SELF ORIENTED LEARNING OF PRONUNCIATION THROUGH YOUTUBE VIDEOS: A DESCRIPTION OF STUDENTS' LEARNING EXPERIENCE AND PRONUNCIATION IMPROVEMENT

THESIS
Submitted in Partial Fulfillment of the Requirements
For Gaining the Degree of Bachelor of Islamic Education
In English Language Education

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Semarang, 30 March 2022

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RATIFICATION

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Assalamu'alaikum, wr. wb.

I inform that I have given guidance, briefing, and correction to whatever extent necessary of the following thesis identification:

Title	:	**Self-Oriented Learning of Pronunciation through YouTube Videos: A Description of Students' Learning Experience and Pronunciation Improvement**
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I state that the thesis is ready to be submitted to Islamic Education and Teacher Training Faculty Walisongo State Islamic University to be examined at Munaqasyah session.

Wassalamu'alaikum, wr. wb.

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ABSTRACT

Title	**:**	**Self-Oriented Learning of Pronunciation through YouTube Videos: A Description of Students' Learning Experience and Pronunciation Improvement**
Writer	**:**	**Ahmad Irsyad Hidayatulloh**
NIM	**:**	**1803046120**

This thesis aimed to investigate the learning experience and pronunciation improvement of students who engaged in their self-oriented learning. The participants were eight students of fourth semester of English Education Department of Universitas Islam Negeri Walisongo in the year 2021/2022. This study was a descriptive qualitative study in which the main data were obtained from interviews. The data analyses in this study includes the stages of data reduction, data display, and drawing conclusions. This study concludes that the students' experience on self-oriented learning showed aspects in pronunciation improvement that is listening carefully and practice such as imitating or shadowing. Moreover, the preferred accent affected the participants on choosing video contents. The participants also have difficulty in comprehension and producing of the English sounds. Furthermore, the participants need other tools such as U-dictionary apps, Cambridge dictionary etc. The participants' pronunciation improvement is just a little bit. The significance improvement is on their accent and intonation. The other parts of pronunciation such as connected speech, spelling and word stress just improved barely.

Keywords*: self-oriented learning, pronunciation, YouTube, learning experience*

MOTTO

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قَالَ رَبِّ ٱشْرَحْ لِى صَدْرِى وَيَسِّرْ لِىٓ أَمْرِى وَٱحْلُلْ عُقْدَةً مِّن لِّسَانِى يَفْقَهُوا۟ قَوْلِى

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[Moses] said, "My Lord, expand for me my breast [with assurance], and ease for me my task, and untie the knot from my tongue, that they may understand my speech." *(Al-Qur'an; Surah Taha verses 25-28).*

"Speech is like a sword, the more it sharpened, it sharper"

DEDICATION

Praise is given to Allah SWT, who has blessed the researcher so that the researcher could finish the thesis.

This thesis is dedicated to all English teachers and everyone who supported the researcher in accomplishing the thesis, especially to my beloved father and mother, who always give support, motivation, and endless love.

ACKNOWLEDGMENT

Bismillahirrohmanirrohim,

Praise is always given to Allah SWT as the most beneficial, and the most merciful who blessed the researcher so that this thesis is finished. *Shalawat* and *salam were* also raised to Prophet Muhammad SAW, who brings *ummah* from the dark era into the brightness era.

In arranging this thesis, the researcher realizes that many people were willing to help, whether directly or indirectly. Hence, in this chance, the researcher would like to express great appreciation to:

1. Dr. KH. Ahmad Ismail, M.Ag., M. Hum. as the Dean of the Faculty of Education and Teacher Training of Walisongo State Islamic University.

2. Sayyidatul Fadlilah, M.Pd. as the Head of English Language Education

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9. Myself who has strength and patience in accomplishing this thesis.

10. All of my friends, PBI C 2018, thanks for your kindness, togetherness, and memories.

11. Those who cannot be mentioned one by one who has supported the researcher to finish this thesis.

Finally, the researcher realizes that this thesis is far from the perfect arrangement. As a result, the researcher will gladly accept any helpful criticism to improve this thesis.

