

CHAPTER IV

FINDINGS AND DISCUSSION

To answer the research questions posed in this study, the researcher collected data through classroom observation, semi-structured interview, and supporting documents. Observation were conducted to assess students' participation, behavior, emotional reactions, and learning processes during pronunciation lessons using videos featuring native speakers. On the other hand, interview was conducted to gain a deeper understanding of students' experiences, challenges, reflections, and suggestions regarding the use of native speaker videos in English pronunciation instruction.

The findings presented in this chapter are organized around the three research questions. The first section discusses students' experiences when learning pronunciation through videos featuring native speakers, based on data from observations and interviews. The second section outlines the various obstacles students faced during the learning process, while the third section explores students' reflections and suggestions regarding the use of native speaker videos in pronunciation lessons. Additionally, supporting documents, such as teaching activity notes and instructional materials, are used to reinforce and support the research findings.

A. Findings

This study was conducted at the Al-Falah Islamic Boarding School in Banjarbaru, involving five female students participating in the English language

learning program. The primary focus of this study was to examine the students' experiences in understanding pronunciation through the use of videos featuring native speakers

To answer the first research question, the researcher conducted direct observations in the boarding school learning setting to monitor student engagement during learning activities. This study specifically examines how students demonstrate their participation in the pronunciation learning process through videos featuring native speakers.

To answer the second research question, the researcher conducted in-depth interviews with the students. These interviews aimed to explore their experiences, reflections, and various challenges they encountered in the process of learning pronunciation using videos of native speakers. In addition, the researcher also utilized supporting documents, such as learning activity logs and teaching materials, to further strengthen the findings of this study.

Furthermore, to answer the third research question, the researcher also used data obtained from the semi-structured interviews to explore students' reflections and suggestions regarding the use of native-speaker videos in learning English pronunciation. Through these interviews, the participants shared their evaluations of the usefulness of native-speaker videos, as well as their recommendations for improving the effectiveness of pronunciation instruction using this learning medium.

1. Students' Experiences in Learning Pronunciation Using Native Speaker Videos

This section presents the findings related to the first research question, which aims to investigate students' experiences in learning English pronunciation using videos featuring native speakers. To answer this question, the researcher collected data through classroom observations and semi-structured interviews. The findings indicate that students engage in the pronunciation learning process in various ways, as evidenced by their behavioral, emotional, and cognitive experiences during the learning process.

Before presenting the observation and interview findings, it is important to briefly describe the instructional videos used during the pronunciation lessons. During the learning process, the teacher used various native-speaker videos that were selected according to the pronunciation topics being taught. The instructional materials included videos on alphabet pronunciation, word connection, and selected scenes from *Akeelah and the Bee* to expose students to authentic spoken English in meaningful contexts. These videos served as authentic pronunciation models and enabled students to observe, imitate, and practice English pronunciation. Other instructional videos were also used according to the learning objectives and pronunciation topics covered in the Special English Program. Examples of these instructional videos are provided in Appendix V.

The findings are presented below:

a. Observation Findings

1) Behavioral Experience

Based on observation conducted during the pronunciation lesson, the students demonstrated a high level of participation throughout the activity. From the moment the video began playing, many students appeared focused on the screen and paid close attention to the pronunciation demonstrated by the native speaker. This was evident from the minimal disruptions during the learning process and the students' ability to remain focused while the video was playing.

When the video demonstrated how to pronounce a specific word or sentence, students immediately imitated the sounds they heard and often repeated them several times. This indicates that students were attempting to mimic the pronunciation shown in the video. This activity was generally performed collectively, creating an interactive learning atmosphere. During the observation, some students also appeared to practice pronouncing words on their own after the group practice session ended. This behavior indicates that students are actively practicing their pronunciation outside of the teacher's guidance.

In addition, note-taking was observed as an element of the learning process. Some students wrote down new vocabulary and words they found difficult to pronounce. This action demonstrated their active participation in the learning activities. Students were also seen discussing pronunciation with

their classmates, both to verify and to correct their own pronunciation. Communication with the teacher was also observed when students asked questions about specific pronunciations. Furthermore, some students independently checked pronunciation using a dictionary when they felt unsure about a particular word. This behavior indicates that students are seeking explanations to improve the accuracy of their pronunciation.

Overall, the observation results show that students are actively engaged in pronunciation learning through activities such as imitating pronunciation, repeated practice, note-taking, and interacting with the teacher and classmates.

2) Emotional Experience

Based on observation conducted during the pronunciation instruction sessions, students generally displayed positive emotional responses while participating in the learning activities. Throughout the learning process, many students appeared enthusiastic as they listened to and tried to imitate the pronunciation demonstrated by native speakers in the videos. This was evident in their willingness to follow the teacher's instructions and contribute to the pronunciation exercises. When doing pronunciation exercises in groups, students appeared to actively respond and participate with their peers. The learning atmosphere felt dynamic as students repeated the words and sentences shown in the video.

However, there was variation in emotional responses among the students. When asked to say words individually, some students showed

hesitation before giving an answer. Some spoke more slowly and needed extra time before attempting to say the requested word. On the other hand, other students appeared more confident and provided answers more quickly during the activity.

Overall, the observations indicate that students generally responded positively to the pronunciation lesson using videos of native speakers. Nevertheless, some students still showed hesitation when asked to speak or practice pronunciation individually during the learning session.

3) Cognitive Experience

Based on observation conducted during the pronunciation lessons, the students demonstrated significant participation in the learning process. During the activities, they paid attention to the pronunciation demonstrated in the videos and tried to imitate the words and phrases spoken by native speakers.

Some students were seen repeating words multiple times after hearing the pronunciation in the videos. This repetition occurred both during group exercises and individual practice. At certain moments, Some students were seen pausing briefly before repeating a word after listening to the pronunciation example shown in the video. Students were also seen seeking clarification when they encountered challenges. Some of them asked the teacher about how to pronounce a specific word, while others discussed with classmates how to pronounce a word. In addition, some students also

checked the pronunciation of words using a dictionary when they were unsure about a word

Overall, the results of the observation show that students actively participated in learning pronunciation by watching the video, repeating words and sentences, asking questions, and seeking explanations from the teacher, classmates, and other learning resources.

In addition to observational data, interviews were also conducted to gain a deeper understanding of students' experiences in learning English pronunciation through videos featuring native speakers. The interview results provided additional information regarding students' prior learning experiences, their views on the use of native-speaker videos, how they practice pronunciation, their understanding of English pronunciation, and their level of confidence when using English.

