

Pronunciation Teaching Techniques in English with Lucy YouTube Videos: A Qualitative Content Analysis

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Abstract

Pronunciation instruction remains underrepresented in formal EFL curricula, prompting learners to seek pronunciation input from digital sources such as YouTube. Although research on YouTube-based pronunciation learning has grown substantially, most existing studies examine learner outcomes or learner perceptions, leaving the instructional content of popular pronunciation channels largely unexamined. This study addresses that gap through a qualitative content analysis of pronunciation-teaching techniques in three videos from the English with Lucy YouTube channel, guided by Celce-Murcia et al.'s (1996) communicative pronunciation-teaching framework and Pennington's (2021) intelligibility-centered approach. The three videos were purposively selected to represent segmental features, suprasegmental features and pronunciation accuracy, and connected speech. Video transcripts were coded for pronunciation feature, teaching technique, and instructional purpose, and the coded data were analyzed through data reduction, data display, and conclusion drawing. The findings show that English with Lucy employs a range of pronunciation-teaching techniques — including explicit explanation, articulation demonstration, modelling, repetition, corrective feedback, contrastive explanation, and contextualized practice — and that the specific combination of techniques used shifts systematically with the phonological focus of each video, moving from segmental accuracy, to suprasegmental awareness, to connected-speech comprehension. These findings suggest that digital pronunciation instruction on this channel integrates sound production, pronunciation awareness, and spoken-language comprehension within a coherent instructional trajectory. The study contributes theoretically by extending established pronunciation-pedagogy frameworks to the analysis of instructional YouTube videos as pedagogical artifacts, and practically by offering guidance for EFL teachers, content creators, and curriculum designers seeking to evaluate or design digital pronunciation materials.

Keywords: pronunciation instruction; qualitative content analysis; YouTube; English with Lucy; EFL; segmental and suprasegmental features

Introduction

Pronunciation is widely regarded as one of the most essential yet pedagogically complex components of English language learning. In the context of English as a Foreign Language (EFL), mastering pronunciation presents particular challenges for learners, as it demands not only the accurate production of individual sounds but also the application of prosodic features such as stress, rhythm, and intonation in connected speech (Celce-Murcia et al., 1996; Derwing & Munro, 2015). Contemporary scholars have increasingly emphasized that the primary goal of pronunciation instruction should be the development of *intelligibility* — the degree to which a listener understands a speaker — rather than the achievement of native-like phonetic accuracy (Levis, 2018; Pennington, 2021). This shift in pedagogical orientation acknowledges the global role of English as a lingua franca, in which communicative effectiveness across diverse interlocutors holds greater practical significance than conformity to a single native-speaker norm (Derwing & Munro, 2015).

Despite the centrality of pronunciation to communicative competence, empirical evidence consistently indicates that pronunciation instruction remains underrepresented in formal EFL curricula (Hismanoglu, 2019; Senowarsito & Ardini, 2023). In the Indonesian EFL context specifically, studies have identified a persistent gap between learners' pronunciation competence and the demands of real-world communication. Reskiawan et al., (2026) found that Indonesian EFL learners encounter significant difficulty with segmental features — particularly sounds that do not exist in Bahasa Indonesia, such as /θ/, /ð/, and /æ/ — as well as with suprasegmental features including word stress placement, sentence rhythm, and intonation contours. Istiqomah et al., (2021) similarly reported that many learners hold negative or anxious attitudes toward phonetics learning, partly owing to insufficient and unsystematic pronunciation instruction in formal classroom settings. Taken together, these findings underscore the need for accessible, structured, and multimodal pronunciation learning resources beyond the conventional classroom.

The rapid expansion of digital technology and video-sharing platforms has created new possibilities for pronunciation learning outside the traditional classroom. YouTube, in particular, has emerged as a prominent medium through which EFL learners gain access to pronunciation instruction delivered by professional educators and native speakers (Audina et al., 2023; Suwastini et al., 2023). Unlike static textbook materials, YouTube videos offer multimodal input that combines auditory, visual, and metalinguistic elements, thereby aligning with Mayer's & Fiorella's (2021) Cognitive Theory of Multimedia Learning, which posits that learning is enhanced when both verbal and visual channels are engaged simultaneously. Empirical studies in Indonesian EFL contexts have confirmed that YouTube-based pronunciation instruction leads to measurable improvements in learners' phonological accuracy across a range of segmental and suprasegmental features (Firdaus & Utama, 2025; Maspufah, 2022; Mulyani & Sartika, 2019). Furthermore, research on learners' perceptions consistently reveals positive attitudes toward YouTube as a pronunciation-learning tool, with learners reporting increased motivation, engagement, and access to authentic language models (Amzah, 2023; M. Hasanah & Wahono, 2022; Karim et al., 2023).

