

APPENDICES

Appendix I. Translation of Al-Qur'an

No.	Name of the Surah	Indonesian	English
1.	Al-Mujadila [58:11]	“Niscaya Allah akan mengangkat (derajat) orang-orang yang beriman di antaramu dan orang-orang yang diberi ilmu beberapa derajat. Dan Allah Mahateliti apa yang kamu kerjakan”.	"Allah will surely elevate those of you who believe and those who are given knowledge by several degrees. And Allah is All-Aware of what you do”.

Appendix II. Research Instruments

OBSERVATION GUIDELINE

A. Students Experiences in Learning Pronunciation Using Native Speaker Videos

The observational aspects in this study are drawn from the dimensions of student engagement described by Fredricks et al. (2004), which include behavioral engagement, emotional engagement, and cognitive engagement. This study focuses on students' experiences while learning pronunciation through videos featuring native speakers; thus, these three dimensions serve as the foundation for identifying and exploring the behavioral, emotional, and cognitive experiences students perceive during the learning process. This framework is further supported by the findings of Y.-D. Liu et al. (2023), who explain that learning experience is a multidimensional concept encompassing students' attitudes, behaviors, activities, perceptions, and engagement in various types of learning activities. Thus, the behavioral, emotional, and cognitive dimensions are considered essential for analyzing students' experiences in learning pronunciation through videos featuring native speakers.

Aspect	Observation Focus	Notes
Behavioral Experience	Are students paying close attention to the native speaker videos? How do they demonstrate this attention (e.g., focusing, taking notes, imitating)?	Yes, the students watched the videos of native speakers very closely. This was evident from the number of students who were focused on listening, taking notes, imitating, and repeating what the native speakers said.
	Do students imitate the pronunciation they hear in the video?	Yes, after the native speaker finished speaking, the teacher asked the students to repeat the words and sentences in unison. They also demonstrated fluency in imitating the pronunciation of the letters.

Aspect	Observation Focus	Notes
	How do students interact during the lesson? Do they try to speak or discuss with peers or the teacher?	Yes, the students actively participated throughout the learning process. They made an effort to talk to one another and interact with the teacher, both by asking questions and by imitating the pronunciation they were taught.
	Do students show curiosity or interest while watching the video?	Yes, students show a great deal of interest in the content of the videos. They also frequently check pronunciations in the Oxford Dictionary to make sure they're pronouncing words correctly when they're unsure.
Emotional Experience	What are the students' emotional expressions and responses while learning using native speaker videos? (e.g., enthusiastic, bored, frustrated)	Yes, students show great enthusiasm when learning with videos featuring native speakers. They seem to be having fun during the lesson, yet remain focused as they listen to the content.
	Do students appear confident when imitating the pronunciation from the video?	Yes, many students seem confident when imitating the pronunciation from the video. However, there are some students who still show hesitation and lack confidence.
	Are there signs of anxiety or reluctance to speak?	Indeed, there is a small group of students who show signs of anxiety or uncertainty when speaking.
	Do students appear motivated or interested while practicing pronunciation from the video?	Of course, the students seemed excited and enthusiastic during the pronunciation practice session. This was evident from the fact that nearly all of the students participated throughout the lesson.
Cognitive Experience	Do students demonstrate an understanding of the difference between correct and incorrect pronunciation?	Yes, students are already able to distinguish between correct and incorrect terms.

Aspect	Observation Focus	Notes
	Do students try to correct their own mistakes or ask for help when they encounter challenges?	Yes, students usually repeat words or phrases on their own. They also ask their classmates or teachers for help when they have trouble with pronunciation.
	What strategies do students use to adjust their pronunciation to match the model in the video?	The most common strategy is to repeat the phrase several times until it sounds smoother and closely resembles the pattern in the video.
	Do students reflect on their pronunciation after watching the video?	Of course, the students evaluated their speaking skills after watching the video. In addition, they also put them into practice in their daily activities because they are required to speak English.

