIONS

In conclusion, this review talked about how YouTube helps students get better at speaking English, especially their pronunciation. A lot of studies have shown that Youtube is a useful tool. It lets students watch and listen to native speakers, watch their mouth and imitate how they pronounce, pick up new vocabulary, and hear how people really talk in everyday situations. Many students also found it more interesting than traditional lessons and said it helped them feel less nervous about speaking.

But even with these good results, some studies had issues. A few were short-term or did not include a comparison group, so it is hard to tell how strong the results really were. Others did not look closely at students' language

background, tech skills, or comfort level using online tools. Because of that, teachers should guide students when using YouTube in class. It is not just about watching videos. Students need help finding the right content for their level and learning how to use features like captions or slower playback.

Future research should focus on longer studies to see if the improvements will last over time. It should also explore how different types of learners – like younger students or people from different cultures – use YouTube for language learning. And instead of just looking at scores or surveys, it would help to hear more directly from students and teachers about their real experiences. Overall, YouTube has a lot of potential for improving pronunciation, but how it is used really matters.

ADVANCED RESEARCH

Future research on the role of YouTube in pronunciation development should adopt a more comprehensive and longitudinal design that integrates both quantitative and qualitative approaches. Advanced studies could explore the cognitive and sociocultural dimensions of pronunciation learning by examining how multimodal exposure on YouTube – such as visual cues, prosodic patterns, and contextualized speech – interacts with learners' individual differences, including age, language proficiency, learning styles, and digital literacy. Additionally, future research should investigate the impact of guided pedagogical frameworks, such as task-based or flipped learning models, that systematically incorporate YouTube materials into pronunciation instruction. By combining data from pronunciation analysis tools, learner reflections, and teacher evaluations, future investigations can generate more robust evidence on how YouTube fosters sustainable pronunciation improvement and communicative confidence across diverse learning contexts.

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