



# Autonomous learning of English pronunciation through vlogs: evidence from two Indonesian EFL students

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The growing popularity of Vlogs, particularly on platforms like YouTube, offers a valuable medium for English as Foreign Language (EFL) learners to autonomously improve their English pronunciation outside the classroom. This study aims to describe how students enhance their English pronunciation through English-language vlogs. A descriptive case study approach was utilized, involving two students majoring in English Education at a university in Tasikmalaya, West Java, Indonesia. Data were collected through semi-structured interviews and analyzed using thematic analysis. The findings indicate that the students employed several strategies to learn English pronunciation via vlogs, including (1) memorizing word pronunciation through repetition; (2) comprehending and applying English language skills from vlogs; (3) utilizing technological tools for assistance; and (4) engaging in English Communication with others as a means of practical application. The study concludes that students utilize a variety of strategies to improve their English pronunciation through vlogs. Applying these strategies appears to facilitate learning, and enhance their pronunciation.

**Keywords:** Pronunciation, EFL students, English pronunciation learning strategy, Vlog

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## INTRODUCTION

Pronunciation is a fundamental aspect of English language learning, as it plays pivotal role in effective oral communication. According to [Plailek & Essien \(2021\)](#), accurate pronunciation is essential for ensuring clear and effective communication. Proper pronunciation not only facilitates ease of understanding but also helps prevent miscommunication during verbal interactions. Despite potential errors in vocabulary, grammar, or pragmatics, a speaker with proficient pronunciation is generally comprehensible; conversely, poor pronunciation can significantly impede understanding, even if the speaker demonstrates accuracy in other linguistic domains ([Fraser, 2000](#)). Additionally, [Thornbury & Slade \(2006\)](#) stated that mispronunciations are a primary source of misunderstanding in communication. Thus, mastering pronunciation is a crucial aspect of language acquisition that warrants focused attention.

In Indonesia, where English is taught as a foreign language, university students often face challenges in mastering pronunciation. One contributing factor is the interference of the students' native language when learning English pronunciation, as noted by [Aulia \(2018\)](#)

Additionally, [Moedjito \(2016\)](#) explains that a significant cause of difficulty in pronouncing certain English sounds is their absence in the students' native languages. Consequently, there is a need for effective learning media that can assist students in interacting with native speakers and engaging with the target language to accurately produce words or sentences.

Technology has increasingly become a vital component in the field of education. [Putri & Sari \(2020\)](#) assert that advancement in technology positively influence various educational dimensions, including teaching, learning, and research, by providing teachers and students with diverse resources that facilitate autonomous learning. Additionally, students motivated to enhance their pronunciation can leverage technological innovations to support their independent learning efforts ([Aprianti & Ayu, 2020](#)). Further, [Taqwa & Sandi \(2019\)](#) highlight that vlogs represent a recent technological innovation that has gained substantial popularity. Defined as a blend of 'video' and 'blog,' vlogs allow users to create, upload, and view videos that often focus on lifestyle topics ([Anil, 2016](#)). Consequently, vlogs have emerged as valuable educational tool that students can utilize to improve their pronunciation skills.

In this research, several students from an English Education Department utilize YouTube vlogs as a medium for autonomous learning of English pronunciation outside the classroom. These students engage with their English vlogs created by native speakers or English vloggers to enhance their pronunciation skills. Through this process, students listen to and analyze pronunciation patterns, practicing and refining their own pronunciation to improve mastery. Despite the potential benefits, vlogs have not been widely adopted by students specifically for learning pronunciation as part of their speaking proficiency. [Taqwa and Sandi \(2019\)](#) investigated students' experiences with English learning through vlogs and found that vlogs significantly contribute to improvements in speaking confidence, digital literacy, and vocabulary acquisition. Similarly, [Mufidah and Roifah \(2020\)](#) reported that vlogs positively impact students by making the learning experience enjoyable, enhancing speaking skills, and increasing confidence. However, these studies primarily focus on the general effects of vlogs without specifically addressing how students learn English pronunciation through this medium. Consequently, the present study aims to explore how students utilize vlogs to learn and improve their English pronunciation.

