

Integrating YouTube Videos in Pronunciation Instruction within EFL Educational Context: A Systematic Literature Review

Ila Amalia^{1*}, Muhammad Syahrudin Nawir²⁾

¹State Islamic University Sultan Maulana Hasanuddin, Serang, Indonesia

²Queen's University Belfast, The United Kingdom

*Corresponding Author: ilaamalia0401@gmail.com

Article Info

Keywords:

english as a foreign language
pronunciation
systematic literature review
YouTube video

Article History:

Received: December 20, 2025

Accepted: March 28, 2026

Publish: March 31, 2026

DOI:

10.33830/jp.v27i1.14628.2026

Abstract

The integration of YouTube videos in English as a Foreign Language (EFL) pronunciation instruction has gained increasing attention in recent years, reflecting the growing role of digital media in language learning. As empirical studies in this area continue to expand, a comprehensive synthesis is necessary to identify effective pedagogical practices. This study presents a systematic review of recent research examining the use of YouTube as a tool for improving learners' pronunciation skills. Data were collected from the Google Scholar database using the Publish or Perish (PoP) application, resulting in the selection of fifteen peer-reviewed articles published between 2021 and 2025. The analysis focuses on three key aspects: the pedagogical impact of YouTube videos on pronunciation development, instructional strategies employed by educators, and the technological affordances that facilitate pronunciation learning across diverse EFL contexts. The findings indicate that YouTube-based instruction can significantly enhance learners' pronunciation accuracy, engagement, and exposure to authentic language input when supported by appropriate pedagogical design. The study also discusses identified limitations and offers recommendations for future research and instructional practice to optimize the use of digital video platforms in EFL pronunciation teaching.

INTRODUCTION

There are some considerations on political and phonological factors; language teachers have increasingly prioritized intelligibility as the main objective of pronunciation instruction (Harmer, 2007). In practice, this means students should aim for pronunciation that is sufficiently clear for others to understand them most of the time. If their pronunciation does not reach this level, there is a real risk that they will struggle to communicate effectively (Harmer, 2007). Pronunciation, or phonology, encompasses both segmental aspects individual sounds and sound segments and suprasegmental features like stress, rhythm, and intonation (Richards & Renandya, 2005). Additionally, Celce-Murcia et al. (2014) define the term pronunciation as the sound system, which is divided into two main categories: segmental

features and suprasegmental features. Traditionally, this sound system has been taught using a building-block approach, starting with sounds, then syllables, followed by phrases, and finally extended discourse (Celce-Murcia et al., 2014).

EFL learners frequently struggle to perceive pronunciation features accurately, which makes it difficult for them to reproduce these sounds. In addition, some sounds present physical challenges due to unfamiliar articulatory requirements, making it difficult to produce them accurately (Harmer, 2007). Meanwhile, many instructors regard intonation as the most challenging aspect of pronunciation, as a significant number struggle to perceive pitch variation and to recognize the patterns of rising and falling tones (Harmer, 2007).

Due to the changing times, the approach to teaching pronunciation has undergone significant change, with a transition from an emphasis on exact pronunciation of isolated phonemes to a concentration on the fluency and intelligibility of connected speech in communicative contexts (Richards, Jack C., Renandya, 2002). Harmer (2007) adds that the key success of effective pronunciation instruction is not merely forcing students to produce accurate sounds or intonation patterns but helping them listen and notice how English is spoken whether through audio, video, or demonstrations by their teachers.

Video is a highly dense medium that blends a wide range of visual elements with extensive audio experiences alongside spoken language. When used for teaching and learning, a teacher can select an appropriate sequence, prepare students for the viewing experience, direct their attention to the content, pause, play, and replay the video as needed, design or choose observable assignments, and follow up with appropriate post-viewing exercises (Susan Stempleski in (Richards, Jack C., Renandya, 2002). Among other videos, YouTube videos have emerged as a dominant platform for language pronunciation education, providing new ways to engage learners beyond the traditional classroom. YouTube is regarded as a valuable online resource that can play a significant role in teaching and learning. It has grown in popularity, especially among adults. In teaching and learning language, YouTube videos are both advantageous and enjoyable, and are widely accepted as an advantageous supplementary learning source to improve language skills (Sina & Muhammad, 2024).

