

EFL STUDENTS' INCIDENTAL LEARNING OF PRONUNCIATION THROUGH ENGLISH VLOGS ON YOUTUBE

A THESIS

Submitted in Partial Fulfillment of the Requirements for the Degree of
Sarjana Pendidikan in English Education



By:

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SN. 20522036

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI
K.H. ABDURRAHMAN WAHID PEKALONGAN
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2026**

SURAT PERNYATAAN KEASLIAN SKRIPSI DAN PENGGUNAAN BANTUAN KECERDASAN ARTIFISIAL

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Assalamu'alaikum, Wr. Wb.

Setelah melakukan penelitian, bimbingan dan koreksi naskah skripsi saudara:

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Judul : EFL STUDENTS' INCIDENTAL LEARNING
THROUGH ENGLISH VLOGS ON YOUTUBE

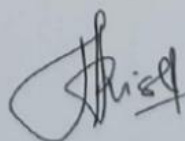
Saya menilai bahwa naskah skripsi tersebut sudah dapat diajukan kepada Fakultas Tarbiyah dan Ilmu Keguruan UIN K.H. Abdurrahman Wahid Pekalongan untuk diujikan dalam sidang munaqasyah.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatiannya, disampaikan terimakasih.

Wassalamu'alaikum, Wr. Wb

Pekalongan, 06 Juli 2026

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Riskiana, M.Pd.

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MOTTO AND ACKNOWLEDGMENT

MOTTO

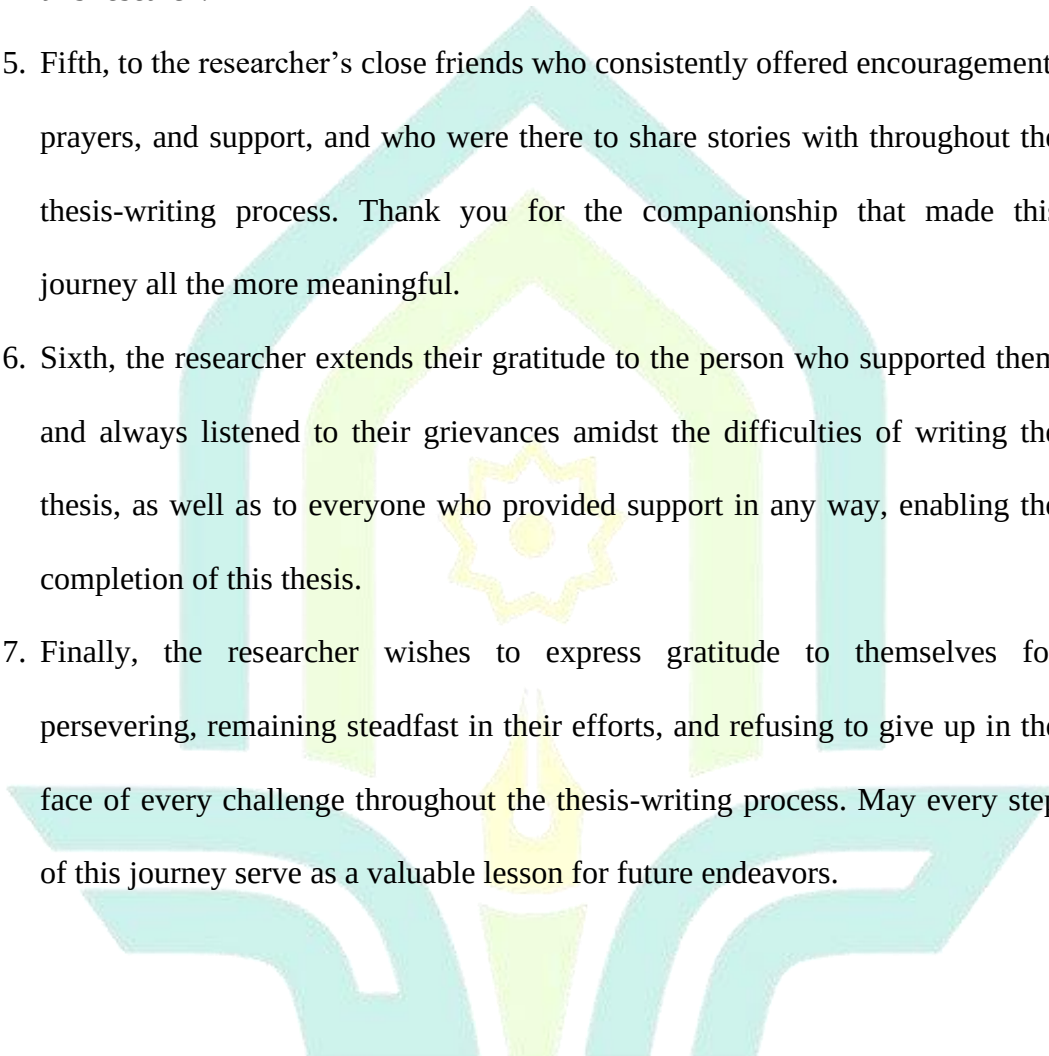
“The important thing is not to stop questioning. Curiosity has its own reason for existing.”

