

**STUDENTS' EXPERIENCES IN LEARNING PRONUNCIATION
THROUGH THE USE OF NATIVE SPEAKER VIDEOS**

**By
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**ANTASARI STATE ISLAMIC UNIVERSITY
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STUDENTS' EXPERIENCES IN LEARNING PRONUNCIATION THROUGH THE USE OF NATIVE SPEAKER VIDEOS

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in partial fulfillment of the requirements for the degree of
Sarjana Pendidikan

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I, the undersigned, **Rizky Amalia**, declare that this undergraduate thesis is my original work, gathered and utilized specially to fulfil the purposes and objectives of this study, and has not been previously submitted to any other university for any degree or other purposes. I also declare that the publications cited in this work have been properly acknowledged. If someday, it is proven otherwise, I understand that my degree will be revoked.

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ABSTRACT

Rizky Amalia. 2026. Students' Experiences in Learning Pronunciation Through the Use of Native Speaker Videos. Thesis. English Language Education Study Program, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. Advisor: Dr. Hj. Noor Maulidiyah, MA

Keywords: Pronunciation Learning; Native Speaker Videos; Students' Experiences; Narrative inquiry.

Pronunciation is a crucial element in learning English, but many students face challenges due to a lack of exposure to authentic pronunciation examples. Therefore, the purpose of this study is to investigate students' experiences in understanding English pronunciation through videos of native speakers, identify the challenges they encounter during the learning process, and examine their reflections and suggestions regarding the use of native speaker videos in pronunciation learning at Al-Falah Islamic Boarding School. This study adopts a qualitative approach with a narrative inquiry research design. Data were collected through classroom observations and semi-structured interviews involving five female students participating in the Special English Program. The results indicate that students had positive experiences in behavioral, emotional, and cognitive aspects while learning pronunciation through videos of native speakers. These videos allow students to imitate pronunciation, boost their self-confidence, develop pronunciation awareness, and encourage the formation of independent learning habits. However, students also encountered several challenges, such as difficulty imitating certain sounds in English, understanding word stress and intonation, adapting to authentic pronunciation, and overcoming anxiety when speaking in English. Nevertheless, students continue to strive to improve their pronunciation skills through repeated practice and active engagement in the learning process. The findings also revealed that students viewed native speaker videos positively and suggested that the learning materials be continuously improved to make pronunciation learning more engaging. Thus, videos of native speakers provide a meaningful learning experience and support the growth of students' pronunciation skills within the boarding school setting.

ABSTRAK

Rizky Amalia. 2026. *Students' Experiences in Learning Pronunciation Through the Use of Native Speaker Videos*. Skripsi. Program Studi Tadris Bahasa Inggris., Fakultas Tarbiyah dan Keguruan, UIN Antasari Banjarmasin. Dosen Pembimbing: Dr. Hj. Noor Maulidiyah, MA

Kata kunci: Pembelajaran Pelafalan; Video Penutur Asli; Pengalaman Siswa; Narrative Inquiry

Pengucapan merupakan unsur penting dalam pembelajaran bahasa Inggris, namun banyak siswa menghadapi kendala akibat kurangnya paparan terhadap contoh pengucapan yang otentik. Oleh karena itu, tujuan penelitian ini adalah untuk menyelidiki pengalaman siswa dalam memahami pengucapan bahasa Inggris melalui video penutur asli, mengidentifikasi kendala yang mereka hadapi selama proses pembelajaran, serta mengkaji refleksi dan saran mereka terkait penggunaan video penutur asli dalam pembelajaran pengucapan di Pesantren Al-Falah. Penelitian ini mengadopsi pendekatan kualitatif dengan desain penelitian naratif. Data dikumpulkan melalui observasi kelas dan wawancara semi-terstruktur yang melibatkan lima siswa perempuan yang mengikuti Program Bahasa Inggris Khusus. Hasil penelitian menunjukkan bahwa siswa memiliki pengalaman positif dalam aspek perilaku, emosional, dan kognitif saat belajar pengucapan melalui video penutur asli. Video-video ini memungkinkan siswa untuk meniru pengucapan, meningkatkan kepercayaan diri, mengembangkan kesadaran pengucapan, dan mendorong pembentukan kebiasaan belajar mandiri. Namun, para siswa juga menghadapi beberapa tantangan, seperti kesulitan meniru bunyi-bunyi tertentu dalam bahasa Inggris, memahami penekanan kata dan intonasi, menyesuaikan diri dengan pengucapan asli, serta mengatasi rasa cemas saat berbicara dalam bahasa Inggris. Meskipun demikian, para siswa terus berupaya meningkatkan keterampilan pengucapan mereka melalui latihan berulang dan keterlibatan aktif dalam proses pembelajaran. Temuan tersebut juga menunjukkan bahwa para siswa memandang video penutur asli secara positif dan menyarankan agar bahan pembelajaran terus ditingkatkan agar pembelajaran pengucapan menjadi lebih menarik. Dengan demikian, video penutur asli memberikan pengalaman belajar yang bermakna dan mendukung perkembangan keterampilan pengucapan para siswa di lingkungan asrama.