Before discussing the students' experiences in learning English pronunciation through videos featuring native speakers, the researcher first investigated the participants' backgrounds in English language learning. The results of the interviews showed that although most participants had been studying English at the Al-Falah Puteri Islamic Boarding School for about one to two years, they varied in their level of exposure to the English language. Some participants stated that they learned English independently by utilizing various media, such as YouTube, music, movies, and social media, while others relied more on formal learning methods provided by the English program at the boarding school. These differences in background

reflect that students began the pronunciation learning process with varying levels of experience and exposure to English, which could influence their learning experiences during the pronunciation program.

b. Interview Findings

1) Students' Prior Experience in Learning Pronunciation Before Using Native Speaker Videos

To understand students' initial experiences with learning pronunciation, participants were asked to describe their experiences before watching a video featuring native speakers. From the responses received, the majority of students admitted that they often struggled to pronounce English words correctly and felt unsure whether their pronunciation was accurate. Some participants explained that they often made pronunciation mistakes without realizing it. For example, S1 stated: *"Before this, I didn't know how to pronounce certain words, and it turned out that many of my pronunciations were wrong. After watching the video of a native speaker, I finally learned the correct way and felt embarrassed that I only realized it now"*.

A similar statement was also made by S3, who said: *"I often made mistakes and felt confused when pronouncing words. I also wasn't sure if my pronunciation was correct. After learning from videos of native speakers, I began to understand the correct pronunciation and am no longer as anxious about making mistakes"*.

These responses indicate that before being exposed to videos of native speakers, some students lacked confidence in their pronunciation skills and frequently made mistakes without realizing it. The availability of videos featuring native speakers helped them recognize these errors and understand more accurate pronunciation.

In addition to incorrect pronunciation, some students also emphasized how videos of native speakers helped them distinguish sounds that were previously hard to understand and improved their ability to imitate English pronunciation. S2 explained: “Before hearing native speakers, I could speak English, but my pronunciation wasn’t correct. After hearing them directly, I became more aware and found it easier to imitate them”.

In line with this, S4 stated: *“My speaking skills used to be inadequate, and I often made many mistakes. I also had trouble distinguishing certain words, but after using videos of native speakers, I began to understand the differences”*. These statements indicate that listening to native speakers provides clearer pronunciation examples, allowing students to identify sound differences that were previously difficult for them to understand.

A similar improvement in understanding was also expressed by S5, who said: *“I felt my English skills were still far from sufficient; even when singing, my pronunciation was often inaccurate. After learning through videos of native speakers, I began to understand the correct way to pronounce words”*.

Overall, these findings suggest that before using videos featuring native speakers, many students experienced uncertainty, confusion, and errors in English pronunciation. However, after watching videos of native speakers, they began to recognize mistakes they were previously unaware of, understand more accurate pronunciation, and feel more confident in speaking English words. This experience illustrates a learning process that moves from uncertainty toward a better understanding of English pronunciation.

2) Students' Views on Using Videos of Native Speakers

Based on the interview results, all participants expressed a positive attitude toward the use of videos featuring native speakers in English pronunciation lessons. They viewed these videos as learning tools that helped them understand correct English pronunciation and provided a more realistic learning experience compared to simply studying theory in the classroom.

Some students emphasized the importance of listening to native speakers directly as examples of proper pronunciation. For example, S2 stated: *“In my opinion, watching videos of native speakers is absolutely crucial. Without seeing or hearing them directly, we might struggle to figure out the correct way to pronounce words. This is very helpful, especially for us who are learning a new language”*.

S5 shares a similar view, believing that videos of native speakers provide more accurate pronunciation examples than non-native speakers.

She argues that authentic pronunciation models help students understand the correct way to pronounce a word.

In addition to providing accurate pronunciation examples, some participants also highlighted the benefits of videos in helping them understand various aspects of English pronunciation. S3 stated: *“In my opinion, this method makes it easier for me to understand pronunciation. We don’t just watch, but also imitate and practice in daily life. Many of us learn things like letters, phonetic symbols, word stress, intonation, and accents”*. This statement indicates that students do not merely use videos as a medium for hearing pronunciation but also as a tool for understanding various crucial aspects of English pronunciation.

On the other hand, S1 highlighted an additional highly useful aspect: the opportunity to directly observe how native speakers speak. She stated: *“From the videos, I can observe how they stress words, their facial expressions, and their speaking style. This experience is very useful for both daily life and the future”*. These findings show that videos provide not only auditory input but also visual information that helps students understand how to communicate more naturally.

On another occasion, S4 emphasized the benefits of videos for boarding school settings that face challenges in accessing technology. She stated: *“These videos are very helpful, especially in places like dormitories with limited access to technology. With these videos, we can still learn pronunciation in a more modern way”*. This statement indicates that videos

of native speakers also serve as a tool to provide a more authentic learning experience even when students are in settings with limited access to technology.

3) The Most Helpful Parts of the Video for Learning Pronunciation

Based on the interviews, the students had varying opinions about which video segments were most effective in improving their pronunciation skills. However, the majority of participants felt that basic pronunciation material, particularly the introduction to letters and how to pronounce them, was the most beneficial element for them.

Some students emphasized that material on the alphabet is essential as a foundation for learning English pronunciation. S2 stated: *“The most helpful segment is how to pronounce the letters of the alphabet because that is the foundation for speaking. Additionally, I also understand the difference between intonation and pronunciation”*.

A similar view was expressed by S3, who said: *“I believe that the video about the alphabet is very helpful because it is the foundation. Now I can pronounce letters correctly, such as the letter H, which is pronounced /etf/”*. In addition to emphasizing the importance of alphabet material, these statements indicate that students gained a better understanding of basic pronunciation that they had not previously grasped.

On the other hand, some participants highlighted the benefits of more specific material related to English pronunciation rules. S1 stated that the material on the pronunciation of the -s/-es endings was very helpful

because he used to find the topic difficult. She also mentioned that learning about accent differences, such as British and American accents, gave her new insights into pronunciation variations in English.

S4 expressed a similar sentiment, finding the material on the pronunciation of the -ed ending particularly beneficial. She acknowledged that before studying this material, she struggled to distinguish between the various pronunciations of -ed, but after watching the video, she better understood the differences.

Meanwhile, S5 offered a slightly different perspective, emphasizing the material on vowels, consonants, and diphthongs as the most helpful part. She explained that this material helped him distinguish sounds that previously sounded similar, including variations in the pronunciation of certain words and letters.

Overall, these findings indicate that students benefit from various aspects of the videos depending on their needs and the challenges they previously faced. Some students found basic material such as the alphabet helpful, while others benefited more from material related to specific pronunciation rules, accent differences, or more complex English sounds. This suggests that videos featuring native speakers not only help students understand basic pronunciation concepts but also support them in learning more specific and challenging aspects of pronunciation.

4) How Students Imitate and Practice Pronunciation

Based on the interviews conducted, students not only have the habit of passively watching videos of native speakers, but also devise various ways to imitate and practice the pronunciation they learn. Although each student has their own method, all participants demonstrated that they are actively engaged in the learning process through a combination of listening, imitating, practicing, and seeking help when faced with challenges.