– Albert Einstein –

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- 
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 7. Finally, the researcher wishes to express gratitude to themselves for persevering, remaining steadfast in their efforts, and refusing to give up in the face of every challenge throughout the thesis-writing process. May every step of this journey serve as a valuable lesson for future endeavors.

ABSTRAK

Nadziroh, Zulfatun. 2026. "Efl Students' Incidental Learning of Pronunciation Through English Vlogs on Youtube." Undergraduate Thesis. English Education Department. Faculty of Education and Teacher Training, UIN K.H. Abdurrahman Wahid Pekalongan. Advisor: Riskiana, M.Pd.

Kata kunci: *incidental learning, pronunciation, English vlogs, YouTube, mahasiswa EFL.*

Pronunciation merupakan salah satu aspek penting dalam pembelajaran bahasa Inggris karena berperan dalam menunjang komunikasi yang efektif. Selain melalui pembelajaran formal, kemampuan tersebut juga dapat berkembang secara insidental melalui paparan bahasa autentik, salah satunya dari English vlogs di YouTube. Namun, penelitian yang membahas proses incidental learning dalam pengembangan kemampuan pronunciation melalui English vlogs masih terbatas. Oleh karena itu, penelitian ini bertujuan untuk mengeksplorasi bagaimana proses incidental learning mengembangkan kemampuan pronunciation mahasiswa EFL melalui English vlogs di YouTube serta mengidentifikasi tantangan yang mereka hadapi selama proses pembelajaran tersebut. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus yang melibatkan tiga mahasiswa semester enam Program Studi Tadris Bahasa Inggris. Data dikumpulkan melalui reflective journals dan wawancara semi-terstruktur, kemudian dianalisis menggunakan analisis tematik. Hasil penelitian menunjukkan bahwa proses incidental learning kemampuan pronunciation berkembang melalui tiga tahapan, yaitu elaborative processing, rehearsal, serta retention dan pronunciation automaticity. Pada tahap tersebut, partisipan menyadari adanya perbedaan pengucapan, memperkuat pronunciation melalui pengulangan dan peniruan secara spontan, kemudian mampu mengingat serta menggunakan kembali pronunciation yang telah dipelajari. Penelitian ini juga menemukan tiga tantangan utama, yaitu divided attention, kesulitan dalam memproses authentic spoken language, dan kesulitan dalam memverifikasi ketepatan pronunciation. Untuk mengatasi tantangan tersebut, partisipan memanfaatkan berbagai strategi, seperti memutar ulang video, menggunakan subtitle, serta melakukan verifikasi melalui berbagai sumber digital. Temuan penelitian ini menunjukkan bahwa English vlogs di YouTube dapat menjadi sumber paparan bahasa autentik yang mendukung perkembangan kemampuan pronunciation secara insidental, sekaligus memberikan gambaran mengenai tantangan yang dihadapi mahasiswa EFL dalam proses pembelajaran tersebut

ABSTRACT

Nadziroh, Zulfatun. 2026. "Efl Students' Incidental Learning of Pronunciation Through English Vlogs on Youtube." Undergraduate Thesis. English Education Department. Faculty of Education and Teacher Training, UIN K.H. Abdurrahman Wahid Pekalongan. Advisor: Riskiana, M.Pd.