The utilization of YouTube videos in English pronunciation teaching has been proven by some studies to have satisfactory results. In a systematic review by Komang et al. (2023), YouTube videos were shown to support improvement in various pronunciation facets, including stress, intonation, rhythm, voice quality, gestures, and the articulation of vowels and consonants. Thus, YouTube videos have positive effects on students' English pronunciation learning, such as improving pronunciation, enabling study anywhere and anytime, reducing the fear of direct communication with teachers, and exposing learners to a wide range of pronunciation-focused videos (Thai et al., 2023). Furthermore, pronunciation, along with fluency and coherence, shows the greatest improvement in speaking performance when instruction is incorporated into YouTube videos (Saed et al., 2021). Empirical research indicates that YouTube offers a variety of videos that support learning. For English language learners (EFL), YouTube provides diverse video types that can aid the learning process. Consequently, YouTube can help learners enhance their language skills, particularly their speaking abilities (Kristiani et al., 2021).

At university level, there have also been many works conducted to investigate the use of YouTube in teaching pronunciation. Al-Jarf (2022) argues that YouTube Pronunciation Videos (YTPV) should be employed in pedagogically meaningful self-regulated pronunciation practice, emphasizing activity, construction, individuality, collaboration, conversation, context, guidance, motivation, and engagement. Additional research revealed that the use of YouTube songs significantly improved the oral production and pronunciation of EFL students. Students were better at pronouncing words after learning English through YouTube music (Wahyuni et al., 2024). The use of YouTube videos in the English classroom

not only improves students' pronunciation mastery but also other aspects, such as students' enthusiasm and engagement. The findings also indicated that using the drilling technique and selecting suitable songs for the students were effective in improving their pronunciation mastery.

Based on the discussion above, it can be concluded that using video-based media such as YouTube videos in English as a Foreign Language (EFL) pronunciation class can make a significant contribution to students' pronunciation mastery as well as to their motivation in learning English. Although previous studies affirm the pedagogical value of YouTube videos in pronunciation instruction, no existing systematic review has critically examined specific instructional design decisions, such as video genre selection, teaching strategies, and YouTube video integration mode used as main instructional activities versus used as supplementary materials), within various levels of EFL context. This analysis will be beneficial with regard to how teachers integrate YouTube videos into their teaching activities, how students control their own pronunciation practice, and whether the integration of the YouTube videos meet all the students' needs.

This systematic review aims to critically examine and synthesize the current literature on the use of YouTube videos in teaching English pronunciation. The review also provides a holistic analysis of its pedagogical impact on students' pronunciation skills and its methodological teaching strategies and innovations. The analysis will also cover YouTube videos used in classroom practices and some common challenges. By doing so, it aims to provide valuable insights for educators, curriculum designers, and researchers who are looking for optimizing digital pronunciation instruction.

RESEARCH METHODS

The main purpose of this review is to identify and analyze the use of YouTube videos in teaching pronunciation among EFL students. A systematic literature review (SLR) is chosen because it follows a clear and transparent process, enabling objective synthesis of findings and reducing bias in data collection and interpretation. An SLR systematically gathers scientific evidence to address a particular research question in an open and repeatable manner. Incorporating all relevant published evidence on the subject and assessing its quality are the objectives of SLR (Lamé, 2019). SLR is a type of literature review that uses a methodical approach and methodology to gather and critically evaluate several studies, research projects, or articles (Abubakar, 2023). Relevant research articles published between 2021 and 2025 were gathered from the academic database, Google Scholar, using a search engine application, namely Publish or Perish (PoP) (Figure 1). The keywords used in the article selection process included "pronunciation teaching and instruction" and "YouTube videos".

To ensure both reliability and relevance, the present study applies explicit inclusion and exclusion criteria. For the inclusion criteria, it incorporates empirical, peer-reviewed journal articles published from 2021 to 2025, with a focus on the use of YouTube videos in teaching English pronunciation within various EFL educational context. Meanwhile, the exclusion criteria comprised non-empirical studies, non-journal sources, and articles published outside the specified time range. The procedure of doing the analysis follows the protocol, such as: (1) define the main research questions, (2) define the keywords, (3) define the search engines, (4) define the accepted and rejected criteria, and (5) define the answers related to the research questions (Alagil et al., 2019). After applying the inclusion and exclusion criteria, 15 out of 50 identified articles met the criteria to be included for detailed analysis.

