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The Effect of YouGlish Web Tool through Shadowing Technique and Learning Motivation on EFL Students' Pronunciation Accuracy

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ABSTRACT

This study investigated differences in English pronunciation accuracy among students with high, medium, and low learning motivation who were taught using the YouGlish web tool through the shadowing technique and those taught without it. It also examined the interaction effect between instructional method and learning motivation on pronunciation accuracy. Employing an experimental 2×3 factorial post-test-only design, the study involved first-semester students of the English Education Department at the State Islamic University of Sultan Syarif Kasim Riau. Two classes totaling 60 students were selected through simple random sampling. Data were collected through a pronunciation test after four treatment sessions and analyzed using two-way ANOVA. The results showed that the use of YouGlish through shadowing did not produce significant differences in pronunciation accuracy across varying levels of learning motivation. Additionally, no significant interaction effect was found between the teaching method and students' motivation levels. Although learning motivation contributed to pronunciation performance, its effect was not statistically significant. These findings indicate that the effectiveness of YouGlish-assisted shadowing practice in improving pronunciation accuracy was not significantly influenced by students' learning motivation, suggesting that other factors may play a more substantial role in determining pronunciation development.

1. Introduction

Foreign language learners commonly experience persistent difficulties in mastering English pronunciation due to limited exposure to authentic language input, perceptual biases, time constraints in classroom instruction, and the strong influence of their first language phonological system (Fouz-González, 2025; Giannakopoulou et al., 2017). These challenges are further intensified by classroom

practices in which pronunciation is often neglected. (Al-Shamia et al., 2024) reports that pronunciation instruction frequently receives minimal attention because of limited instructional time, while teachers tend to prioritize vocabulary, grammar, reading, and writing skills to fulfill curricular demands. Consequently, pronunciation practice and conversational skills are inadequately addressed, resulting in accented and sometimes unintelligible speech among EFL learners.

The problem is compounded by the lack of adequate pronunciation learning resources. Traditional pronunciation materials, such as audio cassettes accompanying textbooks, often present a single variety of English with scripted dialogues, limiting learners' exposure to diverse accents and authentic language use (Al-Shamia et al., 2024; Iwan et al., 2026; Sanjaya et al., 2019). Such limitations restrict opportunities for learners to develop accurate phonetic perception and production. As (Giannakopoulou et al., 2017) emphasize, one of the most challenging aspects of second language acquisition is learning to perceive and produce new phonetic categories, especially when these sounds do not exist in learners' native languages. This issue is particularly relevant in EFL contexts, including Indonesia, where differences between English and the native language sound systems often lead to persistent pronunciation errors.

Pronunciation training plays a crucial role in foreign language acquisition and oral proficiency assessment and, therefore, should not be overlooked (Almusharraf et al., 2024). Learners who acquire English during adolescence or adulthood often struggle with both perception and production of English sounds. However, these challenges can be alleviated through the use of appropriate multimedia tools that provide repeated exposure to accurate pronunciation models. The effectiveness of such tools depends largely on their alignment with learning objectives, phonological accuracy, practicality, and accessibility (Mompean & Fouz-González, 2015; Mutmainnah et al., 2025). Tools that meet these criteria can support both classroom instruction and autonomous learning, offering learners extended opportunities for pronunciation practice.

One technological tool that meets these requirements is YouGlish, an online pronunciation platform that utilizes authentic YouTube videos to present pronunciation samples produced by native speakers in real-life contexts (McCarthy, 2018). YouGlish offers a large database of video clips and allows learners to choose among American, British, and Australian accents. Subtitles accompanying the videos support learners' comprehension and vocabulary development, while the platform's accessibility across devices makes it user-friendly for independent practice (Deci & Ryan, 2000; Topal, 2023). Its orientation toward pronunciation and exposure to multiple accents provides learners with rich and varied phonetic input, which is essential for improving pronunciation accuracy and accent awareness.