Some students highlighted the importance of teacher support in helping them understand and practice the pronunciation demonstrated in the videos. S1 explained: *“I listen very closely, and then the teacher provides additional explanations. I also try to apply it in daily activities and practice on my own in front of a mirror”*.

A similar perspective was expressed by S5, who stated that although they gained knowledge through the video, they still needed the teacher’s explanation to better understand the material. Similarly, S2 explained that after watching the video, the teacher often provided additional examples before the students practiced pronunciation. These results indicate that videos featuring native speakers are not separate from the teacher’s role. Instead, the teacher acts as a guide who helps students understand and apply the pronunciation they learn from the videos.

In addition to relying on the teacher’s assistance, some students also utilize interactions with peers in their learning process. S2 stated that after learning pronunciation through videos, they practiced speaking with their friends in daily life. This is further supported by S3, who explained: *“I*

watch examples from the teacher, and if I don't understand, I ask my friends". This statement indicates that the pronunciation learning process also involves collaboration among students. Peers serve as a source of support that helps students overcome the challenges they face while learning.

On the other hand, some students tend to practice on their own. For example, S4 states: *"I often practice alone, even speaking as if I were being interviewed"*. Additionally, S1 also reveals that they often practice in front of a mirror to improve their pronunciation skills. Such independent practice demonstrates the students' initiative to continuously hone their speaking skills outside of formal learning.

Overall, the results of this study indicate that students employ a variety of strategies in learning pronunciation through videos of native speakers. Some students rely more on guidance from teachers, while others utilize peer support, and some choose to practice on their own. Nevertheless, all participants indicated that pronunciation learning is an active process involving various strategies to help them improve their English speaking skills.

5) The Role of Videos in Helping Students Understand Pronunciation

Based on the interviews conducted, all participants agreed that videos featuring native speakers play a significant role in helping them understand English pronunciation. In general, students felt that the combination of natural pronunciation, visual cues, and clear audio made it

easier for them to understand how to pronounce words in English. Some participants emphasized the importance of hearing pronunciation spoken directly by native speakers. For example, S1 stated: “This video is very helpful because the pronunciation from the native speaker is clear and serves as a great example”.

A similar view was expressed by S2, who explained: “*They speak clearly, slowly, and use rich expressions, making it easy to imitate*”. These statements indicate that students view native speakers as reliable models of pronunciation. Listening to natural pronunciation helps them understand how English words are routinely pronounced and makes it easier for them to imitate those sounds more accurately.

In addition to the audio aspect, some participants also emphasized the importance of the visual elements in the videos. S3 explained: “*The way they pronounce words is very easy to understand, and their facial expressions help me understand how to speak*”. Similarly, S5 highlighted the benefits of the combination of visual and audio elements. She said: “*The video is helpful because it has both visual and audio elements, so we can see and hear clearly*”. This statement indicates that students learn not only by listening but also by observing the facial expressions and mouth movements of native speakers. This helps them understand how a sound is produced correctly.

Meanwhile, S4 focused more on the practical aspects gained from using videos. She said: “*This video is very helpful because the native*

speaker pronounces the words clearly, and I can practice them right away". This statement indicates that videos not only provide good pronunciation examples but also encourage students to immediately apply what they have learned through practical activities.

Overall, these findings suggest that videos featuring native speakers contribute to students' pronunciation understanding through a combination of authentic pronunciation, clear audio, visual support, and opportunities to immediately practice the material they have learned. These various characteristics help students better understand how to pronounce English words accurately and naturally.

6) The Impact of Videos on Students' Self-Confidence

In Based on the interview results, all participants reported that they experienced an increase in self-confidence after learning pronunciation through videos featuring native speakers. The students believe that a better understanding of how to pronounce English gives them confidence when speaking English in various situations.

Some students mentioned that a better understanding of proper pronunciation made them no longer afraid of making mistakes. For example, S2 said: *"After learning through videos from native speakers, my confidence has increased in using English in daily life, whether when speaking with friends or others. I also don't worry about making mistakes because I already understand the correct pronunciation from native speakers"*.

A similar view was expressed by S3, who explained: *“Definitely. I’ve become more confident when speaking English with friends, teachers, or others. Additionally, I feel proud when I start to understand the correct pronunciation and can apply it more effectively”*. These statements indicate that improved understanding of pronunciation not only helps students linguistically but also has a positive impact on their confidence when using English.

Furthermore, some students described the increase in confidence in more specific terms. S1 stated: *“Yes, of course. After watching videos of native speakers, I feel more confident because now I understand the correct pronunciation. I’m also more confident when speaking English, and if a friend mispronounces a word, I don’t hesitate to correct them”*. This statement shows that improved pronunciation understanding boosts students’ confidence in their abilities and gives them the courage to participate more actively in the learning setting.

Meanwhile, S4 linked their confidence to their ability to communicate more clearly. She explained: *“I feel more confident when speaking English with others because if I speak clearly, others will find it easier to understand what I’m saying.”* This finding suggests that the ability to pronounce words more accurately helps students feel more comfortable when interacting in English.

On the other hand, S5 highlights a broader impact of this increased confidence. She stated: *“After learning pronunciation through videos of*

native speakers, my confidence increased rapidly. In fact, because of the confidence I've gained, I became motivated to participate in a speech contest held as part of the English program". This statement indicates that increased confidence not only impacts daily learning activities but also encourages students to take on greater challenges in using English.

Overall, these findings indicate that the use of videos featuring native speakers has a positive effect on students' confidence in speaking English. Through a deeper understanding of correct pronunciation, students become more confident in using English in their daily lives, more confident in their own abilities, and more motivated to hone their English language skills.

2. Challenges in Learning Pronunciation Using Native Speaker Videos

This section presents the results related to the second research question, which aims to identify the various challenges students experience in learning English pronunciation through videos featuring native speakers. To achieve this research objective, the researcher collected data through classroom observations and semi-structured interviews. The research results indicate that students encounter various challenges during the learning process, including linguistic challenges, psychological and emotional challenges, as well as technical and situational challenges. These challenges affect students' ability to understand, imitate, and perform English pronunciation during the learning process. The findings are presented as follows:

a. Observation Findings

1) Linguistic Challenges

Based on observation conducted during the pronunciation practice sessions, it was evident that some students struggled when trying to imitate the pronunciation demonstrated in the videos by native speakers. This issue became apparent when a number of students repeated certain words or phrases several times after listening to the pronunciation examples in the videos.

On several occasions, students were also seen asking the teacher for clarification on how to pronounce certain words. Other students discussed pronunciation with their classmates before attempting to say the word again. These actions indicate that some students require additional practice and guidance when trying to imitate the pronunciation shown in the video.