### **Pronunciation**

Pronunciation is a crucial element of English communication, essential for effective interaction with others. [Richards & Schmidt \(2002\)](#) define pronunciation as the manner in which specific sounds are produced, emphasizing the importance of how these sounds are recognized by listeners. Furthermore, [Prashant \(2018\)](#) characterizes pronunciation as the process of producing sounds that convey meaning. Thus, pronunciation can be understood as the precise articulation of words and sounds

to ensure that speech is clearly and easily understood by others.

### **English pronunciation learning strategy**

Learning strategies are techniques employed by students to enhance their educational outcomes. By utilizing these strategies, students can take an active role in their learning process, thereby improving their language proficiency, motivation, and self-confidence ([Shi, 2017](#)). Specifically, [Peterson \(2000\)](#) defines Pronunciation Learning Strategies (PLS) as the deliberate actions taken by students to improve their pronunciation skills. Consequently, the application of these strategies can significantly benefit students in their efforts to acquire accurate English pronunciation.

The framework of learning pronunciation is based on [Oxford \(1990\)](#), as cited in [Szyszka \(2017\)](#). This framework includes memory, cognitive, compensation, metacognitive, affective, and social strategies. Through the lens of Pronunciation Learning Strategy (PLS) theory, this study explored how Indonesian EFL students use vlogs to improve their English pronunciation.

### **Vlog as Learning Media**

Vlogs has emerged as a valuable recourse for language learning. Their integration into language education can significantly aid students in acquiring the target language ([Anil, 2016](#)). [Rakhmanina & Kusumaningrum \(2017\)](#) further highlight that vlogs offers comfortable and personal space for practicing the target language. Vlogs are accessible on various platforms that support video formats, including Instagram, WhatsApp, YouTube, and others ([Fidan & Debbag, 2018](#)). [Mulyani & Sartika \(2019\)](#) note that YouTube-based videos allow students to see, hear and imitate native speakers, helping them closely replicate native pronunciation. Consequently, vlogs provide students with the opportunity to practice proper English pronunciation by observing and emulating English Vloggers. This practice can also facilitate the acquisition of English accent through consistent exposure to native speakers' pronunciations.

### **Previous studies on Vlog as a Learning Media to Improve English Skills**

[Safitri & Khoiriyah \(2017\)](#) conducted a study exploring students' perceptions of using English vlogs to enhance speaking skills. Utilizing a qualitative research methodology, they gathered data through observation, interviews, and documentation from five students in the English Education Department at Universitas Islam Indonesia, the findings indicated that students had a positive perception of English Vlogs, viewing them as authentic media that rapidly improves speaking skills, develops listening abilities, enhances pronunciation, and increases vocabulary. The study also identified several techniques students used to improve their speaking skills with vlogs, including imitating native speakers, pausing the video to understand unfamiliar words and checking a dictionary practicing speaking in English, recording their own speech, and following along with conversations or words in English vlogs to communicate with peers. These strategies contributed significantly to students' improvement in speaking skills.

The other research investigated the effectiveness of using vlogs as a learning medium and their impact on students' learning outcomes, specifically focusing on students' fluency and public speaking skills. The study by [Mufidah and Roifah \(2020\)](#) examined the efficacy of vlogs as a pedagogical tool and their influence on students' learning outcomes, with particular emphasis on fluency and public speaking skills. Utilizing a qualitative research methodology, the researchers employed two data collection techniques: observation and a speaking assessment rubric. The study involved a cohort of students from the English-speaking course within the English Study Program at the University of Trunojoyo Madura. Data analysis was conducted using qualitative analytical methods. The results indicated that the use of Vlogs as an instructional medium substantially contributed to improvements in students' fluency and public speaking abilities. This enhancement is attributed to the engaging and enjoyable nature of Vlog-based learning, which fosters increased speaking practice and augments the quality of students' presentations.