B. Challenges in Learning Pronunciation Using Native Speaker Videos

The observational aspects related to challenges in learning to speak were developed based on previous studies regarding challenges that arise in the process of learning to speak. These studies indicate that students generally experience linguistic problems related to pronunciation characteristics and the influence of their first language Chekwube et al. (2023), psychological challenges such as anxiety and a lack of self-confidence Yousif (2025), and environmental and learning factors related to language exposure, technological support, and opportunities for practice (Gilakjani, 2012).

Aspect	Observation Focus	Notes
Linguistic Challenges Chekwube et al. (2023)	Do students have difficulty imitating intonation, word stress, or specific sounds in English?	Yes, a small group of students still struggles with imitating intonation, phrasing, and specific sounds in English. However, the majority of students are quite proficient.
	Are there significant differences between	Yes, there is a difference because English is not a language that

	the students' pronunciation and that of the model in the video?	students have used since childhood. Even so, many students are already able to memorize and reproduce words or sentences quite well, even if they are not yet quite at the level of a native speaker.
Psychological and Emotional Challenges Yousif (2025)	Do students show anxiety or a lack of confidence when imitating pronunciation?	Yes, a small group of students showed signs of anxiety and uncertainty, especially those who had no prior knowledge of English. In contrast, students who already had a foundation in English appeared more confident and bold.
	Are students reluctant to speak in front of their peers because they are afraid of making mistakes?	Overall, the students are not hesitant to communicate and continue to participate in the learning process. However, some students still feel afraid and hesitant to speak in front of their classmates because they are worried about making mistakes.
Technical and Environmental Challenges (Gilakjani, 2012).	Is the video and audio quality clear enough to help students understand pronunciation?	Yes, the video and audio quality is excellent, making it easier for students to pick up on pronunciation. This is further enhanced by the use of high-quality televisions and speakers.
	Are there environmental distractions affecting students' focus?	There are no significant distractions from the surroundings. The learning process takes place in a quiet and supportive environment.
	Do students have the opportunity or access to practice independently outside of class?	Of course, students have the opportunity and access to practice on their own outside of class hours. They also often practice with their peers.

INTERVIEW GUIDELINE

The interview guidelines were developed based on the principles of Narrative Inquiry proposed by Creswell et al. (2007) and Josselson (2007), which prioritize the exploration of participants' lived experiences, personal narratives, challenges, understandings, and reflections regarding the phenomenon under study. Accordingly, the interview questions were divided into four categories: Background and Learning Experiences, Learning Experiences with Native Speaker Videos, Challenges in Pronunciation Learning, and Reflections and Suggestions.

1. Background and Learning Experience

- How long have you been studying English at Alfalah Islamic Boarding School?
- What was your experience learning pronunciation before using videos featuring native speakers?

2. Learning Experience Using Videos Featuring Native Speakers

- What are your thoughts on using videos featuring native speakers to learn pronunciation?
 - Which part of the video helped you the most in improving your pronunciation? Why?
 - How do you imitate or practice pronunciation from the videos? Do you do it on your own or with a teacher's help?
 - How do these videos help you understand English pronunciation?
2. After watching the videos, do you feel more confident speaking English? Can you tell us about it?

3. Challenges in Learning Pronunciation

- What difficulties have you faced while learning using native speaker videos?
- Do you find it difficult to imitate certain sounds, word stress, or intonation in English?
- How do you feel when trying to pronounce English words that differ from your native language?
- How do you overcome difficulties with pronunciation?
- Has your teacher provided enough support when you've faced difficulties?

4. Reflection and Suggestions

- In your opinion, are videos featuring native speakers an effective way to learn pronunciation? Why?
- What suggestions do you have to make the use of videos featuring native speakers more effective in learning?