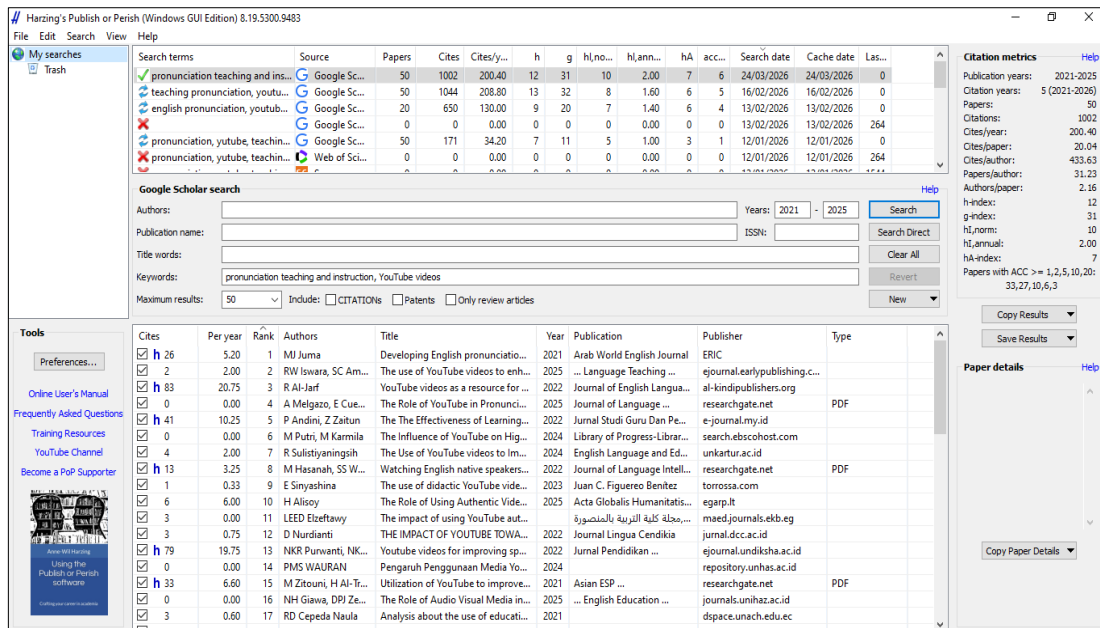


Figure 1. The Selection of the Articles Using Publish or Perish (PoP).

RESULTS AND DISCUSSION

This study aims to analyze articles related to YouTube videos in teaching pronunciation. Fifteen articles have been carefully analyzed using the Systematic Literature Review (SLR) method. The results of the analysis will be presented in the following section. There are two research questions as a guideline for the analysis: (1) How are YouTube videos used in English pronunciation instruction? and (2) What are the main findings of using YouTube videos in English pronunciation instruction?

RQ 1: The Use of YouTube Videos in English Pronunciation Instruction

The focus of the analysis is to investigate what previous researchers said about the use of YouTube videos in teaching English pronunciation. This section discusses the types of YouTube videos used in the studies and the specific aspects of pronunciation instruction. The summary result will be presented in Table 1.

Table 1. Kinds of YouTube Videos in English Pronunciation Instruction

Author	Kinds of YouTube Videos	Aspect of Pronunciation
Alisoy (2025)	Authentic videos (Movies, TV shows, and clips)	Segmental (vowels and consonants) and suprasegmental (stress, intonation, and rhythm)
Iswara et al. (2025)	YouTube videos for pronunciation practice	Pronunciation accuracy, emphasizing learner autonomy and active engagement.
Berra et al. (2025)	YouTube tutorials	Received Pronunciation (RP) sounds

Author	Kinds of YouTube Videos	Aspect of Pronunciation
Fatimah et al. (2024)	Native speaker vlogs (School, campus, travel, and daily life)	Word pronunciation
Wahyuni et al. (2024)	Pop song music videos	Word pronunciation
Sulistiyaningsih (2024)	English lesson (<i>English with Lucy Channel</i>)	Word pronunciation
Pratiwi & Wibowo (2023)	Instructional lessons (<i>Pronunciation with Emma</i>)	General pronunciation (Words and sentences)
Maspuhah et al. (2023)	YouTube videos featuring native speakers	Word stress
Thai et al. (2023)	Instructional and tutorial videos	General English pronunciation
Larasati & Pammu (2023)	Native speaker videos	General English pronunciation
Hasanah & Wahono (2022)	English native speakers' YouTube channel	English word pronunciation
Al-Jarf (2022)	YouTube pronunciation videos (YTPV)	Segmental and suprasegmental
Juma (2021)	Animation and YouTube videos	Segmental (vowels, consonants, diphthongs)
Elzeftawy (2021)	Authentic videos (Movies, songs, and documentaries)	Intonation, stress, rhythm, vowels, and consonants
Santosa et al. (2021)	Educational and instructional videos	Past tense verbs

Based on Table 1, kinds of YouTube videos used for teaching English pronunciation can be categorized into two primary types: 1) educational content specifically designed for language learning, and 2) authentic materials created for native speakers.