Empirical studies have consistently reported positive effects of YouGlish on EFL learners' pronunciation and speaking skills. (Minh, 2024) found that the integration of YouGlish enhanced learners' pronunciation abilities and engagement. Similarly, (Cheng, 2023) reported that YouGlish was positively perceived by EFL college

students, particularly in improving word pronunciation, accent awareness, and sensitivity. Other studies have shown that YouGlish contributes to broader aspects of speaking proficiency, including fluency, grammatical appropriateness, and communicative interaction (Fu & Yang, 2019). Despite these positive outcomes, limitations remain, particularly regarding the lack of explicit phonological instruction and the need for teacher guidance when using YouGlish as a learning tool (Kartal & Korucu-Kis, 2020; Sardegna & Jarosz, 2022).

To address these limitations, the integration of YouGlish with instructional techniques such as shadowing has been suggested. The shadowing technique has been shown to significantly improve learners' pronunciation, including segmental phonemes, stress, rhythm, and intonation (Bawor et al., 2024; Subagja et al., 2024; Utami & Morganna, 2022). When applied through YouGlish, shadowing enables learners to imitate authentic pronunciation models across different accents and speech rates, facilitating more accurate articulation and greater phonological awareness. This approach is particularly beneficial for learners who struggle with English sounds that are absent in their native language.

In addition to instructional methods and technological tools, learner-related factors such as learning motivation play an important role in pronunciation development. Pronunciation and accent are closely associated with learners' attitudes, confidence, and motivation (Brown, 2010; Febrino & Iskandi, 2026; Freynet & Clément, 2019). Learners with higher motivation tend to invest greater effort in pronunciation practice, while those with lower motivation may show less concern for pronunciation accuracy. Although many studies have examined the effectiveness of YouGlish and shadowing techniques, limited attention has been given to how learning motivation interacts with technology-assisted pronunciation instruction, particularly in experimental research designs.

Therefore, despite the growing body of research supporting the use of YouGlish in pronunciation learning, there remains a need to investigate its effectiveness when combined with shadowing techniques across different levels of learning motivation. Addressing this gap, the present study examines the effect of using the YouGlish web tool through the shadowing technique and learning motivation on students' English pronunciation accuracy at the English Education Department of the State Islamic University of Sultan Syarif Kasim Riau. The results of this study are expected to provide pedagogical insights for EFL teachers and educational administrators in selecting appropriate technological tools for pronunciation instruction. Specifically, this study contributes empirical evidence on the use of the YouGlish web tool through the shadowing technique in improving students' English pronunciation accuracy across different levels of learning motivation in higher education contexts. By focusing on a web-based pronunciation platform, this study aims to inform more effective and context-sensitive integration of technology in pronunciation teaching.

2. Methodology

This research employed an experimental design involving two independent variables and one dependent variable to examine cause-and-effect relationships (J. Creswell, 2015). A 2×3 factorial design was used to investigate the effects of teaching techniques and students' learning motivation, as well as their interaction, on English pronunciation accuracy (Creswell, 2017). The independent variables consisted of teaching techniques, namely the YouGlish web tool and YouTube, and learning motivation, which was categorized into high, medium, and low levels. The dependent variable was students' English pronunciation accuracy, while learning motivation also functioned as a moderating variable that could strengthen or weaken the relationship between teaching techniques and pronunciation accuracy (Wallen & Fraenkel, 2013). The population comprised 150 first-semester students of the English Education Department at the State Islamic University of Sultan Syarif Kasim Riau. Through simple random sampling, two classes were selected as samples: 30 students in the experimental class (PBI 1E) and 30 students in the control class (PBI 1C).

Quantitative data were collected through an oral test and a questionnaire. The oral test was administered in the form of a pre-test and post-test, accompanied by treatment using the YouGlish web tool and audio recording to measure students' pronunciation accuracy. In addition, a 10-item Likert-scale questionnaire was used to assess students' motivation in learning pronunciation, adapted from Smit (2002). Both instruments were validated using content validity (Brown, 2010) and were found to be valid. Reliability analysis showed that the oral test achieved acceptable inter-rater reliability, while the questionnaire demonstrated a Cronbach's Alpha coefficient of 0.725, indicating that it was a reliable instrument (Cohen et al., 2002).