Keywords: *Incidental Learning, Pronunciation, English Vlogs, YouTube, EFL Students*

Pronunciation ability is a crucial aspect of English language learning as it facilitates effective communication. Beyond formal instruction, this skill can also develop incidentally through exposure to authentic language, such as that found in English vlogs on YouTube. However, research examining the process of incidental learning in pronunciation development via English vlogs remains limited. Therefore, this study aims to explore how the incidental learning process fosters pronunciation skills among EFL students using English vlogs on YouTube and to identify the challenges they encounter during this learning process. A qualitative approach with a case study design was employed, involving three sixth-semester students from the English Education. Data were collected through reflective journals and semi-structured interviews, then analyzed using thematic analysis. The results indicate that the incidental learning of pronunciation skills unfolds in three stages: elaborative processing, rehearsal, and retention and pronunciation automaticity. During these stages, participants became aware of pronunciation differences, reinforced pronunciation through spontaneous repetition and imitation, and subsequently became able to recall and reuse the learned pronunciation. The study also identified three primary challenges: divided attention, difficulty processing authentic spoken language, and difficulty verifying pronunciation accuracy. To overcome these challenges, participants utilized various strategies, such as replaying videos, using subtitles, and verifying information through various digital sources. These findings demonstrate that English vlogs on YouTube can serve as a source of authentic language exposure that supports incidental pronunciation development, while also providing insight into the challenges EFL students face during this learning process.

PREFACE

All praise to Allah SWT for mercy, blessings, and guidance, which have enabled the writer to complete this thesis entitled "*EFL Students' Incidental Learning of Pronunciation Through English Vlogs on YouTube*." This thesis is submitted as a partial fulfillment of the requirements for obtaining a Bachelor's Degree in English Education at the Faculty of Tarbiyah and Teacher Training, UIN K.H. Abdurrahman Wahid Pekalongan.

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The researcher hoped that this thesis will provide valuable insights and contribute to the development of English Language Education. The result of this study is also expected to benefit students, lecturers, and future researchers in related fields.

