

ABSTRACT

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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

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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.