In addition, [Lingga et al. \(2021\)](#) conducted a study examining the impacts of social media-based vlogs on the English speaking skills of EFL students. The study involved 65 participants from the Information Technology Department of Politeknik Negeri Tanah Laut. Data were collected through interview transcripts and classroom observations. The findings indicated that social media vlogs significantly enhanced students' English-speaking abilities. In the initial cycle, students' proficiency levels were average in vocabulary and pronunciation, and substandard in grammar, fluency, and content. By the second cycle, there was a marked improvement, with all proficiency criteria advancing to a good level.

[Ersan et al. \(2022\)](#) investigated the enhancement of speaking abilities among eleventh-grade SMK Negeri 1 Arjasa through the use of vlog media. This study employed a classroom action research design, incorporating pre- and post-tests alongside a questionnaire utilizing a Likert scale as research instruments. The questionnaire was developed based on a theoretical framework of perception. Data from the test were analyzed using descriptive statistics with SPSS version 26. The findings indicated a significant improvement in students' speaking abilities from the beginning to the conclusion of the second cycle. Specifically, the average score increased from 65.76, at the outset to 80.30 by the end of the investigation.

Furthermore, [Arifatin et al. \(2023\)](#) conducted a study employing a quantitative research design, utilizing pre- and post-test as data collection techniques. This study examined the speaking performance of 33 students from the Management Department of Universitas Muhammadiyah Lamongan through the use of digital vlog media. The data collected from the pre- and post-test were analyzed using SPSS 25. The results showed that students' speaking performance improved with the use of digital vlog. Specifically, the pre-test scores ranged from a minimum of 47 to a maximum of 71, whereas, the post-test scores showed a notable improvement, with the minimum score

rising to 68 and the maximum reaching 98. Additionally, the study revealed that students were motivated to enhance their fluency and accuracy, particularly with respect to tenses and pronunciation. The aforementioned studies exhibit several differences, including variations in research context, theoretical frameworks, participant demographics, and methodologies. While these studies collectively explore the benefits of using Vlogs as educational media to enhance students' speaking skills, the present research uniquely focuses on how students acquire English pronunciation through Vlogs. According to [Syafitri et al. \(2018\)](#), pronunciation is a critical aspect of speaking, emphasizing the articulation of words and comprehension of sounds. They argue that accurate pronunciation is essential for effective oral communication and constitutes a key element of communicative competence. Consequently, this study aims to investigate how students in the English Education Department at a university in Tasikmalaya, Jawa Barat, independently use Vlogs outside the classroom to improve their English pronunciation, employing a distinct focus, participant group, and theoretical framework.

## METHODS

### Research Design

The study employed a qualitative approach, specifically a descriptive case study. [Yin \(2003\)](#) defines a case study as an empirical investigation designed to explore phenomena of interest to answer questions "how" or "why." The case study methodology was selected due to its efficacy in constructing a detailed, in-depth understanding of the subject under investigation. According to [Yin \(2018\)](#), a descriptive case study is utilized to describe a phenomenon or case within its real-world context. This methodological approach is particularly suitable for conducting a thorough examination of specific phenomena, leading to comprehensive analyses. Consequently, the descriptive case study method was employed to investigate how students learn English pronunciation through vlogs.

### Context and Participants

The study was conducted at a university in Tasikmalaya, West Java, Indonesia, where the research phenomenon was observed. At this institution, some students in the English Education Department utilized YouTube vlogs as a medium for learning English pronunciation. The vlogs viewed by students included various types such as school vlogs, campus/university vlogs, daily vlogs, and travel vlogs. Students selected vlogger accounts randomly from YouTube, ensuring that the chosen vlogs were produced by native speakers and featured high-quality content.