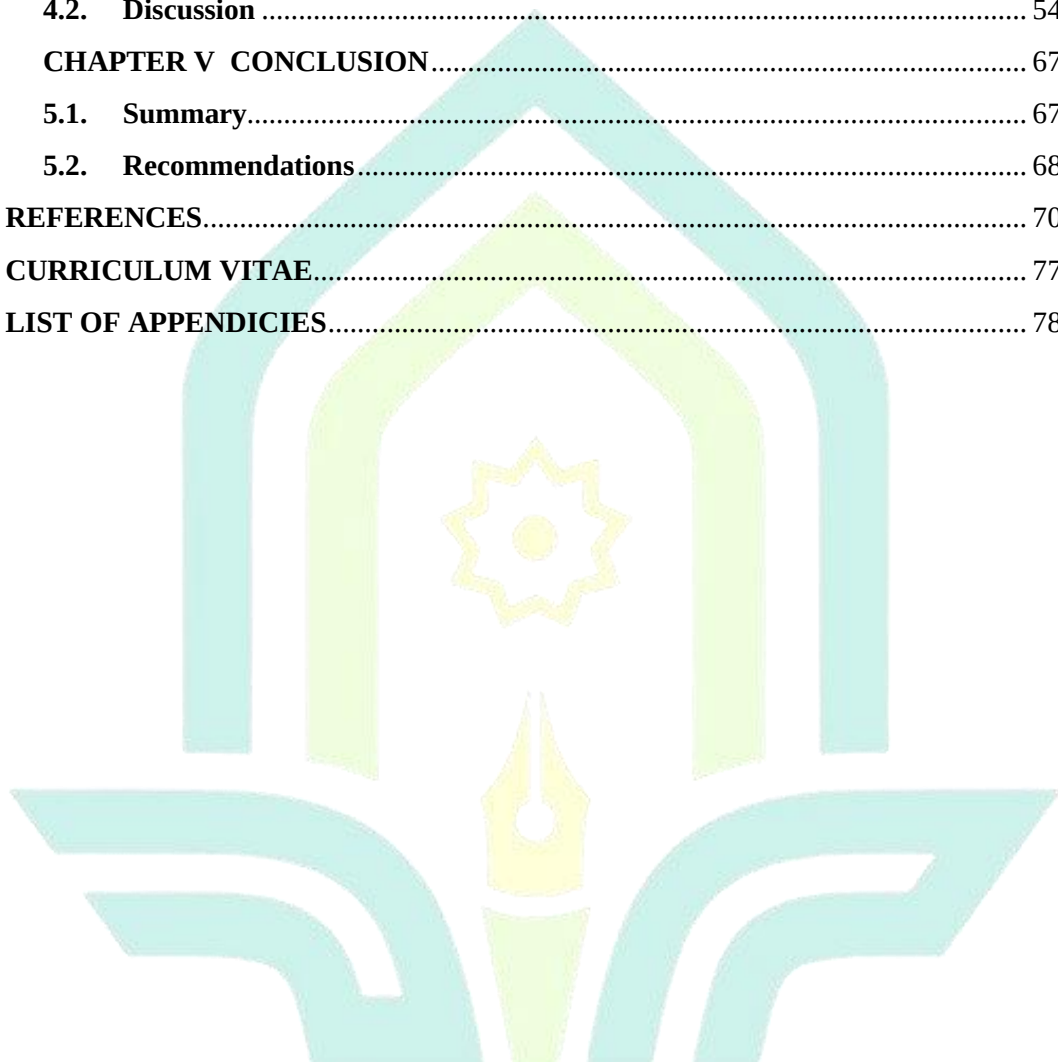
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CHAPTER I

INTRODUCTION

1.1. Background of Study

English plays a vital role as a global language, facilitating communication across various contexts including education, professional settings, technology, and cross-cultural interactions. As globalization continues to expand, English proficiency has become a crucial competency for individuals seeking to access information, engage in international collaboration, and compete in the global job market (Rose & Galloway, 2019). However, despite the growing importance of English, proficiency levels in Indonesia remain relatively low. According to the 2023 EF English Proficiency Index report, Indonesia ranked 79th out of 113 countries with a score of 471 (EF Education First., 2023). This situation highlights the need for further efforts to improve the quality of English language instruction and to gain a deeper understanding of the factors contributing to successful language mastery.

One aspect of English that plays a crucial role in communication is pronunciation. Gift of Amanda Z et al. (2025) emphasize that accurate English pronunciation is crucial for clarity of communication, preventing miscommunication, boosting self-confidence, and opening up professional/academic opportunities. Meanwhile, Po'latova & Yokutkhon (2024) highlight how pronunciation impacts overall effective communication skills. Pronunciation is not only related to the accuracy of producing language sounds but also to speech intelligibility, where research (Almusharraf, 2022) on 336 Saudi EFL learners found a high level of positive attitudes toward native-like pronunciation, despite its frequent neglect in the curriculum. In

practice, many EFL students in Indonesia still experience difficulties in producing clear pronunciation despite having quite good reading and writing skills, this indicates an imbalance in mastery of phonological aspects compared to other language skills, as evidenced by diagnostic analysis (Idrus et al., 2025) which revealed that 85% of EFL students experience mispronunciation, 95% have problems with fluency and coherence, and 90% experience anxiety when speaking. In addition, errors in pronunciation can cause miscommunication and reduce learners' confidence in using English orally, so this aspect needs to receive more serious attention in language learning.