Among the many YouTube channels dedicated to English pronunciation, English with Lucy, managed by British educator Lucy Bella Simkins, stands out as one of the most widely used and academically cited resources for EFL learners. With over fifteen million subscribers globally, the channel offers systematic pronunciation lessons covering a broad spectrum of phonological features, including vowel and consonant sounds, word stress, connected-speech phenomena such as linking, assimilation, and elision, as well as accent varieties and the pronunciation of commonly mispronounced vocabulary. The channel's structured pedagogical approach, professional production quality, and coverage of both segmental and suprasegmental features have made it a frequent reference point in EFL pronunciation research (Andini & Zaitun, 2023; Rachmawati & Cahyani, 2020). Andini and Zaitun (2023), for instance, demonstrated that students who engaged with English with Lucy content showed improvements in segmental pronunciation accuracy. However, their study — like the majority of existing research on this channel — focused on measuring learner outcomes rather than systematically examining the instructional techniques embedded within the videos themselves.

A critical review of the existing literature reveals that although research on YouTube-based pronunciation learning has grown substantially in recent years, significant gaps remain (Aryanti & Santosa, 2024; Hismanoglu, 2019). The overwhelming majority of studies have examined YouTube from a *learner outcome* perspective, measuring pre- and post-test improvements in pronunciation performance, or from a *learner perception* perspective, surveying students' attitudes and motivation toward digital pronunciation resources (Fatimah et al., 2024; S. N. S. Hasanah & Rizal, 2024). What is conspicuously absent from the literature is a systematic, content-level analysis of the instructional materials themselves — that is, a

rigorous examination of what pronunciation-teaching techniques are actually embedded within popular YouTube videos, and of how these techniques align with established theoretical frameworks for effective pronunciation pedagogy. This gap is significant because understanding the pedagogical content of widely consumed educational YouTube videos is essential for informing teacher professional development, content-creation practices, and the curricular integration of digital pronunciation resources in EFL contexts (Audina et al., 2023; Khasanah & Lestiyawati, 2024).

The present study addresses this gap by conducting a qualitative content analysis of the pronunciation-teaching techniques presented in three selected English with Lucy YouTube videos. The analysis is guided by two complementary theoretical frameworks: the communicative pronunciation-teaching framework of Celce-Murcia et al., (1996) which identifies dimensions of pronunciation instruction such as awareness-raising, form-focused instruction on segmental and suprasegmental features, guided practice, communicative practice, and feedback; and the intelligibility-centered approach of (Pennington, 2021), which emphasizes that effective pronunciation pedagogy should support learners' ability to communicate meaningfully rather than replicate a native accent. By examining three videos that represent distinct phonological domains — segmental features (vowel and consonant production), suprasegmental features (pronunciation accuracy and word stress), and connected speech — this study generates a comprehensive descriptive account of how pronunciation instruction is constructed and delivered on one of the world's most widely viewed EFL pronunciation channels.

The findings of this study are expected to make several contributions to the field. Theoretically, the study extends the existing literature on digital EFL pedagogy by demonstrating how a systematic content-analytic framework can be applied to instructional YouTube videos as pedagogical artifacts. Practically, the findings provide concrete insight for EFL teachers seeking to select, evaluate, or adapt YouTube pronunciation content for classroom use, as well as for content creators and curriculum designers aiming to develop pedagogically principled digital pronunciation materials. In the broader Indonesian EFL context, where digital learning resources play an increasingly central role in pronunciation instruction (Istiqomah et al., 2021; Reskiawan et al., 2026; Senowarsito & Ardini, 2023)), this study offers a timely contribution to understanding how pronunciation knowledge is organized, explained, and made accessible to learners through contemporary digital media.

