

CHAPTER I

INTRODUCTION

This chapter provides an overview of the study. It begins with the background of the study, explaining the importance of English pronunciation, the use of native-speaker videos in pronunciation learning, and the research gap that underpins the present study. It then presents the definitions of key terms, the research questions, the objectives of the study, the significance of the study, and the organization of the thesis. Together, these sections establish the conceptual and contextual foundation for understanding the focus and purpose of the present study.

A. Background of Study

The extensive spread of English worldwide has made it a vital part of contemporary educational frameworks globally, including in Indonesia (Rao, 2019). As English has been incorporated into formal education from primary to tertiary levels (Neelambaram et al., 2024), the emphasis has shifted from merely grammar and vocabulary to also enhancing speaking abilities, notably pronunciation (Prashant, 2018).

Pronunciation involves how words and sounds are articulated, covering elements like stress, intonation, rhythm, and clarity (Winarti & Monika, 2019). It is fundamental to effective spoken communication and plays a significant role in how well someone can be understood (Bouchhioua, 2016). Even if a learner has solid grammar and vocabulary, poor pronunciation can lead to misunderstandings, causing breakdowns in communication (Kobilova, 2022).

Thus, mastering pronunciation is critical for learners of English as a Foreign Language (EFL), especially for individuals who wish to communicate clearly and confidently with others, on both local and international scales.

Even though it is essential, pronunciation is frequently viewed as one of the most challenging parts of learning English. Learners often encounter issues such as the impact of their first language (L1), the absence of direct sound equivalents between English and their native tongue, and a lack of awareness regarding phonological aspects like intonation and stress. Furthermore, conventional learning settings typically offer limited chances for students to practice pronunciation in genuine communication situations. Many educators may not have received focused training in teaching pronunciation, resulting in insufficient emphasis on this skill in regular lessons (Farhat Jahara & Hussein Abdelrady, 2021).

Moreover, the limited interaction with native speakers restricts students' exposure to genuine English sounds and natural speech rhythms (Almusharraf, 2022). This scarcity can lead to persistent pronunciation errors and impede students' speaking fluency. Given these hurdles, language teachers and educational institutions have increasingly utilized technology to facilitate pronunciation learning. One increasingly used method is the use of videos featuring native speakers, which provide learners with authentic language examples, natural intonation, and contextualized language usage (Rachmawati & Cahyani, 2020). Students may gain a better understanding of the pronunciation of English sounds and be able to reflect on their own pronunciation with regular

exposure and practice through imitation (Almusharraf, 2022; Rachmawati & Cahyani, 2020).

Acknowledging the advantages of this strategy, various educational institutions in Indonesia have embraced technology-enhanced pronunciation teaching. One notable project has been launched at Pondok Pesantren Alfalah Puteri, an Islamic boarding school that introduced a Special English Program aimed at improving students' English abilities, particularly in pronunciation. As an alternate method of teaching pronunciation, the program incorporates videos with native speakers into its curriculum. Nonetheless, obstacles persist, especially in guaranteeing regular exposure and guiding students on how to effectively utilize such resources for language learning (Pardede, 2018).

Multiple investigations have highlighted the significant value of multimedia resources in language education, particularly through YouTube videos featuring native speakers (A. Firdaus et al., 2025; Mardiyah & Santika, 2023; Safila, 2023). These studies indicate that multimedia aids provide both auditory and visual input, enabling learners to better understand key aspects of pronunciation such as stress, rhythm, and intonation. YouTube also offers access to authentic pronunciation models that are often unavailable in conventional classroom settings, especially for English as a Foreign Language learners in Indonesia. Students can interact with real-world pronunciation models and develop their own opinions on spoken English by seeing and mimicking natural spoken English (Hasanah & Wahono, 2022).

However, despite these encouraging results, many learners especially in more conventional educational settings such as Islamic boarding schools struggle with achieving correct pronunciation (Fathinah, 2021). Typical challenges include limited opportunities to converse with native speakers and a reliance on dull, teacher-led teaching styles (Fatihah, 2022). However, although previous studies have demonstrated the effectiveness of video-based pronunciation instruction (A. Firdaus et al., 2025; Mardiyah & Santika, 2023; Safila, 2023), most of them have primarily focused on measuring students' achievement through quantitative approaches and have been conducted in general or urban school settings. Limited attention has been given to exploring students' lived experiences, challenges, reflections and suggestions regarding the use of native speaker videos, particularly within Islamic boarding school contexts where access to technology and exposure to authentic English input may be more restricted. Addressing this gap, the present study aims to investigate how students at Pondok Pesantren Alfalah Puteri experience learning pronunciation through native-speaker videos. Specifically, this research seeks to explore students' experiences in learning pronunciation through native speaker videos, 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.

The study specifically examines three key areas: (1) students' experiences in learning pronunciation through native speaker videos (2) the challenges they encounter during the learning process, and (3) their reflections

and suggestions regarding the use of native speaker videos in pronunciation learning. By aligning the research with these questions, this study aims to provide a deeper understanding of students' experiences, challenges, reflection, and suggestions regarding the use of native speaker videos in learning English pronunciation within an Islamic boarding school context.