In formal learning contexts, pronunciation instruction is often limited and lacking context. Despite its direct impact on clarity and fluency, pronunciation often receives little attention in English classes (Reid & Mihaľová, 2025). Furthermore, large class sizes and a lack of individual attention to learners' pronunciation skills hinder the optimal development of students' pronunciation skills (Qader et al., 2025). Therefore, alternative learning resources are needed that can provide broader and more contextual language exposure outside of formal learning.

In the increasingly digital era, students have extensive access to a variety of English-language content through internet platforms, one of which is YouTube. This platform allows learners to be exposed to the use of English in more natural contexts. YouTube has become a rich resource for educational video content, including for learning English as a foreign

language (Nurjannah et al., 2025). One popular form of content is vlogs (video blogs), which feature everyday conversations with authentic intonation, rhythm, and expression. Exposure to this type of content allows learners to observe and imitate language use in context. Learning English using vlogs can provide a self-directed learning experience and interact with the environment in real time (Mandasari & Aminatun, 2020). This condition is related to the concept of incidental learning, namely the learning process that occurs without any intention to learn (Gerhart, 2017). In language learning, incidental learning allows learners to acquire aspects of language indirectly through meaning-oriented activities (Hulstijn, 2001). Incidental learning occurs in the context of active participation in social or professional action, rather than through formal education.

From a pedagogical perspective, the use of YouTube vlogs in EFL learning can be an alternative learning medium that supports authentic language exposure and language use in real contexts (Jin, 2024). Exposure to authentic language through audiovisual media allows learners to observe natural language use in everyday communication. Furthermore, (Shadiev et al., 2017) explains that digital media-based learning environments can also help learners understand language use in a more communicative and contextual way compared to learning that only focuses on structured classroom materials.

Based on the researchers' initial observations, most EFL students regularly access English-language content on YouTube, particularly vlogs,

for both entertainment and learning purposes. Some students admitted that they subconsciously began to notice and imitate the pronunciation patterns used by the content creators they watched. This phenomenon suggests that learning can occur indirectly through authentic language exposure. These findings indicate that YouTube vlogs have the potential to support incidental learning in developing students' pronunciation skills

Several studies have examined the role of digital media in English learning. Al-Jarf (2022) found that YouTube videos can be used effectively as a source of self-regulated pronunciation practice, helping learners develop segmental and suprasegmental aspects. However, this study focused on intentional YouTube use. (Dewi Js, 2024) showed that incidental learning through Instagram content could indirectly improve vocabulary acquisition, although the study did not address pronunciation aspects. Furthermore, Altakaineh et al. (2022) found that incidental learning can contribute to phonemic sound acquisition, but this was done in a structured experimental context. Meanwhile, Siti Fatimah et al. (2024) examined pronunciation learning through vlogs in the context of autonomous learning, which is also intentional.

Although these studies have made important contributions to understanding the role of digital media and incidental learning, there are still limitations in studies specifically exploring the incidental learning process in developing pronunciation through YouTube vlogs in a natural setting, especially in the context of EFL students in Indonesia. Furthermore, most

previous studies have explained structured or intentional learning, resulting in several studies examining how pronunciation learning through YouTube vlogs occurs unconsciously in everyday activities. Based on this gap, this study offers a novelty by focusing on exploring the incidental learning process of pronunciation through YouTube vlog consumption in a natural learning context. This study also emphasizes the learning experiences of Indonesian EFL students, so it is hoped that it can provide new contributions to the development of digital-based pronunciation learning studies.

Therefore, this study aims to explore how incidental pronunciation learning occurs through the use of YouTube vlogs and identify the challenges faced by EFL students in this process. Using a qualitative approach, this study is expected to provide a more comprehensive understanding of students' learning experiences in both natural and digital-based learning contexts.