Appendix III. Research Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nomor : B- 657 /Un.14/III.1/PP.00.9/04/2026 22 April 2026
 Sifat : Penting
 Lampiran : 1 (Satu) Berkas
 Hal : Mohon Izin Riset

Yth. Kepala Pondok Pesantren Al-Falah Puteri Banjarbaru
 Kota Banjarbaru

Assalamu'alaikum Wr.Wb

Sehubungan rencana penelitian yang akan dilaksanakan oleh mahasiswa (i) dalam rangka penyusunan skripsi, maka dengan ini kami mohon izin serta bantuan Bapak/Ibu agar kiranya berkenan memberikan informasi/data yang diperlukan oleh :

Nama : Rizky Amalia
 NIM : 220101030393
 Program Studi : S1 Tadris Bahasa Inggris
 Fakultas : Tarbiyah dan Keguruan
 Alamat : Alamat: Jl. Tirta Dharma, masuk komplek bersama, Jalur Bersama
 1 No. 29B RT : 018 RW :002 Kelurahan: Sungai Lutut Kecamatan:
 Banjarmasin Timur Kota: Banjarmasin Provinsi: Kalimantan
 Selatan Kode pos: 70238
 No HP : 085828225951

Kami sampaikan pula sebagai Satker berpredikat Zona Integritas Wilayah Bebas dari Korupsi (ZI-WBK) menuju Zona Integritas Wilayah Birokrasi Bersih Melayani (ZI-WBBM) Fakultas Tarbiyah dan Keguruan UIN Antasari Banjarmasin berkomitmen terus menjaga integritas serta terus meningkatkan Kualitas kinerja dan Pelayanan.

Demikian surat keterangan ini kami sampaikan, atas perhatian dan perkenan Bapak/Ibu serta kerjasamanya yang baik kami ucapkan terimakasih.

Wassalamu'alaikum Wr.Wb

Banjarmasin, 22 April 2026

Wakil Dekan Bidang Akademik dan Kelembagaan,



Dr. Ahmad Salabi, S.Ag., M.Pd.
 NIP 197212112008011009

Tembusan :
 Dekan Fakultas Tarbiyah dan Keguruan



**YAYASAN PONDOK PESANTREN AL FALAH
PONDOK PESANTREN AL FALAH PUTERI
BANJARBARU KALIMANTAN SELATAN**

Jl. Jend. A. Yani Km. 23 Liang Anggang Banjarbaru Kalimantan Selatan 70723 Telp. 082149906002

SURAT KETERANGAN SELESAI PENELITIAN
Nomor : 539/PPA-Pi/B/ V/2026

Pimpinan Pondok Pesantren Al Falah Puteri Landasan Ulin Kota Banjarbaru
Provinsi Kalimantan Selatan menerangkan bahwa:

Nama	: Rizky Amalia
NIM	: 220101030393
Fakultas	: Tarbiyah dan Keguruan
Jurusan	: S1 Tadris Bahasa Inggris
Semester	: VIII (Delapan)
Judul Penelitian	: Students' Experience In Learning Pronunciation Through The Use Of Native Speaker Videos

Yang bersangkutan telah selesai melaksanakan penelitian untuk penggalan data dalam rangka penyusunan skripsi di Pondok Pesantren Al Falah Puteri Banjarbaru. Demikian surat keterangan ini diberikan untuk digunakan sebagaimana mestinya.

Banjarbaru, 30 Mei 2026

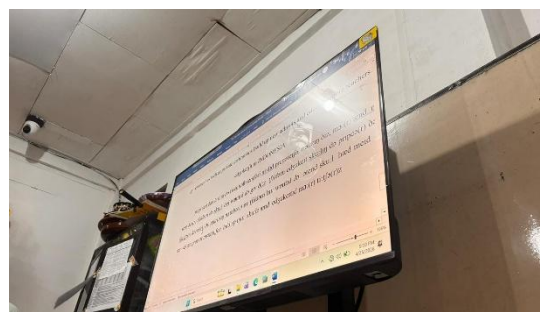
Pimpinan,



K.H. Mukhlis Kaspul Anwar, Lc., MM.
NIK. 750726311

Appendix IV. Photographs

Observations in Special English Program



Students Interview



Appendix V. Links to Examples of Instructional Videos Used During the Pronunciation Lessons

1. Akeelah and the Bee

Platform: YouTube

[https://youtube.com/playlist?list=PLESgtZZ_y48fZPhqeAC8r4Pj1wldgyC6h
&si=fki0-rhclo_77KDD](https://youtube.com/playlist?list=PLESgtZZ_y48fZPhqeAC8r4Pj1wldgyC6h&si=fki0-rhclo_77KDD)