Overall, the results of the observations show that some students need repeated practice before they can more accurately imitate the pronunciation demonstrated in the video.

2) Psychological and Emotional Challenges

Based on observations made during the pronunciation learning sessions, it was evident that there was variation in students' emotional responses throughout the activity. Although many students were actively engaged in the pronunciation exercises, some of them appeared hesitant when asked to pronounce words on their own.

During individual pronunciation sessions, some students needed extra time before they dared to try pronouncing a word. Some students also spoke more softly than when they were in a group. On the other hand, other students seemed more ready to respond quickly and participated more actively in the learning process. Although there was variation in responses, the majority of students continued to follow the learning activities and tried to imitate the pronunciation demonstrated in the video. Throughout the session, students remained engaged in the pronunciation exercises and followed the instructions provided by the teacher.

Overall, the results of the observations indicate that students displayed varying levels of confidence during pronunciation practice, particularly when they were asked to perform or practice individually in front of the class.

3) Technical and Environmental Challenges

Based on observations made during the pronunciation practice sessions, several obstacles related to the learning process were identified. During the activities, some students required additional repetition before they could follow the pronunciation demonstrated in the video. In some cases, students listened to the pronunciation examples more than once before attempting to repeat the words or sentences they heard.

The learning setting during the observations was generally quite supportive of the learning process. Students remained focused on the lesson and engaged in the assigned activities. However, there were differences in

student responses during the pronunciation exercises. Some students appeared to follow along with the pronunciation activities more quickly, while others required more time and assistance from the teacher or classmates before attempting to pronounce the words.

Overall, the findings of the observation indicate that students faced varying levels of difficulty during the pronunciation exercises and sometimes required repetition and additional support during the learning process.

In addition to the data collected through observation, interviews were also conducted to gain deeper insights into the various challenges students face when learning English pronunciation through videos featuring native speakers. The interview results provided additional insight into the challenges students face, their emotional reactions to these challenges, the strategies they use to overcome them, and the support they receive during the learning process.

Although most participants generally reported positive experiences in learning English pronunciation through videos featuring native speakers, the interview results also revealed various challenges they faced during the learning process. These challenges varied among students and were not limited to linguistic aspects; they also included psychological factors as well as challenges in adapting to English pronunciation, which differs from that of their first language. The participants described various challenges they faced, such as limited vocabulary, pronunciation, word stress, intonation,

accent, self-confidence, and adjusting to the sounds of English. Despite facing these various challenges, the students continued to strive to improve their pronunciation skills through practice, repetition, and support from teachers and peers.

b. Interview Findings

1) Challenges Students Face When Learning Using Native Speaker Videos

Based on the interviews, all participants stated that they encountered various challenges when learning pronunciation through videos featuring native speakers. Although the types of challenges faced varied, most were related to vocabulary mastery, differences in pronunciation, intonation, accent, and the ability to understand and imitate the speech of native speakers.

One of the most common challenges is a limited vocabulary. For example, S1 explained that a lack of vocabulary sometimes makes it hard for them to understand the terms used by native speakers. They stated: *“Maybe because I don’t know many words, so there are many words spoken by native speakers that I don’t recognize or aren’t familiar to me”*. This statement highlights how crucial vocabulary mastery is in helping students understand and follow the pronunciation examples demonstrated in the video.

Additionally, some students also face challenges related to pronunciation and intonation. Student S2 explains that there are certain

sounds in English that are difficult to pronounce because they require tongue movements different from those in their first language. She also highlighted challenges in matching English intonation with the statement: *“One of the challenges is intonation. Since English isn’t our first language, there are naturally differences in how we pronounce it”*.

A similar point was made by S5, who noted that imitating English accents is quite challenging, especially when native speakers speak quickly or use less familiar accents. He argued that English learners in Indonesia often struggle to follow the rhythm and intonation patterns used by native speakers.

Another difficulty that arises relates to students’ ability to understand and imitate speech immediately after hearing it. For example, S3 explained: *“Sometimes when I watch a video, I can’t immediately understand and repeat what they’re saying because there are some words or sentences that are very difficult for me to pronounce”*. This statement indicates that some students need more time and attention to understand and imitate the pronunciation they hear in the video.

Meanwhile, S4 emphasized that the challenge does not lie in the video itself, but rather in certain words and letters that are still difficult to pronounce correctly. She explained that he still often gets stuck when pronouncing certain letters, especially the letters A and E.

In general, the results of this study indicate that students face a number of obstacles when learning pronunciation using videos from native

speakers. These obstacles include limited vocabulary, challenges with pronunciation and stress, unfamiliar accents, and differences between the sound systems of English and the students' native languages. These results suggest that learning pronunciation requires continuous exposure, regular practice, and a process of adaptation to the features of the new language for students.

2) Challenges in Imitating Sounds, Word Stress, and Intonation

Based on the interviews conducted, a number of students reported that they faced challenges in imitating certain sounds, word stress, and intonation when speaking English. They found these elements quite challenging because many pronunciation patterns in English differ from those in the languages they use daily. As a result, students often require additional practice to pronounce words correctly.

One of the most frequently mentioned challenges by the participants is the issue of word stress. Some students stated that they often feel confused about determining which part of a word needs to be stressed. For example, S1 mentioned: *"I have trouble with word stress because sometimes I'm unsure where to place the stress"*.

A similar statement came from S2, who noted that they still find it difficult to determine the correct stress placement. They argued that word stress is very important because it can affect meaning and help listeners understand spoken words more clearly. Additionally, S5 added that they

often struggle to apply word stress and intonation correctly, especially when reading speeches or longer texts.

In addition to word stress issues, some students also encountered challenges in distinguishing and producing certain sounds in English. S1 admitted that they often felt confused when distinguishing similar phonetic sounds, such as /θ/ and /ð/, as well as /dʒ/ and /z/. Similarly, S3 stated that he still struggles to distinguish short vowel sounds like /e/ and /æ/ because they sound almost identical to him. These findings indicate that certain sounds in English remain a challenge as they are not yet widely recognized and require more in-depth listening skills and practice.

On the other hand, intonation is also one of the challenges faced by students. S4 explained that although he does not experience many problems speaking English in general, he still finds it difficult to imitate English intonation. He feels that his speech tends to be flat, so it does not sound like that of a native speaker. A similar point was raised by S5, who emphasized the importance of using proper intonation, especially when delivering a speech, because intonation patterns in English differ from the speaking patterns they typically use in daily life.

Overall, the results of this study indicate that word stress, intonation, and certain sounds in English remain the primary challenges for students in learning pronunciation. These challenges indicate that pronunciation learning involves not only the ability to imitate sounds but also an understanding of the patterns and characteristics of English, which differ

from students' first languages. Therefore, students require continuous exposure and consistent practice to improve their pronunciation skills.