Theory and Method

This qualitative content analysis study employs three pronunciation-focused videos from the English with Lucy YouTube channel as its primary source of data: British Accent: 'All Vowels & Consonants' (video 1), 'Do YOU Mispronounce These Common English Words?' (video 2), and 'YES, You Can Understand Fast Spoken English' (video 3). The information collected consists of textual transcriptions of the instructional explanations, pronunciation demonstrations, examples, and practice activities presented in each video. Given that the focus of this study is to investigate the pronunciation-teaching techniques and phonological features embedded in these videos, the instructional episodes identified are thoroughly described and interpreted with the aid of several pertinent references on pronunciation pedagogy.

The data collection process through the videos consists of two primary stages: (1) each video is watched multiple times attentively and transcribed to capture instructional explanations, pronunciation examples, demonstrations, and practice activities; and (2) the identified instructional episodes are documented and organized according to the pronunciation feature being taught and the teaching technique applied, in order to streamline the data-analysis process.

The transcripts, which contain various instructional episodes featured in the videos, were subsequently analyzed by offering comprehensive explanations of the pronunciation feature being introduced, the explanation or demonstration provided by the teacher, the teaching technique applied, and the instructional purpose of each activity. This analysis followed the stages of data reduction, data display, and conclusion drawing (Miles et al., 2013), and its trustworthiness was strengthened through repeated viewing of the videos and cross-checking of the transcripts against the original recordings (Elo et al., 2014; Lincoln & Guba, 1985).

In order to understand the pronunciation-teaching techniques and phonological features embedded in the videos, this study draws upon Celce-Murcia et al., (1996) communicative framework of pronunciation teaching, which focuses on the construction of pronunciation competence through explicit instruction and practice. Regarding the goal of pronunciation instruction, Celce-Murcia et al., (1996) posit that effective pronunciation teaching integrates awareness-raising, form-focused instruction on segmental and suprasegmental features, guided practice, communicative practice, and feedback into a coherent instructional sequence. Complementing this framework, Pennington (2021) intelligibility-centered approach emphasizes that effective pronunciation pedagogy should support learners' ability to communicate meaningfully rather than replicate a native accent. Thus, through the application of these two frameworks, this study intends to uncover how pronunciation knowledge is constructed, explained, and delivered within the English with Lucy videos.

Findings

Following the qualitative content-analysis procedure described in the Method section, this study examined three English with Lucy YouTube videos to identify the pronunciation-teaching techniques and phonological features presented in the instructional content. Instructional episodes were identified from the video transcripts and categorized according to pronunciation-teaching strategy and pronunciation feature.

The selected videos represent different areas of pronunciation instruction: (1) segmental features, including vowel and consonant production; (2) suprasegmental features, particularly pronunciation accuracy and word stress; and (3) connected-speech features, including linking, assimilation, elision, and weak forms. As detailed in the following subsections, the findings reveal that English with Lucy employs a range of pronunciation-teaching techniques, including explicit explanation, articulation demonstration, modelling, repetition, corrective feedback, and contextualized practice, applied in ways that are tailored to the phonological focus of each video.

Pronunciation Teaching Techniques in Segmental Features Instruction

The first video focuses on segmental pronunciation features, particularly vowel and consonant sounds in British English pronunciation. The instructional content mainly emphasizes how learners can produce individual sounds accurately through explanation and demonstration, as summarized in Table 1.

Table 1. Analysis of Segmental Features Instruction

Transcript Evidence	Pronunciation Feature	Teaching Technique	Interpretation
“I speak with Modern Received Pronunciation. That is what I'll be focusing on teaching you today.”	British pronunciation model	Explicit explanation	Lucy introduces the target accent and explains the pronunciation variety that will be discussed, providing learners with a clear learning objective before pronunciation practice.
“Think in sounds, not spellings.”	Relationship between spelling and sound	Phonological awareness	Lucy explains that English pronunciation cannot always be predicted from spelling, encouraging learners to focus on actual sounds rather than written forms.
“The lips are relaxed, the tongue is relaxed in the middle of the mouth.”	Vowel production	Articulation demonstration	Lucy explains the physical process of producing sounds by describing mouth and tongue position.
“Listen and repeat after me.”	Sound production practice	Modelling and repetition	Lucy provides a pronunciation model and allows learners to imitate the target sounds.

The findings show that the dominant techniques used in this video are explicit explanation, articulation demonstration, and modelling. Lucy presents pronunciation as both a physical and a phonological process by combining sound descriptions with concrete examples, an approach that helps learners understand not only how sounds are produced but also how they differ from their written forms. Consistent with this focus, the dominant phonological features in this video are segmental features, particularly vowels and consonants, with the instructional focus centred on improving learners' ability to produce individual English sounds accurately.