Data analysis was conducted using SPSS version 31.0. An independent sample t-test was applied to test hypotheses related to individual variables, while a two-way ANOVA with a 2×3 factorial design was employed to examine interaction effects between teaching techniques and learning motivation. Prior to conducting ANOVA, assumption tests were performed. The normality test using the Kolmogorov–Smirnov statistic yielded a significance value of 0.068, which was higher than 0.05, indicating that the data were normally distributed. Furthermore, the homogeneity of variance test using Levene's test produced a significance value greater than 0.05 ($F = 0.838$), confirming that the data were homogeneous. These results indicated that the assumptions for conducting a two-way ANOVA were satisfied and that further statistical analysis could be appropriately carried out.

3. Results and Discussion

This study was conducted in two classes of secondary school students, namely an experimental class and a control class, which had relatively comparable academic characteristics and learning motivation profiles. Both classes consisted of students with varying levels of English proficiency and learning motivation (high, medium, and low), as identified through a preliminary questionnaire. During the initial

observation, it was found that most students experienced difficulties in English pronunciation, particularly in producing consonant and vowel sounds accurately. Classroom learning prior to the treatment tended to emphasize theoretical understanding rather than intensive pronunciation practice. As a result, students had limited exposure to authentic pronunciation models and lacked opportunities for repeated practice, which are essential for developing phonological awareness and articulatory accuracy.

In the experimental class, the learning process was conducted using the YouGlish web tool integrated with the shadowing technique. The implementation took place over four meetings, each focusing on specific pronunciation targets, including affricative sounds (/tʃ/, /dʒ/), fricative sounds (/ʃ/, /ʒ/, /f/, /v/, /θ/, /ð/, /s/, /z/), and selected vowel sounds (/ɔ:/ and /æ/). The learning procedure began with explicit instruction by the lecturer, followed by the use of YouGlish to provide authentic pronunciation examples taken from real-life contexts such as speeches, interviews, and conversations. Students were then asked to listen carefully and repeat the pronunciation through shadowing activities, aiming to imitate both the sound and rhythm of native speakers.

During the process, students engaged in repeated practice, received feedback from peers and the lecturer, and reflected on their pronunciation performance. This approach allowed students to actively construct their pronunciation skills through exposure, imitation, and correction, thereby enhancing their phonological awareness and articulatory control. Data collection was carried out through pre-test and post-test assessments to measure students' pronunciation accuracy before and after the treatment. The pre-test aimed to identify students' initial pronunciation abilities, while the post-test was used to evaluate the effectiveness of the YouGlish-based instruction. In addition, students' learning motivation was measured using a questionnaire administered prior to the treatment to classify students into high, medium, and low motivation groups. The combination of these data provided a comprehensive basis for analyzing not only the effectiveness of the YouGlish web tool but also the moderating role of students' learning motivation in influencing pronunciation improvement.

In this study, students' learning motivation was first examined using a questionnaire to categorize them into high, medium, and low learning motivation groups. This categorization was essential for analyzing the role of learning motivation as a moderating variable in the implementation of the YouGlish web tool through the shadowing technique. The questionnaire results showed that both experimental and control classes had comparable motivational profiles: in the experimental class, there were 7 students with high, 18 with medium, and 5 with low motivation, while in the control class, there were 7 high, 17 medium, and 6 low. A pre-test was administered to measure students' initial English pronunciation accuracy, particularly for target consonant and vowel sounds, before the instructional treatment. The experimental class then received four meetings of treatment using the YouGlish web tool with shadowing, focusing sequentially on affricate and fricative sounds (/tʃ/, /dʒ/, /ʃ/, /ʒ/), fricatives /f/, /v/, /h/, challenging fricatives /θ/, /ð/, /s/, /z/, and vowels /ɔ:/ and /æ/. Each session involved explicit instruction,

authentic examples from YouGlish, repeated shadowing practice, peer and lecturer feedback, and reflection, aiming to develop phonological awareness and articulatory accuracy.