Youtube Educational Videos

The first is educational videos. The educational videos are created by educators or native speakers to teach language skills (Al-Jarf, 2022; Berra et al., 2025; Maspuhah et al., 2023; Iswara et al., 2025). Examples of these videos include Pronunciation Tutorials, *Pronunciation with Emma*, *English with Lucy*, and YouTube pronunciation videos (YTPV), which have been widely used in research and pronunciation teaching (Sulistiyaningsih, 2024; Pratiwi & Wibowo, 2023; Al-Jarf, 2022). Many videos focus on specific sub-skill lessons, targeting elements such as word stress, intonation patterns, rhythm, and the International Phonetic Alphabet (IPA) (Elzeftawy, 2021; Berra et al., 2025). Another study emphasizes grammar-focused pronunciation, using dialogues to teach the pronunciation of particular grammatical forms, including past tense verbs and plural endings (Santosa et al., 2021). Some videos also focus on pronunciation aspects, such as segmental and suprasegmental aspects (Elzeftawy, 2021; Al-Jarf, 2022; Alisoy, 2025; Juma, 2021).

YouTube Authentic Video Materials

The second is authentic materials. Authentic materials are real-world programs created by native speakers for native audiences. Among the authentic YouTube videos found in this study consist of several engaging formats, including movies, TV shows, vlogs (school, campus, travel, and daily life), and native speakers' YouTube channels (Larasati & Pammu, 2023; Alisoy, 2025; Fatimah et al., 2024; Elzeftawy, 2021; Hasanah & Wahono, 2022; Maspufah et al., 2023). Through these authentic videos, students can learn real language and natural speech patterns pronounced by native speakers. Authentic materials also include songs and music videos, where researchers use applications like YouTube Music to play songs to teach pronunciation through lyrics (Wahyuni et al., 2024). The video-based materials also provide interactive visuals, including dynamic media like animated graphs and interactive phonetic charts to visualize articulatory movements. These features can help the students to understand how sounds are produced and made in the mouth (Berra et al., 2025; Al-Jarf, 2022; Juma, 2021).

From the results of the analysis, there are several YouTube videos that can be used in teaching English pronunciation. Those videos may accommodate every aspect of English pronunciation, such as segmental and suprasegmental aspects. The videos are used as supplementary materials along with the teachers' explanation in the classroom. The interactive and visually engaging features of YouTube videos can foster a supportive learning environment that enhances students' pronunciation learning.

RQ 2: The Research Findings of YouTube Videos in English Pronunciation Instruction

Based on the data being analyzed, numerous previous studies have investigated the role of YouTube videos as a tool for teaching and learning English pronunciation. These studies consistently demonstrate that YouTube videos serve as an effective instructional medium for improving both segmental and suprasegmental features of pronunciation across various educational contexts. Based on the summary result in Table 2, it can be illustrated that the studies show results in several aspects, such as the linguistic aspect, pronunciation skills aspect, psychological aspect, pedagogical aspect, and external aspect. The distribution of the selected articles on YouTube videos in teaching pronunciation is presented in Table 2.

Table 2. Studies on YouTube Videos in English Pronunciation Instruction

Author	Title	Method	Aspect of Pronunciation	Major Findings
Iswara et al. (2025)	The Use of YouTube Videos to Enhance Students' Pronunciation Accuracy	Qualitative case study design	Segmental (consonants, vowels) and suprasegmental (stress, rhythm, intonation)	Students used self-directed techniques like repetition, shadowing, and mimicry to improve accuracy. These strategies fostered autonomous learning and motivation.
Alisoy (2025)	The Role of Using Authentic Videos on Learners' Pronunciation	Mixed-methods approach	Segmental (vowels, consonants) and suprasegmental (intonation, stress, rhythm) features	Significant improvements were found after a six-week intervention (mean score rose from 65.2 to 82.7). Students demonstrated improved articulation and better control of