The study involved two female students from the English Education Department, who were in their sixth and eighth semesters at the time of research. These participants actively engaged with English vlogs, utilizing them to learn English pronunciation and successfully completing their pronunciation courses. The first participant was 21 years old, and the second participant was 22 years old; they are

referred to as P1 and P2 (pseudonyms). Prior to selecting the participants, the researchers conducted a preliminary study through a short interview via WhatsApp. This initial interview aimed to gather information on the participants' experiences and perceptions of Vlogs as learning tool for English pronunciation. The participants were purposely chosen based on several criteria: their active engagement with English Vlogs (at least one video per day), over three years of experience with such vlogs, strong performance in pronunciation courses, and their willingness to participate in the study. Additionally, feedback from their teacher indicated that these two participants were notably unique in her classes. They were identified as kinesthetic learners with a strong preference for using videos to enhance their English skills. Following this, consent forms were provided to the participants to formalize their agreement to take part in the study.

### Research Instrument

The instrument was constructed based on the theoretical framework of Partial Least Squares (PLS) to investigate how students acquire English pronunciation through vlogs. The instrument incorporates six constructs derived from PLS theory: memory, cognitive, compensation, metacognitive, affective, and social.

In this study, interview served as the primary research instrument to explore how students learn English pronunciation through vlogs. A semi-structured interview format was employed to gather detailed insights into participants' experiences. The interviews were designed to allow participants to respond freely based on their personal experiences with vlogs and pronunciation learning. The interviews were scheduled according to the participants' availability and were conducted online via WhatsApp voice notes and chat. Each participant was interviewed for approximately one hour, with sessions held at different times. The interviews were conducted in Indonesian, the participants' native language, to facilitate more natural and restricted responses. To ensure comprehensive data collection and address any ambiguities, three interviews were conducted with two participants, as further clarification was needed for some of the information provided. The qualitative data from these interviews were analyzed to gain a deeper understanding of the participants' experiences. In addition, the participants were asked to maintain reflective journals to document their experiences learning pronunciation through vlogs. The reflective journaling was guided by [Smyth's reflection model \(1993\)](#), which includes four sequential stages; describing (what did I do?), informing (what does it mean?), confronting (how did I come to be like this?), and reconstructing (how might I do things differently).

### Data Collection

Data were collected using interviews and reflective journals. The semi-structured interviews followed the procedures outlined by Adams (2015), which include (1) selecting participants and scheduling interviews, (2) developing interview questions and guidelines, (3) conducting the interviews, (4) refining interview techniques, and (5)

analyzing and reporting the interview data. However, reflective journal was used as supplementary data to provide a comprehensive understanding of how students autonomously acquire English pronunciation through vlogs. Then, the interview data were transcribed and translated, and both the interview and journal data were analyzed using thematic analysis.

### Data Analysis

The researchers employed thematic analysis as outlined by [Braun & Clarke \(2006\)](#) to analyze the data. Thematic analysis was chosen due to its effectiveness in identifying patterns and themes within qualitative data ([Braun & Clarke, 2006](#)). This method is particularly valued for its flexibility in handling diverse data sets. The analysis followed the six steps described by [Braun and Clarke \(2006\)](#): 1) familiarization with data, 2) generating initial codes, 3) searching for themes among codes, 4) reviewing themes, 5) defining and naming themes, and 6) producing the final report.

## RESULTS AND DISCUSSION

The results of the study encompass an examination of how students acquire English pronunciation through vlogs, along with a brief overview of the application of PLS theory as utilized by students.

### Memorizing Pronunciation through Repetition

The participants demonstrated that repetition was a key strategy in memorizing the pronunciation of words while learning English through vlogs. They mentioned that they frequently engaged in repetitive practice to internalize new vocabulary and corresponding pronunciation patterns acquired from watching English vlogs.