After treatment, post-test results were analyzed to examine differences in pronunciation accuracy across students with different levels of learning motivation. The first analysis revealed a significant difference between students who have high learning motivation taught using YouGlish and those taught without it (Sig. = 0.002 < 0.05), with the experimental group achieving higher scores. It could be seen in the following table 1:

Table 1. Independent Sample T Test

Variable	Assumption	t	Df	Sig. (One-Sided p)	Sig. (Two-Sided p)	Mean Difference	Std. Error Difference
Score	Equal variances assumed	4.044	12	< .001	.002	9.286	2.296
	Equal variances not assumed	4.044	9.226	.001	.003	9.286	2.296

The second analysis revealed no significant difference between students who have medium learning motivation taught using YouGlish and those taught without it (Sig. = 0.557 > 0.05). It could be seen in the following table 2:

Table 2. Independent Sample T Test

Variable	Assumption	t	Df	Sig. (One-Sided p)	Sig. (Two-Sided p)	Mean Difference	Std. Error Difference
Score	Equal variances assumed	.594	33	.278	.557	.931	1.568
	Equal variances not assumed	.596	32.817	.278	.555	.931	1.562

The third analysis revealed no significant difference between students who have low learning motivation taught using YouGlish and those taught without it (Sig. = 0.840 > 0.05). It could be seen in the following table 3:

Table 3. Independent Sample T Test

Variable	Assumption	t	Df	Sig. (One-Sided p)	Sig. (Two-Sided p)	Mean Difference	Std. Error Difference
Score	Equal variances assumed	.208	9	.420	.840	.333	1.606
	Equal variances not assumed	.206	8.423	.421	.841	.333	1.616

Furthermore, the interaction effect of using YouGlish web tool through shadowing technique and learning motivation on students' English pronunciation accuracy is analyzed by using Two Way ANOVA. It aimed to find out whether or not any interactional effect between teaching using YouGlish web tool through shadowing technique and students' learning motivation (high, middle, and low) on students' English pronunciation accuracy. The result can be seen in the following table 4:

Table 4. Two Way Anova Tests of Between-Subjects Effects

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	386.929 ^a	5	77.386	4.203	.003	.280
Intercept	368,815.605	1	368,815.605	20,029.797	<.001	.997
Class	145.171	1	145.171	7.884	.007	.127
Students' Learning Motivation	76.320	2	38.160	2.072	.136	.071
Class × Students' Learning Motivation	194.339	2	97.169	5.277	.008	.163
Error	994.321	54	18.413			
Total	473,975.000	60				
Corrected Total	1,381.250	59				

From the table 4 shows that there was a relative interaction between both teaching using YouGlish web tool through shadowing technique and students' learning motivation (high, middle, and low) on students' English pronunciation accuracy. It could be seen from sig. 0.008 < 0,05, if sig. < 0,05 H0 is rejected. In short, the fourth hypothesis formulated that there was an interactional effect between teaching using YouGlish web tool through shadowing technique and students' learning motivation (high, middle, and low) on students' English pronunciation accuracy. In addition, comparisons between high and medium motivation groups and between low and high motivation groups showed significant interaction effects (Sig. = 0.039 < 0.05 and Sig. = 0.028 < 0.05), whereas comparisons between medium and low motivation groups did not (Sig. = 0.916 > 0.05). It could be seen in the following table 5:

Table 5. Multiple Comparisons Using Tukey HSD

(I) Group	(J) Group	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval
	A1B2	5.83*	1.911	.039	Lower - Upper 0.19 - 11.48
	A1B3	8.00*	2.513	.028	0.58 - 15.42
A1B1	A2B1	9.29*	2.294	.002	2.51 - 16.06
	A2B2	6.76*	1.927	.011	1.07 - 12.46
	A2B3	8.33*	2.387	.012	1.28 - 15.39
	A1B1	-5.83*	1.911	.039	-11.48 - -0.19
	A1B3	2.17	2.169	.916	-4.24 - 8.58
A1B2	A2B1	3.45	1.911	.470	-2.19 - 9.10
	A2B2	0.93	1.451	.987	-3.36 - 5.22
	A2B3	2.50	2.023	.817	-3.48 - 8.48
A1B3	A1B1	-8.00*	2.513	.028	-15.42 - -0.58

	A1B2	-2.17	2.169	.916	-8.58 – 4.24
	A2B1	1.29	2.513	.996	-6.14 – 8.71
	A2B2	-1.24	2.183	.993	-7.69 – 5.21
	A2B3	0.33	2.598	1.000	-7.34 – 8.01
	A1B1	-9.29*	2.294	.002	-16.06 – -2.51
A2B1	A1B2	-3.45	1.911	.470	-9.10 – 2.19
	A1B3	-1.29	2.513	.996	-8.71 – 6.14
	A2B2	-2.52	1.927	.779	-8.21 – 3.17
	A2B3	-0.95	2.387	.999	-8.01 – 6.10
A2B2	A1B1	-6.76*	1.927	.011	-12.46 – -1.07
	A1B2	-0.93	1.451	.987	-5.22 – 3.36
	A1B3	1.24	2.183	.993	-5.21 – 7.69
	A2B1	2.52	1.927	.779	-3.17 – 8.21
A2B3	A2B3	1.57	2.038	.971	-4.45 – 7.59
	A1B1	-8.33*	2.387	.012	-15.39 – -1.28
	A1B2	-2.50	2.023	.817	-8.48 – 3.48
	A1B3	-0.33	2.598	1.000	-8.01 – 7.34
	A2B1	0.95	2.387	.999	-6.10 – 8.01
	A2B2	-1.57	2.038	.971	-7.59 – 4.45

Then, estimated marginal means of score can be seen in the following figure 1:

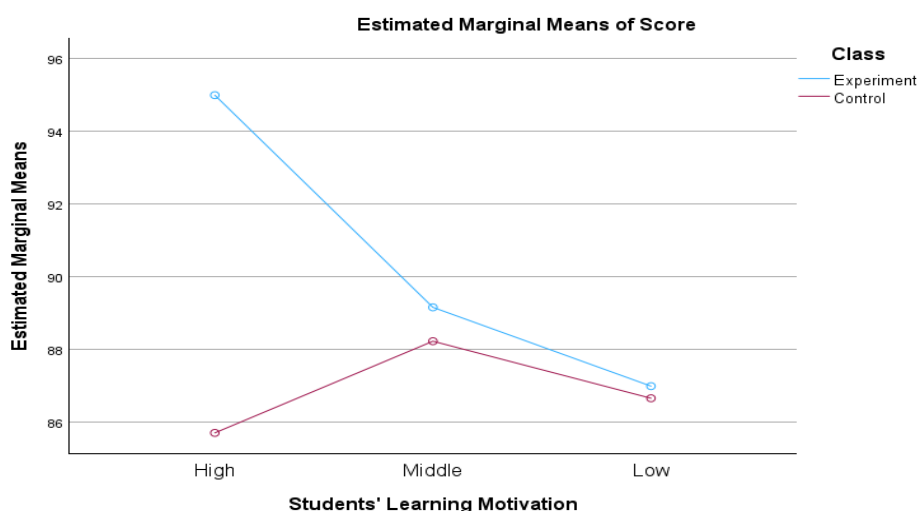


Figure 1. Interaction Between Groups

The chart showed above, the estimated marginal means of students' English pronunciation scores based on two variables, namely class (Experiment and Control) and levels of students' learning motivation (High, Medium, and Low). Therefore, the experimental class consistently achieved higher mean scores than the control class across all motivation levels. The most substantial difference was observed among students who have high learning motivation, where the experimental group attained the highest mean score (95.00), while the control group showed a considerably lower mean score (85.71), indicating that the use of the YouGlish web tool through the shadowing technique was more effective for highly motivated students. At the medium level of learning motivation, the mean scores of both classes became closer, with the experimental class still slightly outperforming