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Finally, the writer hopes that this research will be useful for the next researchers. The writer admits that this research paper is not perfect yet. Therefore, suggestion will be expected to make it better.

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CONTENTS

TITLE OF PAGE.....	i
STATEMENT OF AUTHENTICITY	iii
PLAGIARISM CERTIFICATE.....	iv
APPROVAL	v
VALIDATION.....	vi
ABSTRACT	vii
<i>ABSTRAK</i>.....	viii
ACKNOWLEDGEMENT.....	ix
CONTENTS.....	xii
LIST OF APPENDICES	xv
CHAPTER I INTRODUCTION.....	1
A. Background of Study	1
B. Definition of Key Terms	5
1. Pronunciation Learning	5
2. Native Speaker Videos	6
3. Students' Experiences.....	6
C. Research Questions	7
D. Objectives of Study	7
E. Significance of Study	8
F. Thesis Structure.....	9
CHAPTER II THEORETICAL REVIEW.....	10
A. English Pronunciation	10
1. Definition of English Pronunciation.....	10
2. Components of English Pronunciation	11
B. Differences Between Indonesian and English Pronunciation System	14
1. Segmental Definition.....	14
2. Vowel Differences	14

3. Consonant Differences	15
4. Suprasegmental Definition	15
5. Words Stress	15
6. Rhythm	16
7. Implication.....	16
C. Learning and Acquiring English Pronunciation.....	16
1. The Nature of Pronunciation Learning.....	16
2. Factors Influencing Pronunciation Acquisition.....	17
D. Native Speakers as Pronunciation Models.....	18
1. Authentic Pronunciation Reference.....	18
2. Intelligibility as the Primary Goal	18
E. Native-Speaker Videos as Media for Pronunciation Learning	19
1. Audio-Visual Learning and Multimodal Input.....	19
2. Video-Based Pronunciation Instruction.....	19
3. Advantages in Limited-Exposure Contexts.....	20
F. Students' Experiences in Learning Pronunciation	20
1. Concept of Learning Experience in Qualitative Research.....	20
2. Psychological and Emotional Dimensions	21
3. Pronunciation Learning in Boarding School Context.....	22
G. Review of Previous Studies	23
CHAPTER III RESEARCH METHOD	27
A. Research Design.....	27
B. Research Setting.....	29
C. Participants.....	31
D. Data and Sources of Data.....	31
E. Techniques of Data Collection.....	33
F. Research Instrument.....	36
G. Data Analysis	37
H. Data Trustworthiness	42
I. Data Validation	44

CHAPTER IV FINDINGS AND DISCUSSION	46
A. Findings.....	46
B. Discussion	79
CHAPTER V CLOSURE	98
A. Conclusion	98
B. Suggestions	99
REFERENCES.....	101
APPENDICES	112
CURRICULUM VITAE	127

LIST OF APPENDICES

Appendix I. Translation of Al-Qur'an	112
Appendix II. Research Instruments.....	113
Appendix III. Research Letter.....	119
Appendix IV. Photographs.....	121
Appendix V. Links to Examples	123
Appendix VI. Consultation Schedules and Notes	124