Author	Title	Method	Aspect of Pronunciation	Major Findings
				suprasegmental egmental features such as intonation, stress, and rhythm.
Fatimah et al. (2024)	Autonomous learning of English pronunciation through vlogs: evidence from two Indonesian EFL students	Descriptive case study	Word pronunciation	Students employ a variety of strategies to improve their English pronunciation through vlogs, such as memorizing word pronunciation through repetition, utilizing technology-based tools, and joining English communication. These strategies can facilitate learning and enhance students' pronunciation
Wahyuni et al. (2024)	Improving The Students' Pronunciation Mastery by Using Pop Songs on The YouTube Music Application	Classroom Action Research (CAR)	English word pronunciation	83% of the students reached the standard minimum criteria in the cycle 3. The student's enthusiasm and pronunciation mastery improved through the drilling technique and singing the song together.
Sulistyaningsih (2024)	The Use of YouTube Videos to Improve Students' English Pronunciation Skills	Qualitative descriptive method	English word pronunciation	The use of YouTube videos was very effective in improving students' pronunciation skills and enthusiasm during the learning process.
(Pratiwi & Wibowo, 2023)	Enhancing Students' Pronunciation Through YouTube Channel: <i>Pronunciation with Emma</i>	Classroom Action Research (CAR)	General pronunciation (Words and sentences)	There was an improvement of student's pronunciation mean score from 82 to 86. The <i>Pronunciation with Emma</i> video was successful and able to enhance students' pronunciation skills.
Maspufah et al. (2023)	Students' Perception in Utilizing YouTube Video	Descriptive qualitative method	Stress pronunciation (word and sentence level)	Students had a positive perception of using YouTube videos as learning media.

Author	Title	Method	Aspect of Pronunciation	Major Findings
	as Learning Media in Teaching Stress Pronunciation			YouTube videos provided clear and accurate stress pronunciation and practice English stress while watching the videos.
Thai et al. (2023)	A Survey on Students' Perception of Using YouTube For Pronunciation Learning	Qualitative (Interview)	General English pronunciation	Students recognized benefits, including the ability to study anytime and anywhere, which reduced the fear of communicating. YouTube videos had positive effects on students' learning English pronunciation.
Larasati & Pammu (2023)	Student's Perspective on Pronunciation Using YouTube during Covid-19 Pandemic	Descriptive quantitative research	Dental consonants	Students' perspectives on pronunciation using YouTube videos during the COVID-19 pandemic were positive. Moreover, students gave a positive perspective when using YouTube in learning dental consonant pronunciation.
Hasanah & Wahono (2022)	Watching English Native Speakers' YouTube Channel to Improve Students' Pronunciation Ability	Classroom Action Research (CAR)	General pronunciation ability (sounds, stress, rhythm, and intonation)	The English native speakers' YouTube channel was effective in improving students' pronunciation ability. The students' mean scores increased from 35% in cycle I to 87% in cycle II.
Juma (2021)	Developing English Pronunciation through Animation and YouTube Videos	Experimental study	English vowels and diphthongs	Animation and YouTube Videos were effective in teaching pronunciation. The experimental group shows better results (62.31%) than the control group (47.09%).
Elzefrawy (2021)	The Impact of Using YouTube Authentic Videos Strategy on Improving	Quasi-experimental design	Vowels, consonants, intonation, stress	YouTube authentic videos had a significant impact on EFL students' pronunciation skills. Mean score improved

Author	Title	Method	Aspect of Pronunciation	Major Findings
	Pronunciation and Motivation of Preparatory Stage EFL Pupils			from 8.42 in the pre-test to 16.78 in the post-test.
(Santosa et al., 2021)	Overcoming Students' Problems in Pronouncing Past Tense Verbs by Means of YouTube Video	Mixed-method study	Past tense verbs (-ed endings)	Experimental group students performed better (M=10,59) in comparison with the control group students (M=4,81). YouTube videos effectively overcame pronunciation problems in past tense verbs.
Andini & Zaitun (2022)	The Effectiveness of Learning Pronunciation Through English Content by <i>English with Lucy</i> on YouTube	Qualitative method	Segmental and supra-segmental aspects	YouTube videos have a positive effect on pronunciation improvement among high school students. YouTube is not only a source of entertainment, but also a learning source.
(Berra et al., 2025)	Exploring Students' Use of ICT Tools to Enhance Their Received Pronunciation (RP)	Mixed method approach	Received Pronunciation (RP) sounds	ICT is an effective tool for improving RP, giving students broad opportunities to learn through exposure to native RP accents and offering them continuous feedback, which can enhance their confidence.