the control class, although the gap was smaller than that found in the high-motivation group. Meanwhile, at the low motivation level, the difference between the experimental and control classes was minimal, suggesting that the effectiveness of YouGlish was less pronounced when students' learning motivation was low. Thus, the non-parallel pattern of the lines in the chart between the experimental and control classes indicates a tendency toward an interaction effect, suggesting that the impact of the YouGlish web tool on students' English pronunciation accuracy varied across different levels of students' learning motivation.

Therefore, the findings of this study indicate that the effect of the YouGlish web tool through the shadowing technique in improving students' English pronunciation accuracy was significantly influenced by students' learning motivation. Specifically, students with high learning motivation showed a significant improvement in pronunciation accuracy when using YouGlish, while students with medium and low motivation did not demonstrate a significant difference compared to their counterparts who were taught without YouGlish. This pattern highlights the crucial role of learning motivation as a moderating factor in technology-assisted pronunciation practice.

Several contextual and learner-related factors may explain why students with medium and low learning motivation did not exhibit significant improvement. First, limited allocation of time for independent practice could have reduced their opportunities to fully engage with repeated shadowing exercises, which are essential for refining articulatory accuracy and phonological awareness (Sardegna & Jarosz, 2022). Second, differences in students' academic background and prior exposure to English may have affected their ability to efficiently process and reproduce authentic pronunciation models. Students with less prior experience or lower proficiency may have struggled to identify subtle articulatory features, such as voicing contrasts or vowel quality, during shadowing activities. Third, external factors, such as competing academic responsibilities, may have limited students' focus and effort, particularly for students with medium or low motivation, thereby reducing the effectiveness of YouGlish-based practice.

From a theoretical perspective, self-determination theory (Deci & Ryan, 1985) supports the finding that motivation significantly affects learning outcomes. Students with high intrinsic motivation are more likely to engage in challenging tasks, persist through difficulties, and actively utilize available resources, leading to greater improvements in pronunciation accuracy. Conversely, students with lower motivation may lack the necessary autonomy and persistence to maximize the benefits of technology-assisted learning. Additionally, Vygotsky's sociocultural theory emphasizes that learning is mediated by social and contextual factors. In this study, peer and lecturer feedback during shadowing could have supported highly motivated students, whereas less motivated students may not have fully utilized these interactions due to limited engagement or background knowledge.

In conclusion, the lack of significant improvement among medium and low motivation students can be attributed to limited time allocation, differences in academic background, and other contextual constraints. The present findings extend

prior research (Minh, 2023; Kartal & Korucu-Kis, 2019) by demonstrating that the effectiveness of YouGlish as a pronunciation tool is contingent upon students' motivational readiness and contextual conditions. This underscores the importance of providing adequate time, scaffolding, and instructional support, particularly for students who may not have strong intrinsic motivation or sufficient prior experience with English pronunciation practice.

4. Conclusion

The conclusion of this study indicate that the level of students' learning motivation did not determine the success of using the YouGlish web tool in improving students' English pronunciation accuracy. Regardless of whether students possessed high, middle, or low levels of learning motivation, learning motivation did not significantly influence the effect of YouGlish-assisted pronunciation practice. Nevertheless, from a statistical perspective, learning motivation still showed a measurable contribution to pronunciation accuracy; however, this contribution was not statistically significant. It indicates that, in the context of the English Education Department at the State Islamic University of Sultan Syarif Kasim Riau, factors other than students' learning motivation also played a role in enhancing their English pronunciation accuracy through YouGlish.

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