This research contributes to the existing body of knowledge on technology-supported language education, especially in less examined educational settings like pesantren. The findings provides useful suggestions for incorporating videos of native speakers into the English language programs of Islamic boarding schools more effectively (Andini & Zaitun, 2023). This study finds its basis in Islamic values that encourage continuous learning and improvement, aligning with Qur'anic verses like Al-Mujadila [58:11] which emphasizes the importance of seeking knowledge.

...يَرْفَعُ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ

By integrating such media in English instruction, this research highlights both the educational and cultural relevance of native speaker videos in developing the students' pronunciation skills, aiming to enhance their academic and personal growth.

B. Definition of Key Terms

This section provides clear definitions of the key terms used in this study to ensure a consistent understanding of the concepts discussed. The terms defined below are essential for establishing the scope and focus of the research.

1. Pronunciation Learning

Pronunciation learning refers to the process by which students acquire the ability to produce English sounds accurately and intelligibly. It includes the mastery of segmental features such as vowels (e.g., /i:/, /æ/, /ʌ/), consonants (e.g., /ʃ/, /θ/, /dʒ/), and consonant clusters, as well as suprasegmental features like word stress, intonation, and rhythm. Pronunciation learning involves both the perception and production of sounds and is essential for improving students' intelligibility and communicative competence in English

2. Native Speaker Videos

Native speaker videos refer to audiovisual learning materials that feature individuals whose first language is English. These videos are used in the Special English Program at Pondok Pesantren Alfalah as a medium to help students learn accurate English pronunciation. The videos typically include clear demonstrations of how native speakers articulate vowels, consonants, and words in natural speech. They also provide authentic examples of intonation, stress patterns, and rhythmic flow, allowing students to observe, imitate, and practice correct pronunciation models in a self-paced and engaging way.

3. Students' Experiences

The term “students’ experiences” refers to the thoughts, emotions, and impressions students have while learning English pronunciation through videos featuring native speakers. This definition encompasses how students interact with the videos, the learning techniques they employ such as imitation, repetition, and independent practice as well as the various challenges they face throughout the learning process. Furthermore, this term also highlights how

these experiences influence students' comprehension, self-confidence, and interest in learning English pronunciation. In this study, student experiences are examined through three aspects derived from (Fredricks et al., 2004), namely behavioral experiences, emotional experiences, and cognitive experiences.

C. Research Questions

This section outlines the research questions that guide the investigation into students' experiences while learning English pronunciation using videos featuring native speakers.

1. How do students experience learning pronunciation in special English program at Alfalah Islamic Boarding School using native-speakers' videos?
2. What challenges do students face when using native-speaker videos to learn pronunciation in the Special English Program at Alfalah Islamic Boarding School?
3. What are students' reflections and suggestions regarding the use of native-speaker videos in learning English pronunciation in the special English program at Al Falah Islamic Boarding School?

D. Objectives of Study

1. To explore students' experiences in learning English pronunciation through the use of native-speaker videos in the Special English Program at Alfalah Islamic Boarding School.
2. To identify and analyze the challenges students face when using native-speaker videos for pronunciation learning in the Special English Program at Alfalah Islamic Boarding School.

3. To explore students' reflections and suggestions regarding the use of native-speaker videos in learning English pronunciation in the special English program at Al Falah Islamic Boarding School

E. Significance of Study

1. Theoretical Implications

This research provides valuable insights for students in the Special English Program at Pondok Pesantren Alfalah Puteri, highlighting students' experiences and reflections on the use of native-speaker videos in their pronunciation learning. By focusing on students' experiences, the study enriches theoretical understanding of the role of multimedia, especially native speaker videos, plays in language learning. It contributes to the broader body of literature on the use of multimedia in language education, with a particular focus on contexts like Islamic boarding schools, where direct interaction with native speakers might be limited.

2. Practical Implications

From a practical standpoint, this study helps students by determining the methods that students employ to acquire pronunciation and how these methods influence their educational experiences. The findings can assist educators and curriculum developers in fine-tuning teaching strategies to maximize the use of native speaker videos, offering information that could encourage pronunciation training that is more responsive. Additionally, the research offers actionable advice for administrators of the Special English

Program on how to efficiently allocate resources to support pronunciation learning.

F. Thesis Structure

This thesis is divided into five chapters. Chapter I contains an introduction that covers the research context, definitions of key terms, the research question, the objectives of the study, the benefits of the research, and an overview of the thesis. Chapter II contains the theoretical framework and previous studies relevant to the research topic, including pronunciation in English, differences in pronunciation systems between Indonesian and English, methods of learning and acquiring English pronunciation, the role of native speakers as pronunciation models, the use of videos of native speakers as a tool for learning pronunciation, and students' experiences when learning pronunciation. Chapter III explains the research methodology, covering the research design, research location, research subjects, data and data sources, information collection techniques, instruments used, data analysis, data validity, and data validation. Chapter IV presents the findings and discussion of the study, explaining students' experiences in learning pronunciation using native speaker videos the challenges they faced during the learning process, and their reflections and suggestions regarding the use of native speaker videos in pronunciation learning. Finally, Chapter V presents a summary and suggestions based on the findings of the study.