Based on the information in [Table 2](#), it can be discussed that several studies employed Classroom Action Research (CAR) and experimental designs to explore the use of YouTube videos in English pronunciation instruction. Some studies also employ a qualitative descriptive design and a mixed-method design. Overall, the studies focus on improving students' pronunciation skills from several aspects, such as segmental (vowel, diphthong, consonant) and suprasegmental (stress, intonation, rhythm). Besides, the studies also provide information on the students' perspective on utilizing YouTube videos in their pronunciation learning. In the following section, the general findings of the analysis will be discussed.

Effects on Students' Pronunciation Skills

Studies conducted by [\(Iswara et al. 2025; Alisoy 2025\)](#) showed that the YouTube videos affected students' segmental (consonants, vowels) and suprasegmental (stress, rhythm, intonation) aspects. Significant improvements were found after a six-week intervention (mean score rose from 65.2 to 82.7). Students performed better articulation of sounds and enhanced intonation, stress, and rhythm [\(Alisoy, 2025\)](#). Other studies conducted by [Sulistiyaningsih](#)

(2024) and Maspufah et al. (2023) who employed a qualitative descriptive method. They argued that the use of YouTube videos was very effective in improving students' pronunciation skills and enthusiasm during the learning process. Additionally, students had a positive perception of using YouTube videos as learning media. YouTube videos provided clear and accurate stress pronunciation and practice English stress while watching the videos. Both studies focused in improving students' pronunciation at the level of words and sentences.

Meanwhile, (Pratiwi & Wibowo 2023; Hasanah & Wahono 2022) conducted classroom action research (CAR) to know the improvement of students' pronunciation mastery after watching YouTube channel videos for learning pronunciation. Their results reflected that the videos were effective in improving students' pronunciation ability in every cycle. Thus, the videos were successful and able to enhance students' pronunciation skills. The students' pronunciation mean score improved from 82 to 86 (Pratiwi & Wibowo, 2023), and from 35% in cycle I to 87% in cycle II (Hasanah & Wahono, 2022).

Mixed-method studies were also conducted by (Santosa et al. 2021; Berra et al. (2025). By focusing on Received Pronunciation (RP) and past-tense verb pronunciation, the studies found that YouTube videos were effective media in teaching pronunciation. Students who engaged with YouTube videos performed better (M=10,59) in comparison with the students who did not engage with the videos (M=4,81). YouTube videos effectively overcame pronunciation problems in the students' past-tense verb pronunciation (Santosa et al., 2021). Moreover, YouTube videos as part of ICT tools were effective for improving RP; giving students broad opportunities to learn through exposure to native RP accents and offering them continuous feedback, which can enhance their confidence (Berra et al., 2025).

Teaching and Learning Strategies

The analysis also reveals several strategies that students employed when using YouTube videos for autonomous learning. The most frequently cited methods were shadowing, imitation, and repetition, in which the students instantaneously mirror a speaker's speech to master rhythm and intonation (Fatimah et al., 2024; Iswara et al., 2025). Students also got advantages from the videos, including replaying specific segments, using English subtitles to connect spelling and sound, and recording their own voices to compare with native speakers (Iswara et al., 2025). Moreover, students used self-directed techniques like repetition, shadowing, and mimicry to improve accuracy in learning pronunciation. These strategies fostered autonomous learning and motivation among students (Iswara et al., 2025). Additionally, the platform's flexibility supported self-regulated learning, enabling anytime and anywhere study and empowering the students to direct their own linguistic development outside the classroom (Thai et al., 2023).

Internal and External Challenges

Although the results were largely positive, studies have also identified several limitations. The most significant challenge was the emergence of technical barriers, in particular unstable internet connections, which contributed to buffering and distractions (Maspufah et al., 2023). Since pronunciation learning requires focused listening activity, both internal and external factors might occur from within or outside the students and may hinder the learning process (Andini & Zaitun, 2022). Additionally, some students also faced difficulties in understanding the material due to the rapid speaking rates of native speakers and unfamiliar vocabulary in real-world videos (Alisoy, 2025).