1.2. Identification of the Problem

English-language vlogs on YouTube provide authentic language exposure and have the potential to support the development of EFL learners' pronunciation skills. However, most previous research has focused on the use of YouTube as a medium for intentional learning, whereas the process of pronunciation acquisition occurring through incidental learning specifically via watching English vlogs remains underexplored. Furthermore, the various challenges students face during this incidental learning process have not been extensively examined. Therefore, this study was conducted to identify how the incidental learning process develops EFL students' pronunciation skills

through English vlogs on YouTube, as well as the challenges that arise during this process.

1.3. Limitation of the Problem

This study is limited to examining the process of incidental learning in the development of pronunciation skills through English vlogs on YouTube. It focuses on the stages of the learning process experienced by EFL students based on Hulstijn's (2001) theory of incidental learning as well as the challenges that arise during this process. The study does not quantitatively measure improvements in pronunciation skills, nor does it compare the effectiveness of English vlogs with other learning media.

1.4. Formulation of the Problem

Based on the research background that has been written above, the formulation of the problem in this study is:

1. How does the incidental learning process develop EFL students' English pronunciation skills through English vlogs on YouTube?
2. What are the challenges EFL students face in incidental learning of pronunciation skills through vlogs on YouTube?

1.5. Aim of the Study

The aims of this research:

1. To explore how incidental learning processes develop EFL students' English pronunciation skills with YouTube vlogs.
2. To describe the Challenges faced by EFL students in incidental learning of pronunciation through English vlogs on YouTube.

1.6. Research Benefits

1. Theoretically

This study is expected to contribute to the literature on incidental language learning by providing insights into how EFL students acquire English pronunciation incidentally through English vlogs on YouTube.

2. Empirically

This study provides empirical evidence regarding the incidental pronunciation learning process and challenges experienced by EFL students when watching English vlogs on YouTube.

3. Practically

Practically, this study can help EFL students recognize the potential of English vlogs as a source for pronunciation learning. It is also expected to provide insights for English language teachers and serve as a reference for future researchers interested in incidental language learning and digital media in English language education.

CHAPTER V

CONCLUSION

5.1. Summary

This study aimed to explore the process of incidental learning regarding EFL students' pronunciation skills through English vlogs on YouTube and to identify the challenges they encounter during this learning process. The findings reveal that the pronunciation learning process unfolds in three main stages: elaborative processing, rehearsal, and retention combined with pronunciation automaticity. The process begins when students notice a discrepancy between their existing pronunciation and the pronunciation used by native speakers in the English vlogs. This awareness prompts them to spontaneously repeat and mimic the pronunciation, eventually making the learned pronunciation easier to remember, recognize, and reuse in other situations.

In addition to describing the process of incidental learning, this study identifies three key challenges faced by students: divided attention, difficulty comprehending authentic spoken language, and difficulty ensuring the accuracy of the pronunciation they acquire. Despite these challenges, students attempt to overcome them by employing various strategies— such as replaying videos, using subtitles, and verifying information via online dictionaries, Google, Google Translate, and AI-based applications. Overall, the study demonstrates that English vlogs on YouTube can serve as a source of authentic language exposure that supports incidental pronunciation development, while

also encouraging students to take an active role in developing and verifying the pronunciation knowledge they acquire.

5.2. Recommendations

The researcher acknowledges that this study still has certain limitations and shortcomings. It focuses solely on the process of incidental learning of pronunciation skills through English vlogs on YouTube and the challenges faced by EFL students during this learning process. Consequently, the findings cannot fully represent the entire English language learning process nor be generalized to broader contexts. The researcher welcomes constructive criticism and suggestions to improve the study. It is also hoped that the study's limitations will serve as a basis for evaluation and further development in future research. Based on the findings, the researcher offers the following recommendations.

1. For students

For EFL students, English vlogs on YouTube can serve as a source of authentic language exposure, helping to develop pronunciation skills incidentally. However, students are also advised to verify the pronunciation they encounter using supplementary resources to ensure greater accuracy in their learning.