Pronunciation Teaching Techniques in Pronunciation Accuracy and Word Stress Instruction

Whereas the first video centers on the production of individual sounds, the second video shifts the instructional focus to commonly mispronounced English words and pronunciation variation. Compared with the first video, this lesson places greater emphasis on learners' awareness of pronunciation mistakes and on the differences between competing pronunciation forms, as shown in Table 2.

Table 2. Analysis of Pronunciation Accuracy and Word Stress Instruction

Transcript Evidence	Pronunciation Feature	Teaching Technique	Interpretation
“How do you pronounce this word?”	Pronunciation awareness	Diagnostic teaching	Lucy encourages learners to predict pronunciation before receiving correction, creating awareness of learners' own pronunciation.
“If you said pronunciation, it's incorrect. The correct pronunciation is pronunciation.”	Word pronunciation accuracy	Corrective feedback	Lucy identifies a common pronunciation mistake and provides the correct form.
“Both are perfectly correct. However, one is more common in British English.”	Accent variation	Contrastive explanation	Lucy explains that pronunciation differences may occur because of accent variation rather than being completely incorrect.
“All three versions are stressed on the first syllable.”	Word stress	Suprasegmental instruction	Lucy highlights the importance of stress placement in pronunciation.

The findings indicate that the dominant teaching techniques in this video are diagnostic teaching, corrective feedback, and contrastive explanation. Rather than simply supplying the correct pronunciation, Lucy also explains why learners may pronounce certain words differently, linking correction to explicit reasoning about accent variation. Correspondingly, the main phonological features targeted in this video are suprasegmental features, particularly word stress, demonstrating that pronunciation accuracy involves not only individual sounds but also rhythm and emphasis.

Pronunciation Teaching Techniques in Connected Speech Instruction

The third video moves beyond the word-level focus of the first two videos to address connected speech and the comprehension of fast spoken English. Unlike the first two videos, which mainly emphasize pronunciation production, this video focuses on helping learners understand how pronunciation changes occur in authentic spoken communication.

The instructional content highlights that spoken English often differs from textbook English because native speakers naturally connect, reduce, and modify sounds during conversation. Accordingly, the main focus of this video is developing learners' awareness of natural speech patterns, as summarized in Table 3.

Table 3. Analysis of Connected Speech Instruction

Transcript Evidence	Pronunciation Feature	Teaching Technique	Interpretation
“Spoken English is different from textbook English.”	Difference between written and spoken English	Explicit explanation	Lucy introduces the concept that learners may struggle with spoken English because natural speech contains pronunciation changes that are not always visible in writing.
“Native speakers don't articulate every single sound.”	Sound reduction	Phonological explanation	Lucy explains that some sounds become weaker or less clearly pronounced in fluent speech, helping learners recognize natural pronunciation patterns.
“Connected speech is when words are linked together.”	Linking	Demonstration and explanation	Lucy explains how words interact with each other when spoken continuously rather than separately.
“Contractions and unique language features make English sound faster.”	Contractions and reductions	Contextualized practice	Lucy demonstrates how shortened forms contribute to the rhythm and speed of spoken English.
“Learn how native speakers actually speak.”	Authentic spoken communication	Awareness-building instruction	Lucy encourages learners to focus on real communication rather than only formal textbook pronunciation.

The findings indicate that the main teaching techniques used in this video are explicit explanation, phonological explanation, demonstration, and contextualized awareness-building. Rather than explaining individual pronunciation rules in isolation, Lucy explicitly connects pronunciation features to listening comprehension. Consequently, the dominant phonological features targeted in this video are suprasegmental and connected-speech features, particularly sound reduction, linking, contractions, and natural speech patterns — features that extend beyond individual sounds because they involve relationships between words and phrases during continuous speech. Taken together, this video demonstrates that pronunciation instruction in English with Lucy extends beyond accurate sound production toward understanding authentic communication, helping learners recognize why native speakers may sound faster and why spoken English differs from carefully articulated classroom English.