CONCLUSION

In conclusion, the findings indicate that YouTube is a very useful, approachable, and inspiring teaching resource for teaching English pronunciation. Both segmental aspects (such as vowels and consonants) and suprasegmental aspects (stress, intonation, and rhythm) significantly improve when YouTube videos are incorporated into the teaching and learning process. The effectiveness of the media is attributed to the availability of real native speaker models who provide audiovisual examples, such as lip movement and natural speech patterns, which are not found in traditional classroom settings. Furthermore, YouTube videos also enhance independent and autonomous learning through features like repeating sounds, adjusting the speed of sounds, and choosing subtitles. YouTube videos also increase students' motivation and confidence while reducing language anxiety. However, while the studies generally present satisfying results, teachers must select the most appropriate video resources carefully and provide well-planned instruction to address challenges such as rapid native-speaker speech and technical problems, such as a poor internet connection. This literature review also noted that while many studies focus on stress, intonation, and individual sounds, research on using YouTube videos for improving students' rhythm is still limited. Thus, future research can further explore how YouTube-based instruction can support rhythm development.

REFERENCES

- Abubakar, H. (2023). A systematic literature review on teaching teachers pedagogy through YouTube video technology. *Journal of Digital Educational Technology*, 3(1), 1–11. <https://doi.org/10.30935/jdet/12839>
- Al-Jarf, R. (2022). YouTube Videos as a Resource for Self-Regulated Pronunciation Practice in EFL Distance Learning Environments. *Journal of English Language Teaching and Applied Linguistics*, 2012, 44–52. <https://doi.org/10.32996/jeltal>
- Alagil, H. A., Almelibari, A. A., & Alharbi, M. F. (2019). *Systematic Literature Review : Some Examples*. March, 1–9. https://www.researchgate.net/profile/Haya-Alagil/publication/332402890_Systematic_Literature_Review_Some_Examples/links/5cb233c0a6fdcc1d49930e86/Systematic-Literature-Review-Some-Examples.pdf
- Alisoy, H. (2025). The Role of Using Authentic Videos on Learners' Pronunciation. *Acta Globalis Humanitatis et Linguarum*, 2(2). <https://egarp.lt/index.php/aghel/article/view/170>
- Andini, P., & Zaitun. (2022). The Effectiveness of Learning Pronunciation Through English Content by English With Lucy on YouTube. *Jurnal Studi Guru Dan Pembelajaran*, 5(2), 201–206. <https://e-journal.my.id/jsgp/article/view/1542>
- Berra, Y., Naoua, M., & Analysis, D. (2025). *Exploring students' use of ict tools to enhance their received pronunciation (rp): first year l. M. D students at the university of el oued as a case*. 09(December), 1838–1852. <https://asjp.cerist.dz/en/article/280668>
- Celce-Murcia, M., Brinton, D. M., & Snow, M. A. (2014). Teaching English as a second or foreign language. In *Boston: National Geographic Learning*. <https://tesl-ej.org/wordpress/issues/volume5/ej20/ej20r4/?wscr>
- Elzeftawy, L. E. E.-D. (2021). The Impact of Using YouTube Authentic Videos Strategy on Improving Pronunciation and Motivation of Preparatory Stage EFL Pupils. *Journal Of The Faculty Of Education*, 114. https://maed.journals.ekb.eg/article_224219.html
- Fatimah, A. S., Fitria, I. N., Saputra, Y., Auliya, A. G., & Demir, K. (2024). *Autonomous learning of English pronunciation through vlogs : evidence from two Indonesian EFL*