3) Students' Feelings When Speaking English, Which Differs from Their Native Language

Based on the interviews, many students experienced a range of emotional reactions when trying to speak English, a language different from the one they use in their daily lives. Feelings such as restlessness, anxiety, embarrassment, and a lack of self-confidence were frequently reported by the participants.

Some students stated that they were afraid of making mistakes when speaking English. For example, S1 said: *"When I try to say words in English that are different from my native language, I definitely feel a bit anxious and worried about making mistakes, especially since the pronunciation is sometimes difficult and complicated"*.

The same sentiment was expressed by S3, who admitted to frequently feeling anxious when faced with words or sentences that are difficult to pronounce. She explained: *"Anxiety is always there, especially when I'm unable to pronounce words or sentences I consider very difficult. Sometimes I feel less confident when I see my friends can already do it, while I still can't"*.

In addition, some students also admitted to feeling embarrassed or losing their self-confidence because they were afraid of being judged by

others. S5 stated: *“Of course, I felt embarrassed when trying, because I was worried my friends would judge me if I mispronounced a word”*.

These findings indicate that social factors, such as comparison with peers and concerns about others' judgments, play a role in influencing students' confidence levels when speaking English.

Nevertheless, not all students view these challenges negatively. S2 explained that although she initially felt anxious when switching from Indonesian to English, the regular practice she engaged in made her more confident. Similarly, S4 viewed the differences between English and the language she normally uses as a challenge that actually motivated her to keep learning and improve her pronunciation skills.

Overall, these findings indicate that pronunciation learning involves not only linguistic challenges but also emotional experiences. Although many students experience nervousness, anxiety, and a lack of confidence, some of them begin to develop a more positive attitude as their experience and practice in using English increase.

4) How Students Overcome Challenges in Pronunciation

Based on the interviews conducted, students employ various methods to overcome the challenges they face when learning English pronunciation. Although the strategies they choose vary, most students emphasize the importance of regular practice as the key to improving their pronunciation skills.

Some participants explained that they try to overcome pronunciation challenges by continuing to practice and applying what they learn in everyday situations. For example, S1 stated: *“I keep practicing, whether by speaking to others or talking to myself, because after watching videos of native speakers, I need to apply what I’ve learned in my daily life”*.

A similar point was made by S3, who noted that pronunciation skills will only improve through continuous practice. He mentioned that he practices in front of a mirror and uses English when communicating with his friends during daily activities.

In addition to personal practice, some students also seek help from others to support their learning process. S2 explained that in addition to practicing regularly, she also asks for help from more experienced friends when facing challenges. Meanwhile, S4 stated: *“I try to overcome challenges by continuing to practice and not being afraid to make mistakes. I also ask for feedback from teachers or friends so I can improve my pronunciation”*. These results show that the process of learning pronunciation is not only done independently but also involves interaction with teachers and peers as sources of support and feedback.

On the other hand, some students also emphasized the importance of building self-confidence during the learning process. For example, S5 stated that students must maintain self-confidence, keep practicing, and not be afraid of others’ judgments. According to them, using English in daily

activities helps students feel more comfortable with the pronunciation they are learning.

Overall, these results indicate that students overcome pronunciation challenges through regular practice, the use of English in daily life, and support from teachers and peers. These findings also highlight that the courage to try and the willingness to keep practicing are key factors in the process of improving students' pronunciation skills.

5) Teacher Support in Overcoming Pronunciation Challenges.

In the interviews conducted, all participants agreed that teachers play a crucial role in helping them learn pronunciation through videos featuring native speakers. Students tend to view teachers as figures who provide guidance during the learning process.

Some participants highlighted that teachers offer explanations, examples, and corrections when they encounter challenges. For example, S4 stated: *"Indeed, my teacher has provided sufficient assistance when I've had problems. Usually, the teacher provides explanations, examples, and corrects the mistakes I make"*.

A similar statement was also made by S3, who emphasized the importance of the teacher's presence in the learning process. She said: *"The teacher's help is very meaningful to us in our learning, because without their support, we would not be able to improve"*. These findings indicate that teacher support extends beyond merely delivering instructional content. Teachers also provide guidance, feedback, and encouragement that help

students improve their pronunciation skills and overcome the various challenges they face.

Overall, the interview results suggest that teacher support has a positive impact on students' pronunciation learning experiences and helps them feel more confident throughout the learning process.

3. Students' Reflections and Suggestions Regarding the Use of Native Speaker Videos

This section presents findings relevant to the third research question, which aims to explore students' reflections and suggestions regarding the use of videos featuring native speakers in the process of learning English pronunciation. To answer this research question, data were collected through semi-structured interviews. The research findings provide insights into students' reflections regarding the benefits of using videos featuring native speakers, as well as the suggestions they offer to enhance the effectiveness of these videos in pronunciation instruction. These findings are presented as follows:

a. Interview Findings

1) Students' Reflections on the Usefulness of Native Speaker Videos in Learning Pronunciation

The interview results indicate that all participants consider videos featuring native speakers to be a useful tool in the pronunciation learning process. In general, students believe that listening directly to fluent English speakers helps them understand pronunciation better and provides concrete examples of how English is pronounced. Some participants emphasized the

clarity and accuracy of the pronunciation demonstrated in the videos. For example, Student 1 stated: “This is very helpful because the information from native speakers is very clear and precise”.

A similar statement was made by Student 2, who explained: “*That’s right, this is very helpful, especially because we can listen directly to the videos of native speakers*”. These statements indicate that students value the opportunity to hear authentic pronunciation directly from native speakers, which allows them to gain a better understanding of English pronunciation.

In addition to supporting students in understanding pronunciation, some students also emphasized the importance of videos in the context of their learning process. S5 explained: “*This is very beneficial because we rarely have access to technology, so our knowledge is limited. With these videos of native speakers, we can learn more efficiently*”. Similarly, S3 noted that even though they did not meet native speakers in person, the videos were sufficient to help them learn proper pronunciation. This finding suggests that videos featuring native speakers provide valuable learning opportunities for students who have limited access to authentic English language learning resources.

Overall, the interview results indicate that students view videos of native speakers as a valuable learning resource. These videos not only provide authentic pronunciation models but also help students develop a better understanding of pronunciation and speaking skills in English.

2) Students' Suggestions for Improving the Use of Native Speaker Videos in Pronunciation Instruction

Although students generally provided positive feedback regarding the use of videos featuring native speakers, some participants also suggested that the learning materials be continuously improved to make the pronunciation learning process more engaging and relevant to current trends. Some participants argued that the videos used should be updated to better align with current trends and student interests. For example, S2 stated: "The videos need to be improved and developed to be more entertaining and less boring".