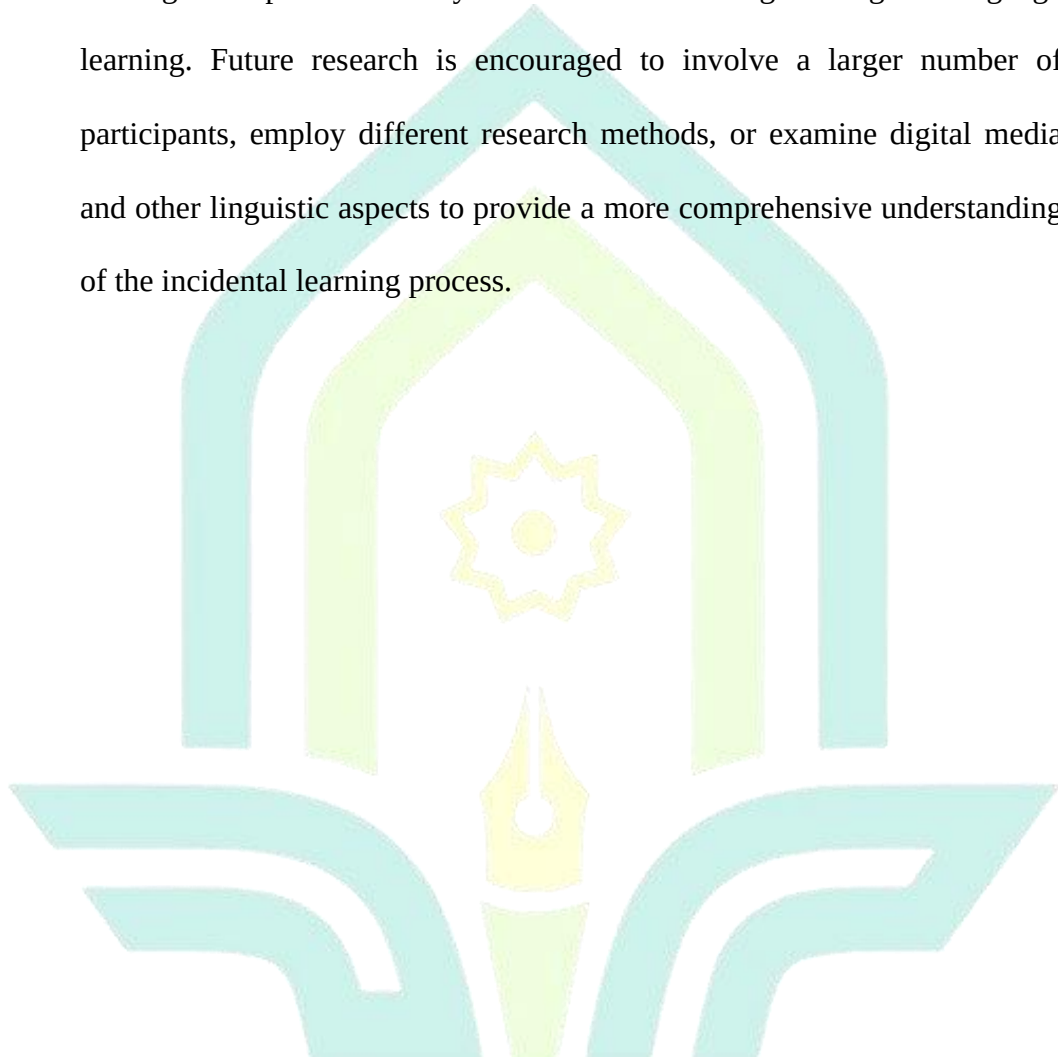
2. For lecturer

For lecturers this is the findings of this study are expected to serve as a reference for utilizing English vlogs as a medium to support pronunciation instruction. Lecturers are also expected to guide students in selecting

appropriate English vlog content so that the exposure to authentic language gained can more effectively support the pronunciation learning process.