*eee I usually repeat the word or sentence to remember the new word, for example like the word "Hello mate" which is usually done by Australians, and I also sometimes use those words with my friends (P 1)*

*So actually, it was natural at first, so it was not intentional to learn, so watching it was just for refreshing at first, but it turned out that when I watched it, I reflexively followed what they said, so if there were words that were unfamiliar to my ears or I had just encountered at that time, or I just realized that I had been mispronounced the word like for example /'ar,karv/ /'ar,karv/ so it is arsip in Bahasa, well in the past I read it often eee I thought it was /archip/ because I followed the word achieve, like that, but after watching one of the Vlogs eeu a native it turns out that the correct pronunciation is /'ar,karv/ so I followed and repeated /'ar,karv/ /'ar,karv/ so that it sticks in the brain, like that, often like that anyway (P 2)*

### Comprehending and Using the English Language from Vlogs

The participants articulated various methods through which they learned English pronunciation via vlogs. Their approach involved multiple strategies to effectively comprehend and

apply the language they encountered. These strategies included: (1) concentrating on pronunciation while actively listening to the vlogs, which facilitated a focused understanding of phonetics nuances; (2) imitating the pronunciation of native speakers, thereby aligning their speech patterns with those demonstrated in the vlogs; (3) practicing pronunciation through repetition, a technique that reinforced memory and accuracy; and (4) recording their own voice to compare with the native pronunciation, allowing for self-assessment and improvement. These practices collectively contributed to their pronunciation learning process, as detailed further below.

### 1. Concentrating on Pronunciation While Listening to the Vlogs

*The participants indicated that they employed specific strategies to focus on pronunciation while listening to the Vlogs. These tactics were aimed at enhancing their learning and improving their pronunciation skills.*

*Yes, I focus on pronunciation when listening. Because watching Vlogs is aimed at improving my pronunciation, so I focus on how the word or sentence is pronounced by the Vlogger (P 1)*

*I used the strategy of focusing on pronunciation while listening. I pay close attention to the intonation as well as the pronunciation that the Vlogger says so that I can pick up how the Vlogger says it and then imitate it well (P 2)*

### 2. Imitating Native Pronunciation

The participants reported that imitating the pronunciation of the native speakers was a key method in their English pronunciation practice through Vlogs. They described how they closely mimicked the pronunciation patterns and intonation of, native speakers featured in the vlogs they watched and listened to, considering this imitation a crucial aspect of their learning process.

*Yes, I also do imitation directly or indirectly. After watching, I follow the Vlogger's speech, or I mention the words that I really want to learn, usually, I imitate the Vlogger's speech so that my pronunciation is correct (P 1)*

*Euhh yes, so I always try to imitate what the natives say because their pronunciation is almost 100% correct because they were born with the language, so I follow them not only to be able to speak like a native but also so that my pronunciation is correct so that I don't get the wrong meaning of the word, like that (P 2)*

### 3. Practice Pronunciation through Repetition

The participants engaged in both silent and vocal repetitions as part of their pronunciation practice. They reported that these repetitive exercises were essential for reinforcing correct pronunciation and improving their overall phonetic accuracy.

*Yes, for strategies, I usually do the repetition, usually spoken softly, because I get new words or unique sentences from the Vlogs I watch. After that, I usually follow or repeat, sometimes silently sometimes loudly (P*

1)

*Yes, I used that strategy. I repeat the pronunciation in a low and loud voice to compare the difference. Usually, I will try it in a low voice first, and when I think my pronunciation is in line with how the Vlogger pronounces it, I will try to pronounce it in a loud voice. I do this to practice my pronunciation and intonation (P 2)*

### 4. Recording Voice to Assess Pronunciation

The participants also utilized voice recording as a tool for evaluating their pronunciation in their English learning process through Vlogs. They indicated that recording their own pronunciation allowed them to assess the accuracy of their speech by comparing it to the native pronunciation demonstrated in the Vlogs, thereby facilitating self-correction and improvement.