Discussion

Across the three analyzed videos, English with Lucy presents pronunciation instruction through a gradual progression that mirrors the segmental-to-suprasegmental continuum emphasized in the communicative pronunciation-teaching framework of Celce-Murcia et al., (1996). The first video emphasizes segmental accuracy by teaching learners how individual vowels and consonants are produced. The second video develops pronunciation awareness through correction, discussion of pronunciation variation, and attention to word stress. The third video extends pronunciation learning into natural spoken interaction through connected-speech features. Read together, the three videos illustrate a coherent instructional trajectory: from the accurate articulation of isolated sounds, to awareness of variation and stress at the word level, to comprehension and production of pronunciation phenomena in continuous, authentic speech.

The findings show that English with Lucy employs a range of pronunciation-teaching techniques, including explicit explanation, articulation demonstration, modelling, repetition, corrective feedback, contrastive explanation, and contextualized practice. Notably, the specific combination of techniques varies systematically with the phonological focus of each video: articulation demonstration and modelling dominate where the goal is accurate sound production (Video 1), diagnostic teaching and corrective feedback dominate where the goal is awareness of common errors (Video 2), and explanatory and awareness-building techniques dominate where the goal is comprehension of natural speech (Video 3). This patterning suggests that the choice of teaching technique in the channel is not arbitrary but is calibrated to the cognitive and communicative demands of the pronunciation feature being taught, a pattern broadly consistent with (Pennington, 2021) argument that effective pronunciation pedagogy should be responsive to the specific communicative function that a given feature serves.

Furthermore, the phonological features targeted across the videos demonstrate that pronunciation instruction on this channel is not limited to individual sounds. While segmental features provide the foundation for pronunciation accuracy, suprasegmental and connected-speech features support learners' ability to understand and participate in real spoken communication. This progression lends empirical support to the intelligibility-centered view that pronunciation pedagogy should ultimately serve communicative competence rather than the imitation of a single native-speaker norm (Levis, 2018; Pennington, 2021). Overall, the selected videos show that digital pronunciation instruction can integrate sound production, pronunciation awareness, and spoken-language comprehension within a single, structured channel. Through explanation, demonstration, and authentic examples, English with Lucy presents pronunciation as a communicative skill rather than merely a matter of producing isolated sounds — a finding that extends prior learner-outcome research on this channel (Andini & Zaitun, 2023; Rachmawati & Cahyani, 2020) by showing, at the level of instructional content, how such outcomes are pedagogically constructed.

Conclusion

This study set out to examine, through qualitative content analysis, the pronunciation-teaching techniques and phonological features presented in three English with Lucy YouTube videos. The findings show that the channel employs a varied repertoire of teaching techniques — including explicit explanation, articulation demonstration, modelling, repetition, corrective feedback, contrastive explanation, and contextualized practice — and that the specific combination of techniques used is systematically aligned with the phonological focus of each video, moving from segmental accuracy, to suprasegmental awareness, to connected-speech comprehension. These findings answer the two research questions posed at the outset of the

study by identifying both the range of techniques employed and the segmental and suprasegmental features predominantly targeted across the three videos.

Theoretically, the study contributes to the literature on digital EFL pedagogy by demonstrating that Celce-Murcia et al.'s (1996) communicative pronunciation-teaching framework and Pennington (2021) intelligibility-centered approach can be productively applied to analyze instructional YouTube videos as pedagogical artifacts, extending these frameworks beyond the traditional classroom context in which they were originally developed. Practically, the findings offer concrete guidance for EFL teachers seeking to select, evaluate, or adapt YouTube pronunciation content for classroom use, and for content creators and curriculum designers aiming to design pedagogically principled digital pronunciation materials that integrate segmental accuracy, suprasegmental awareness, and authentic connected-speech comprehension.

This study is nevertheless subject to several limitations. First, the analysis was restricted to three videos from a single YouTube channel, which limits the extent to which the findings can be generalized to other pronunciation-focused content creators or to English with Lucy's output as a whole. Second, as a qualitative content analysis of instructional content, this study did not measure learners' actual pronunciation gains or their perceptions of the videos, and therefore cannot establish a direct link between the identified teaching techniques and learning outcomes. Future research could address these limitations by extending the content-analytic approach to a larger and more diverse sample of pronunciation-focused YouTube channels, by triangulating content analysis with learner-outcome or learner-perception data to examine how specific instructional techniques relate to actual pronunciation gains, and by comparing the pedagogical strategies used across different digital platforms and educator profiles to build a more comprehensive picture of pronunciation pedagogy in contemporary digital EFL environments.

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