2. Alphabet Pronunciation

Platform: YouTube

<https://youtu.be/UwdHDODRkDk?si=cIH7ZWsXc-SE2reJ>

3. Word Connection

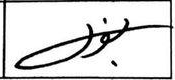
Platform: Facebook

<https://www.facebook.com/share/r/1HnyAwBa1V/>

Appendix VI. Consultation Schedules and Notes

CONSULTATION NOTES

NAME OF ADVISOR: Dr. Hj. Noor Maulidiyah, MA

No.	Date	Notes	Signature
1.	Monday, 9 February 2026	Include the Hijri year (2026 AD / 1447 AH). Include references and be sure to use citations. In the background section, it is also important to include many references. Ensure that the research gap is clearly defined: the background should cover the research problem, a brief review of previous studies, the research gap, the research contribution, and the objective. Add an introductory sentence. Add more content to the Theoretical Review section. Make it a separate chapter, namely CHAPTER II. Increase the number of participants; do not keep it small.	
2.	Wednesday, 11 February 2026	Each paragraph should include a reference, source, or supporting evidence. Include more references in the background section. Ensure there is a double-spaced line break between chapters and chapter titles. In all chapters, begin with an introduction that summarizes the chapter's content. Here, before discussing the Research Design. Even though your research is qualitative rather than quantitative, you can explain that the instruments or tools used for data collection are: Interview Guide and Observation Sheet.	
3.	Wednesday, 18 February 2026	At least 3 previous studies. Make sure to not only explain the theory regarding data reliability but also describe the research that has been conducted.	
4.	Saturday, 28 Maret 2026	You need to include "Data and Sources of Data."	

		After conducting your research, you need to explain this in more detail. For example, how many times did you make observations? What specific aspects did you observe? Please attach the observation guidelines as an appendix. In Chapter 3, explain this in narrative form.	
5.	Monday, 11 May 2026	Do not use bullets. Add the source of the theory, and also include the year; if the source differs for each aspect, you can add it below each aspect. Make sure all references follow APA 7th edition guidelines. If the title formatting here is incorrect...please change it in Mendeley or Zotero. If I'm not mistaken, according to academic guidelines, if a subtitle spans two lines, it should be single-spaced.	
6.	Tuesday, 3 June 2026	Please pay closer attention to the spacing. Add an explanation of the thesis structure. Citations do not always have to appear at the end; vary their placement some at the beginning, some in the middle, and some at the end. Write an abstract and complete all the required information.	
7.	Wednesday, 10 June 2026	Pay closer attention to line spacing. Do not use all capital letters for the author's name in citations. Add information regarding behavioral, emotional, and cognitive experiences to the "Definition of Key Terms" section. Add one research question. In the "Findings and Discussion" section, the data presentation should align with research questions 1 through 3. The "Conclusion" section should not be too long; 1 or 2 paragraphs are sufficient. Also, add a conclusion for research question 3.	
8.	Monday, 15 June 2026	Be consistent in the citation of research titles in the review of previous studies. Increase the font size for Arabic text to 16. Be consistent in word choice; do not vary it. Add RQ3 at the beginning of Chapter III.	

		In the abstract, add the word "inquiry" to the narrative design. Remove the word "of" from RQ and RO. Do not use plural forms in "observations" and "interviews." Do not space the references too far apart. <i>Ready for Thesis examination</i>	
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CURRICULUM VITAE

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 - b. Sekretaris Bidang Student Resource Development & Environment ESA Antasari Banjarmasin 2023/2023
 - c. Himpunan Mahasiswa Islam (HMI) Fakultas Tarbiyah dan Keguruan
 - d. Dewan Eksekutif Mahasiswa (DEMA) UIN Antasari Banjarmasin 2024/2025 (Sekretaris Menteri Kementrian Luar Negeri)
 - e. Dewan Eksekutif Mahasiswa (DEMA) UIN Antasari Banjarmasin 2025/2026 (Staff Kementrian Luar Negeri)
9. Academic Achievement :-
10. Non-Academic Achievement :-
11. List of Scientific Works :-

Banjarmasin, 15th June 2026


 Rizky Amalia