*Yes, when there is a difficult word that I hear from the Vlog, I follow how the Vlogger pronounces the word, then if I feel that my pronunciation is not correct, I just record my voice to listen to my pronunciation to also check whether my pronunciation is correct or not (P 1)*

*Or sometimes, if I have free time, but this is not too often, I like to record, not a video, my own voice on a cellphone, recording or on a WhatsApp voice note to check whether the pronunciation has improved; there is progress or not, whether it has even gotten worse or the same, like that. So, if it is recorded, it can be listened to over and over again; it is not listened to once when it is spoken at that time (P 2)*

### Using Technological Tools for Assistance

The participants indicated that they employed technological tools to support their English pronunciation learning through Vlogs. Specifically, they reported using resources such as Google Translate and Oxford Learner's Dictionaries online to assist with the pronunciation of challenging words encountered while listening to English vlogs. These tools provided additional guidance and clarification, enhancing their ability to accurately pronounce difficult terms.

*Euu yes, I also usually watch using English subtitles, well so I can read and listen to it after that euu if, for example, I really don't hear it, so the way is, I usually pause the video and then repeat the video if, for example, I still don't hear how to pronounce it, I usually check the Oxford online dictionary euuu then check how to pronounce the word, if American how and if British how like that (P 1)*

*Euhh if the word is very difficult to pronounce, I usually check it on Google Translate to confirm what I heard (P 2)*

### Communicating in English with Others as Practice

The participant reported that she engaged in English communication with others as a means of practicing the pronunciation skills acquired from the Vlogs. She noted that using English in social interactions allowed her to apply and reinforce the pronunciation techniques learned from the Vlogs in real-life contexts.

*For the practice itself, after I listen to the English Vlogs, I usually have conversations with my friends, and that also really helps me in practicing my pronunciation, and my intensity in practicing is not only once or twice to talk with friends but every day I am forced to talk in English so that I can get used to it too (P 1)*

The purpose of this study is to investigate how students learn English pronunciation through Vlogs. The findings reveal that the participants employed a specific learning tactic: memorizing word pronunciation through repetition. This approach was utilized to remember new vocabulary and the correct pronunciation of word presented in native English vlogs. Moreover, Participants primarily utilized repetition as a memory strategy, which aligns with [Oxford's \(1990\)](#) definition of memory strategies as direct methods aimed at storing and retrieving new linguistic information. According to [Szyszka \(2017\)](#), repetition is a tactic that enhances the memorization of pronunciation and is integral to the memory strategies described by [Oxford \(1990\)](#). Thus, the participants effectively used repetition to internalize and reinforce the pronunciation skills acquired from the Vlogs.

The findings also showed that students comprehend and utilize the English language from vlogs through various strategies, including concentrating on pronunciation while listening, imitating native pronunciation, practicing pronunciation through repetition, and recording their own voice to assess pronunciation. These strategies align with the cognitive strategies described by [Oxford \(1990\)](#), which facilitate language learners' comprehension and application of the target language. [Szyszka \(2017\)](#) further emphasized that repetition (both silent and vocal), imitation of native speakers or teachers' pronunciation, focusing on pronunciation during listening and speaking, and recording one's voice to assess pronunciation are key elements of the cognitive strategy framework outlined by [Oxford \(1990\)](#). Additionally, the findings revealed that participants also employed technological tools to aid their English pronunciation learning through vlogs. This use of technology aligns with the compensation strategy. According to [Oxford \(1990\)](#), compensation strategies assist learner in overcoming limitations in their language knowledge by facilitating comprehension and production. [Szyszka \(2017\)](#) highlighted that compensation strategies include methods for addressing gaps in language competence, such as using electronic devices and other reference tools. The technological aids are integral to the compensation strategy, as outlined by [Oxford \(1990\)](#).

Furthermore, the findings showed that the participant engaged in English communication with others as a means of practicing pronunciation learned from vlogs. This approach, which involved using English in social interactions, aligns with the social strategy framework. According to [Oxford \(1990\)](#) social strategies encompass methods through which students acquire a language by interacting with native speakers or using the target language in social contexts. [Szyszka \(2017\)](#) further identified specific social strategies, such as requesting feedback on

pronunciation, practicing English with peers, and teaching pronunciation to others. These practices reflect the participant's use of social strategies to reinforce and apply the pronunciation skills acquired from Vlogs in her social life.