- students. 9(2), 104–112. <https://doi.org/10.21070/jees.v9i2.1824>
- Harmer, J. (2007). *The Practice of English Language Teaching*. In *Pearson* (Fourth Ed.). Pearson.
- Hasanah, M., & Wahono, S. S. (2022). *Watching English Native Speakers' YouTube Channel to Improve Students' Pronunciation Ability*. 4(1), 15–32. <https://doi.org/10.35719/jlic.v4i1.77>
- Iswara, R. W., Ambag, S. C., Ifadloh, N., Jakarta, P. N., & Mangkurat, U. L. (2025). *The use of YouTube videos to enhance students' pronunciation accuracy*. 1(1), 67–85.
- Juma, M. J. (2021). *Developing English Pronunciation through Animation and YouTube Videos*. 12(December), 401–414. <https://eric.ed.gov/?id=EJ1340287>
- Komang, N., Suwastini, A., Rastari, K. L., Program, P. S., & Ganesha, U. P. (2023). *Youtube as instructional media in promoting efl indonesian students' pronunciation*. *Polyglot*, 19(1), 1–24.
- Kristiani, P. E., Ayu, D., & Pradnyadewi, M. (2021). *The Effectiveness of YouTube as Learning Media in Improving Learners' Speaking Skills*. *The Art of Teaching English as a Foreign Language*, 2(1), 7–11. <https://doi.org/10.36663/tatefl.v2i1.97>
- Lamé, G. (2019). *International Conference on Engineering Design 2019. Systematic Literature Reviews: An Introduction*, 1633–1642. <https://doi.org/10.1017/dsi.2019.169>
- Larasati, S., Pammu, A., & Nasmilah. (2023). *Student's Perspective on Pronunciation Using YouTube during Covid-19 Pandemic*. 6(4), 676–683. <http://journal.unhas.ac.id/index.php/jish/article/view/31268>
- Maspuifah, Afriyeni, Y., Zuriati, D., & Masbiran, G. (2023). *Students' Perception In Utilizing Youtube Video As Learning Media In Teaching Stress Pronunciation*. *EJI (English Journal of Indragiri): Studies in Education, Literature, and Linguistics*, 7(2), 428–437. <https://ejournal-fkip.unisi.ac.id/eji/article/view/2567>
- Pratiwi, S. J., & Wibowo, H. (2023). *Enhancing Students' Pronunciation Through Youtube Channel: Pronunciation With*. 23–34. <https://pdfs.semanticscholar.org/3a28/1f1ca69c970b65b0090a08c4234e86b94273.pdf>
- Purnamasari, A. (2018). *What EFL Learners Say about YouTube Use to Improve Pronunciation in a Blended Learning Environment*. *Journal of English Teaching*, 4(October 2018), 205–215. <https://ejournal.uki.ac.id/index.php/jet/article/view/1338>
- Richards, Jack C., Renandya, W. A. (2002). *Methodology in Language Teaching An Anthology of Current Practice*. Cambridge University Press. <https://books.google.com/books?hl=en&lr=&id=VxnGXusQII8C&oi=fnd&pg=PR7&dq=Richards,+Jack+C.,+Renandya,+W.+A.+2002.+Methodology+in+Language+Teaching+An+Anthology+of+Current+Practice.+Cambridge+University+Press.&ots=qjvqlfgBkF&sig=NddZHe44RO9erNFuZtjc819jMnM>
- Richards, J. C., & Renandya, W. A. (2005). *Methodology in Language Teaching* (6th ed.). Cambridge University Press. [aed, H. A., Haider, A. S., Al-salman, S., & Hussein, R. F. \(2021\). The use of YouTube in developing the speaking skills of Jordanian EFL university students. Heliyon, 7\(June\), e07543. https://doi.org/10.1016/j.heliyon.2021.e07543](https://doi.org/10.1016/j.heliyon.2021.e07543)
- Saed, H. A., Haider, A. S., Al-salman, S., & Hussein, R. F. (2021). *The use of YouTube in developing the speaking skills of Jordanian EFL university students*. *Heliyon*, 7(June), e07543. <https://doi.org/10.1016/j.heliyon.2021.e07543>
- Santosa, J. A., Said, I., & Surahmat, A. (2021). *Overcoming Students' Problems In Pronouncing Past Tense Verbs By Means Of Youtube Video (A Mixed-method Study at a Junior High School in Ciamis)*. 81–89. <https://jurnal.unigal.ac.id/jeep/article/view/5230>
- Sina, M. S., & Muhammad, Y. S. (2024). *The Influence of YouTube Videos on Learning English Language*. In *Salahaddin University College of Education- English Department* (p. 21). <https://www.researchgate.net/profile/Baraat-Faqeabdulla/publication/379819208>

- Sulistiyaningsih, R. (2024). The Use of YouTube videos to Improve Students' English Pronunciation Skills. *Electrum Journal*, 4(2), 1–10.
- Thai, W., Phuong, N., & Loi, T. P. (2023). A Survey On Students ' Perception Of Using Youtube. *International Journal of All Research Writings*, 5(July), 36–38. <http://ijarw.com/PublishedPaper/IJARW1921.pdf>
- Wahyuni, H. F., Firdaus, M., & Yukamana, H. (2024). Improving The Students ' Pronunciation Mastery by Using Pop Songs on The YouTube Music Application. *JED: Journal of English Development*, 4(02), 425–435. <https://journal.iainnumetrolampung.ac.id/index.php/jed/article/view/4409>