The same sentiment was expressed by S3, who noted: *"Improvements are needed because there is currently a lot of more engaging content on platforms like TikTok, YouTube, and others"*.

Additionally, S1 suggested that the videos used should be adapted to current trends. These statements indicate that students want learning materials that are closer to their daily lives and utilize digital platforms they are already familiar with. However, not all students feel that major changes are necessary. Some participants believe that the videos currently in use are already effective in supporting pronunciation learning. For example, S4 said: *"In my opinion, it's not necessary, because the audio, video, and pronunciation quality are already very good and clear"*.

Similarly, S5 explained: *"In my opinion, the video is sufficient; it has been very helpful for us in mastering English, especially in learning*

pronunciation". This statement indicates that while some students desire more modern and engaging materials, others are already satisfied with the current videos due to the quality of the pronunciation and their benefits in the learning process.

Overall, the findings from the interviews suggest that students consider videos featuring native speakers to be an important tool for learning pronunciation. While the participants had varying views on whether the videos needed additional enhancements, they largely concurred that these videos were helpful for enhancing their pronunciation and speaking abilities.

B. Discussion

After presenting the research findings, the researcher explains and interprets the results by relating them to relevant theories and previous research. This discussion section aims to answer three research questions related to students' experiences, challenges, reflections, and suggestions regarding the study of English pronunciation through videos featuring native speakers. This discussion is based on data obtained through classroom observations and interviews with five students enrolled in the Special English Program at the Al-Falah Puteri Islamic Boarding School.

This study focuses on how students experience the process of learning pronunciation through videos of native speakers within the context of boarding school education. This discussion highlights students' participation in behavioral, emotional, and cognitive aspects during learning sessions, as well as the linguistic,

psychological, and environmental challenges they face in improving their pronunciation skills. Additionally, this section discusses how the use of native speaker videos helps boost students' confidence, awareness, and motivation in practicing English pronunciation.

This finding is closely linked to the idea of pronunciation learning as an active and reflective activity. Pronunciation learning activities do not merely involve mechanical repetition of sounds, but also include the process of listening carefully, identifying differences in pronunciation, and gradually adjusting one's speech. By listening to authentic pronunciation from native speakers, students are given the opportunity to directly observe elements such as stress, intonation, articulation, and natural speech patterns, which in turn help them increase their awareness of pronunciation and their confidence when speaking English.

On the other hand, the research findings also indicate that students face several obstacles during the learning process. These obstacles include difficulty pronouncing unfamiliar English sounds, understanding word stress and intonation, limited vocabulary, nervousness when speaking, and differences between English pronunciation and that of their first language. However, despite these challenges, students continue to demonstrate motivation and effort to learn by practicing repeatedly, seeking help from teachers or peers, and applying the pronunciation they have learned in daily interactions within the boarding school setting.

Overall, this discussion section examines how videos featuring native speakers influence students' pronunciation learning experiences and how students

cope with various challenges during the learning process. A more detailed analysis of these findings will be discussed in the following section.

1. Students' Experiences in Learning Pronunciation Using Native Speaker Videos

Based on observation and interview findings, the use of videos featuring native speakers provides students with a valuable learning experience in understanding English pronunciation. The impact of this experience is evident not only in students' active participation during the educational process but also in changes in how they understand pronunciation, increased self-confidence, and adjustments to their speech in daily life (Alisoy, 2025).

Within the framework of narrative inquiry, students' experiences are understood as personal and evolving, shaped by the interaction between the learning process, the boarding school setting, and their direct practice of using English.

a. Behavioral Experience in Learning Pronunciation Through Native Speaker Videos

Based on the observations, it was evident that students demonstrated a high level of engagement during pronunciation instruction sessions using videos featuring native speakers. When the video was played, the majority of students paid close attention to how the native speakers pronounced words and sentences in English. They not only listened but also immediately tried to imitate the pronunciation they heard. On several occasions, students

were seen repeating certain words or sentences multiple times to produce a pronunciation similar to the example in the video.

In addition to their participation in group exercises, some students also engaged in independent practice during the learning process. Some of them noted down new vocabulary they were unfamiliar with, paid attention to phonetic symbols, and discussed with peers and teachers when facing challenges in pronouncing certain words. These results indicate that students actively participated in the learning process through various activities such as listening, imitating, repeating, and interacting with others.

This finding is supported by research conducted by (Siti Fatimah et al., 2024) which found that pronunciation learning activities involving listening, imitating, and practicing repeatedly can encourage students to participate actively and help improve their pronunciation skills.

The interview results also showed that students continued to practice pronunciation outside the classroom. Some participants reported applying the pronunciation they had learned in everyday conversations, practicing in front of a mirror, and reviewing the material on their own after class. These experiences indicate that pronunciation learning does not only take place in the classroom but has also become part of students' daily learning habits.

This finding aligns with (Szyszka, 2018) view, who states that the development of pronunciation skills requires continuous exposure and regular practice both inside and outside the classroom. Through continuous

practice, students can gradually improve the accuracy of their pronunciation and develop a better awareness of spoken language.

From a narrative inquiry perspective, these findings indicate that pronunciation learning is not viewed merely as an academic activity but also as a personal experience that shapes students' habits and how they interact with English in their daily lives. Students not only learn pronunciation during instructional activities but also integrate what they learn into their daily communication and independent learning activities.

This interpretation is consistent with the research by (Gufron & Azmin, 2022) which found that the use of authentic learning materials can encourage students to connect English language learning with real-life experiences and increase their engagement in the learning process.

b. Emotional Experience in Learning Pronunciation Through Native Speaker Videos

From an emotional perspective, the results of this study indicate that using videos featuring native speakers provides an enjoyable learning experience for students. Based on observations, many students showed enthusiasm during the pronunciation practice sessions. They appeared more enthusiastic when asked to imitate the pronunciation in the videos, and the learning setting became more lively as students practiced pronunciation together. These results indicate that the use of authentic learning materials can increase students' interest and engagement in the educational process.

Students are not only engaged in learning activities but also appear to enjoy the experience they gain.

These findings are supported by research conducted by (Anjani & Sis Nanda, 2025), who found that the use of authentic audiovisual media can create a more engaging and enjoyable learning setting for language learners.

Additionally, interview results showed that before being introduced to the native speaker videos, some students felt confused, afraid of making mistakes, and lacked confidence when speaking English. However, after learning through these videos, many students reported feeling more confident in their pronunciation skills and more willing to use English when communicating with peers or teachers.

These findings are consistent with research by Sun (2023), which shows that exposure to pronunciation models from native speakers can help boost students' confidence in their pronunciation and reduce their anxiety when speaking English.