Based on the findings of this research, four key themes emerged concerning how students learn English pronunciation through vlogs. These themes are derived from the students' actions and strategies as they utilize vlogs as a learning medium, informed by their experiences. The strategies identified include memory, cognitive, compensation, and social strategies. The application of these strategies not only supports students in their pronunciation learning but also has the potential to enhance their pronunciation skills.

Additionally, the application of PLS in pronunciation learning can support students throughout the learning process and enhance their pronunciation. [Szyszka \(2015\)](#) found that effective English pronunciation learners often engaged in practices such as listening to recordings, TV, movies, or music, speaking aloud or silently, imitating native speakers, focusing on pronunciation during listening, seeking opportunities for English interaction, recognizing different English accents, mentally rehearsing pronunciation, and soliciting feedback on their pronunciation. Moreover, [Muhammed & Othman \(2018\)](#) investigated the impact of pronunciation learning tactics on the accuracy of Kurdish EFL (English as a Foreign Language) learners. Their study revealed that Kurdish students' use of PLS, including personal practice for achieving native-like pronunciation, silent repetition of difficult words, and recording and reviewing their own pronunciation, significantly improved their pronunciation accuracy. This aligns with the covert rehearsal model, which emphasizes the importance of internal practice and self-monitoring in language learning.

In addition, [Permatasari \(2019\)](#) conducted interviews EFL learners regarding their pronunciation strategies and discovered that imitation and the use of resources, such as dictionaries and movies, were among the most frequently employed methods. These strategies were found to be effective in aiding learners' pronunciation development. Moreover, [Baranyi-Dupák \(2022\)](#) utilized Partial Least Squares (PLS) in a shadowing study and reported that three students confirmed the effectiveness of this approach, demonstrating that repeated practice can significantly improve pronunciation. Therefore, the implementation of such strategies in students' learning processes has the potential to enhance their pronunciation skills.

## CONCLUSION

This research addresses the question of how students learn English pronunciation through vlogs. The major findings illustrate that participants employed various methods to acquire pronunciation skills via vlogs. Specifically, students utilized repetition as a technique to memorize the pronunciation of new words encountered in English Vlogs, enhancing their ability to recall both vocabulary and correct

pronunciation. Then, students demonstrated strategies for comprehending and applying English pronunciation from vlogs, including concentrating on pronunciation while listening, imitating native pronunciation, practicing through repetition, and recording their own voice for self-assessment. Technological tools also played a supportive role; students utilized resources such as the Oxford Learner's Dictionaries online and Google Translate to assist with the pronunciation of challenging words encountered in vlogs. Lastly, participant practiced their pronunciation by engaging in English communication with others in their social environments, applying the pronunciation skills they developed from vlogs.

Further, this study recommends that learners utilize vlogs as a supplementary learning medium to improve their English pronunciation outside the classroom. By applying effective pronunciation learning strategies, learners can optimize their practice and achieve better results in enhancing their pronunciation skills.

The researchers acknowledge several limitations in this study, including the restricted generalizability of the findings and the reliance solely on interviews due to participants' availability. To address these limitations, future research should consider quantitative methodologies, particularly experimental designs, to facilitate broader generalization of results. Additionally, further investigation is needed into the specific aspects of English pronunciation that students learn from watching and listening to Vlogs. For instance, research could explore how Vlogs impact students' understanding of pronunciation elements such as stress, intonation, and connected speech, and assess how effectively Vlogs contribute to pronunciation improvement. Future studies should also incorporate a range of data collection techniques, such as observations and documentation, and involve a larger sample of participants to enhance the reliability of the data. Furthermore, since participants used randomly selected Vlogs for independent learning, it is crucial for educators to curate and recommend high-quality Vlogs as part of the curriculum to ensure effective pronunciation instruction in the classroom.

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