3. For future researchers

This study is intended to serve as a reference for future researchers looking to expand the study of incidental learning in English language learning. Future research is encouraged to involve a larger number of participants, employ different research methods, or examine digital media and other linguistic aspects to provide a more comprehensive understanding of the incidental learning process.



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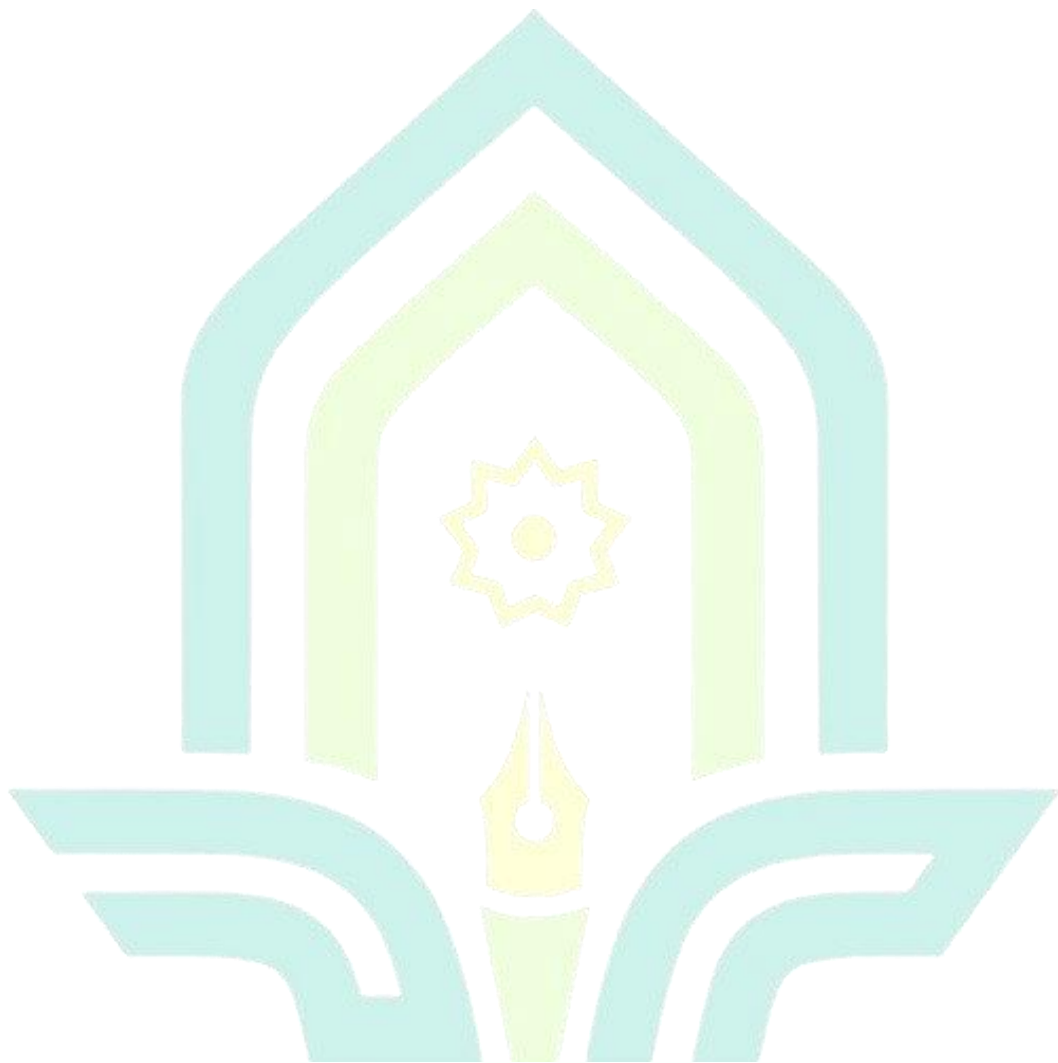
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