In addition to increased self-confidence, some students also expressed a sense of pride after they began to pronounce English words more accurately. One participant even said that they felt ready to enter a speech contest after learning pronunciation through videos featuring native speakers. These results indicate that success in mastering pronunciation can have a positive effect on student motivation and encourage them to use English more actively in their daily lives.

These findings are supported by research conducted by (Aburub & Mehar Singh, 2025), who found that positive experiences in language learning can strengthen students' self-confidence, motivation, and desire to participate in various English-language activities.

However, this study also highlights that some students still experience anxiety and fear of pronunciation errors, especially when asked to speak on their own in front of their peers. Some of them feel insecure when comparing their speaking abilities to those of peers considered more proficient in English. Nevertheless, they remain active in the learning process and continue to practice through repetition to improve their pronunciation skills.

These findings align with research conducted by (Tyana et al., 2021), which noted that foreign language learners often face emotional challenges such as anxiety, fear of making mistakes, and embarrassment during the process of learning to speak a foreign language.

c. Cognitive Experience in Learning Pronunciation Through Native Speaker

From a cognitive perspective, research findings indicate that students do not merely imitate pronunciation automatically, but also engage in processes of thinking, understanding, and reflecting on their learning experiences when using native speaker videos. Based on observation results, students were seen attempting to compare their pronunciation with the pronunciation demonstrated in the video. After imitating a word or sentence,

some students repeated the pronunciation several times as if assessing whether their pronunciation was correct or not. These findings indicate the presence of self-evaluation and learning awareness in understanding English pronunciation.

These findings are supported by research conducted by Galimberti et al. (2023), which found that the process of self-evaluation and monitoring of pronunciation errors can help students develop a better awareness of their speaking abilities.

Interview results also indicate that the use of native speaker videos helps students become aware of various pronunciation errors they were previously unaware of. Some students admitted that before learning through native speaker videos, they often pronounced English words based on how they were written, rather than on actual pronunciation. After hearing direct pronunciation examples, they began to understand that English has sound patterns, word stress, and intonation that differ from their first language.

These findings align with the research by (Almalki & Algethami, 2022), which found that exposure to authentic pronunciation models can help students increase their awareness of sound differences and pronunciation patterns in English.

Additionally, students began to recognize various pronunciation elements such as word stress, intonation, phonetic symbols, vowels, consonants, and the differences between British and American accents. This understanding indicates that students are developing pronunciation

awareness through a process of listening, comparing, and gradually refining their pronunciation. In some cases, students also demonstrate reflective thinking skills when they begin to recognize aspects of pronunciation that are still difficult for them and then strive to improve them through continuous practice.

These findings are supported by research by (Dandee & Pornwiriyaakit, 2022), which shows that the process of reflection and awareness of pronunciation errors can help students gradually improve their understanding and pronunciation skills.

Overall, these findings indicate that pronunciation learning through native speaker videos involves dynamic and reflective cognitive activities. Students do not merely passively receive linguistic information but also build understanding through processes of self-evaluation, reflection, and pronunciation adjustment based on the learning experiences they gain.

2. Challenges in Learning Pronunciation Using Videos of Native Speakers

Although the use of videos featuring native speakers offers many benefits for learning English pronunciation, the results of this study indicate that students still face various challenges during the learning process. Based on the observations and interviews conducted, these challenges are not only related to linguistic aspects but also involve psychological factors and the learning setting, which influence students' experiences in learning English pronunciation.

Some students found it challenging to adapt to English pronunciation, which differs from their everyday language. Furthermore, some students also struggled to build confidence when speaking English and to understand the authentic pronunciation presented by native speakers in the videos.

These findings align with a study conducted by (González & Ferreiro, 2024) which indicates that foreign language learners often face challenges in adapting to sound patterns, intonation, and pronunciation that differ from their native language.

Overall, these challenges indicate that the process of learning pronunciation is not only related to language skills but also involves an adaptation process influenced by learning experiences, emotional states, and the setting where students learn and practice using English.

a. Linguistic Challenges in Learning Pronunciation Through Native Speaker Videos

One of the main obstacles students face when learning pronunciation relates to linguistic aspects, particularly the differences between the sound systems of English and their everyday native languages. Based on observations, some students struggled when trying to imitate certain sounds in English that felt unfamiliar to them. Differences in pronunciation between Indonesian and English require students to spend time adjusting their pronunciation to be more accurate.

This finding aligns with research conducted by (Kosasih, 2021), which revealed that differences in the sound systems between the native

language and the target language are often the primary cause of pronunciation challenges for foreign language learners.

Interview results also indicate that the influence of the native language remains evident when students practice pronunciation. Some students admitted that they tend to pronounce English words following Indonesian pronunciation patterns because those patterns are more familiar to them. Consequently, they still face challenges in producing pronunciation that approximates that of native speakers, particularly with words that have significant differences between their spelling and pronunciation.

This finding is supported by research by (Kurniawan & Thren, 2024), which explains that transfer from the first language often influences how students pronounce words in English, especially when there are differences between spelling and pronunciation

Additionally, students also face challenges in understanding word stress and intonation in English. Based on observations, some students can imitate the pronunciation of individual words, but still struggle when they have to speak sentences with natural rhythm and intonation. Some students appear to focus more on the pronunciation of each word, thereby paying less attention to the stress patterns and flow of pronunciation within a sentence.

These findings align with the research by (M. R. Firdaus & Milal, 2021), which indicates that suprasegmental aspects such as word stress and intonation often pose challenges for English learners because they require a deeper understanding compared to simply pronouncing individual sounds.

Limited vocabulary also contributes to students' challenges in learning pronunciation. When encountering new vocabulary in videos featuring native speakers, some students struggle to grasp both the pronunciation and the meaning of words simultaneously. Consequently, they often replay specific sections of the video to better understand the pronunciation.

This finding is supported by the research of (Sari et al., 2026), who found that limited vocabulary can affect students' ability to understand and imitate English pronunciation, as this process involves both sound recognition and understanding of word meaning.

b. Psychological Challenges in Learning Pronunciation Through Native Speaker Videos

In addition to language barriers, psychological factors also play a significant role in shaping students' experiences when learning pronunciation. Research reveals that some students still feel anxious and lack confidence when practicing English in person. In observations, students appeared active when practicing in groups, but some of them became more cautious when asked to speak alone in front of their peers.

These findings align with a study conducted by (Coppinger & Sheridan, 2022), which showed that anxiety and a lack of self-confidence can affect students' participation in English speaking activities.

Interview results also indicate that the fear of making mistakes is one of the factors affecting students' self-confidence when practicing pronunciation. Some students admitted to worrying that their pronunciation

might sound incorrect or different from their peers'. Consequently, some students feel embarrassed and uncomfortable when they have to say words or sentences in English in front of the class.

This finding is supported by (Anandari, 2015) study, which found that fear of making mistakes is often one of the main causes of students' anxiety when speaking English.

Furthermore, some students acknowledged that they often compare their speaking abilities with those of peers who are considered more proficient in English. This comparison makes some students feel that their abilities are still lacking, thereby reducing their confidence to speak more actively. Although videos of native speakers help students understand examples of correct pronunciation, not all students immediately feel confident enough to imitate that pronunciation in daily interactions.

This finding aligns with (Mardiah, 2023) study, which showed that social comparison with peers can influence students' confidence levels in learning English. Interview results also indicate that some students still experience anxiety when encountering English words whose pronunciation differs significantly from their spelling. Uncertainty about how to pronounce such words leads to concerns about making mistakes, even after repeated practice. This finding suggests that pronunciation learning is not only related to language skills but is also influenced by students' emotional states and their perceptions of their own abilities.

These findings are supported by research by (Diana et al., 2024), which found that anxiety regarding pronunciation often arises when students doubt their ability to pronounce English words correctly. However, students still demonstrate a desire to improve their pronunciation skills. Some students strive to overcome their fears and lack of confidence by practicing independently, watching videos repeatedly, and attempting to use English in their daily lives within the boarding school setting. These efforts indicate that students are gradually working to build their self-confidence through continuous practice and learning experiences. This finding aligns with research conducted by (Siti Fatimah et al., 2024), which found that regular practice and active engagement in the learning process can help students improve their self-confidence and pronunciation skills over time.

c. Technical and Environmental Challenges in Learning Pronunciation Through Videos of Native Speakers

The research findings indicate that technical aspects and the environmental context influence how students learn pronunciation through videos featuring native speakers. Although the use of native speaker videos helps students better understand English pronunciation, some students still struggle to adapt to the authentic pronunciation of native speakers.

This finding aligns with the results of (Purwanti et al., 2022), who revealed that students often face challenges when encountering authentic pronunciation, as it differs from the pronunciation they are accustomed to hearing in their daily learning activities.

One of the obstacles students face is understanding the pronunciation of native speakers, which sounds more authentic than the pronunciation they are previously familiar with. Based on interviews and observations, some students admitted that they needed to replay certain parts of the video to properly understand the sounds, word stress, and intonation. This indicates that students require time to adapt to authentic pronunciation patterns in English.

These findings are supported by the research of (Muhammad Adi et al., 2021), which found that those learning English often require repeated exposure and practice to understand authentic pronunciation from native speakers. Additionally, the process of learning pronunciation through videos also requires students to remain focused and possess good listening skills during learning activities. Some students struggled to distinguish certain sounds because they were not yet accustomed to the pronunciation patterns of native speakers. In some cases, students needed to watch the video several times to ensure that the pronunciation they imitated matched the example shown.

This finding is consistent with the research by (Muhammad Adi et al., 2021), which indicates that listening skills are crucial for helping students recognize and imitate English pronunciation accurately. On the other hand, the boarding school setting provides significant support for pronunciation learning. Through the English language program implemented at the boarding school, students have the opportunity to use

English in daily communication with their peers. This setting encourages students to continue practicing the pronunciation they learn from videos of native speakers, even outside of formal sessions.

However, differences in language proficiency among students remain a challenge in the learning process. Some students adapt more quickly to English pronunciation, while others require more time and practice to grasp these pronunciation patterns. These findings are supported by the research (Novianti et al., 2024), which indicates that differences in language proficiency among students can influence their speed in understanding and mastering English pronunciation.

3. Students' Reflections and Suggestions Regarding the Use of Native Speaker Videos

In addition to investigating the experiences and challenges faced by students in the learning process, this study also analyzes students' perspectives and recommendations regarding the use of native speaker videos in mastering English pronunciation. The results of the interviews indicate that, in general, students have a positive view of the use of native speaker videos, because they believe that these videos can help improve their pronunciation skills and boost their confidence when speaking English. In addition, some students also recommended improving the quality of the teaching materials, particularly by using more engaging videos that keep up with modern trends and align with their interests and learning preferences.

These findings indicate that students not only engage in the learning process but also have the ability to reflect on the benefits of using videos featuring native speakers and to offer constructive suggestions for improving the effectiveness of pronunciation practice. Overall, students view videos featuring native speakers as a significant learning resource that supports the development of their pronunciation skills, while also recognizing that there are still some elements that can be further improved to make the learning process more engaging and effective.

a. Students' Reflections on the Usefulness of Native Speaker Videos

The findings of the study indicate that, in general, students have a positive view of the use of videos featuring native speakers in the process of learning English pronunciation. Participants considered these videos to be useful tools because they provide clear and authentic pronunciation examples, allowing them to better understand how to pronounce English words more effectively. By directly observing how native speakers pronounce words, students can observe pronunciation patterns, listen to correct pronunciation, and practice imitating the sounds they hear. These results align with Al-Jarf (2022) statement, which notes that videos featuring native speakers provide students with authentic pronunciation input and aid in the development of pronunciation skills through repeated exposure and practice.

In addition, some participants also explained that videos featuring native speakers are very useful because opportunities to interact directly

with native English speakers remain limited. These findings support Al-Jarf (2022) view that video-based learning can serve as an alternative source for authentic language exposure, particularly when students face limitations in accessing opportunities to interact with native speakers. These findings also align with the audio-visual learning theory proposed by Mayer (2024), which asserts that the combination of visual and audio information can enhance understanding and learning outcomes. With videos featuring native speakers, students not only hear pronunciation but can also observe facial expressions and mouth movements simultaneously, which supports their pronunciation learning process.

Overall, the research results indicate that students view videos featuring native speakers as an important learning resource. These videos not only provide authentic pronunciation models but also help improve students' comprehension, confidence, and pronunciation skills.

b. Students' Suggestions for Improving the Use of Native Speaker Videos

Although the majority of students responded positively to the use of videos featuring native speakers, some participants suggested improvements to the learning materials. Some of them wanted the videos to be updated and aligned with the latest trends so that the learning experience would be more engaging and enjoyable. They expressed interest in materials that are more relevant to their daily lives and more closely related to the digital platforms they commonly use, such as YouTube and TikTok.

These results indicate that students value learning materials that are engaging and aligned with their interests. These findings align with the audiovisual learning theory proposed by Mayer (2024), which emphasizes that materials combining visual and audio elements can enhance students' attention and engagement during the learning process. Therefore, selecting pronunciation videos that are engaging and aligned with students' preferences has the potential to help them remain motivated and engaged in learning activities.

However, not all participants believed that major changes were necessary. Some students felt that the current videos were already effective because they provided clear pronunciation models and useful learning materials. These findings suggest that although students have different preferences regarding learning materials, they generally agree that videos featuring native speakers remain a valuable learning resource for supporting the development of pronunciation and speaking skills in English.