Semarang, 30 March 2022
The Researcher,

Ahmad Irsyad Hidayatulloh
NIM. 1803046120

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CHAPTER I

INTRODUCTION

This chapter contains several subchapters, there are: background of the research, reason for choosing the topic, research questions, objectives of the research, pedagogical significance and scope of the research.

A. Background of The Research

Pronunciation is a part of speaking skill that has significance role. Pronouncing the words correctly make the conversation go well and simply understandable. Pronouncing a language correctly is an essential aspect and crucial element of communication. Therefore, in the learning process of speaking class, pronunciation should be the most concerned by the teachers. Teachers can provide something new to attract students' attention in the learning process.

Pronouncing the words accurately is important while talking in order to give constant comprehension to the opponents. Pronunciation errors that happen frequently can head to breakdowns in communication. If the perfect English accent is difficult to be acquired, at least having a good pronunciation is the best aim to ease the listener well understandably.[1] One of the techniques can be used that

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[1] E-book: Jonathan Smith and Annette Margolis, *English for Academic Study: Pronunciation*, ed. Kayleigh Buller and Fiona McGarry, mew editio. (Reading: Garnet Publishing Ltd, 2012). p. 6.

developed by Curran (1976) called Community Language Learning (CLL) which the students can ask teacher to teach the correct pronunciation.[2] The Prophet Moses prayer stated in surah Taha verses 25-28:

قَالَ رَبِّ آشْرَحْ لِى صَدْرِى وَيَسِّرْ لِّى أَمْرِى وَآحْلُلْ عُقْدَةً مِّن لِّسَانِى يَفْقَهُوا قَوْلِى

[Moses] said, "My Lord, expand for me my breast [with assurance], and ease for me my task, and untie the knot from my tongue, that they may understand my speech." *(Al-Qur'an; Surah Taha verses 25-28).*

The verses above narrate about Moses who had a defect obtained as a child due to an accident, specifically, rigidity in the tongue. The defect occurred because Prophet Moses ate the embers as a child. By the grace of God, the Prophet Moses was secured from the surveillance of Pharaoh who wanted to murder him. A rigid tongue made the words said tough to comprehend by others because of unclear sound. Therefore, the Prophet Moses prayed to God to remove rigidity on the tongue, so that Pharaoh and advisors could comprehend. Eventually, God granted the Prophet prayer and the prophet Moses easily

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[2] Sakineh Jafari, Mohammad Reza Karimi, and Samaneh Jafari, "Beliefs and Practices of EFL Instructors in Teaching Pronunciation," *Vision: Journal for Language and Foreign Language Learning* 10, no. 2 (2022): 147–166.

conveyed the warnings. In conclusion, from the story above, pronouncing the words correctly and understandably make the conversation more effective and do not cause misunderstanding. Regardless, most people tend to focus on structure and other skills rather than speaking skills. Especially pronunciation, because of difficulties in pronouncing stuff in English.[3]

Second language (L2) pronunciation topic had been marginalized until the turn of the twenty-first century and frequently treated as a part of speaking sub-skill in the many second language acquisition (SLA) programs.[4] Nearly all English language teachers tend to reinforce students to study grammar and vocabulary, take part in productive skill activities and try to become experts in listening and reading skills. Yet some of these teachers do a little training on students to learn pronunciation in a proper way and give attention at glance. However, pronunciation teaching not only makes students knowledgeable of different sounds and some features but also can improve speaking skills extremely.[5]

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[3] Ana Maulida Fikriya, "English Pronunciation Teaching Practices to EFL Learners: Working with The Tongue Twisters at The Eminence Course Pare Kediri Indonesia" (Walisongo State Islamic University, 2019). p. 2-3.

[4] E-book: Okim Kang, Ron I Thomson, and John M Murphy, *The Routledge Handbook of Contemporary English Pronunciation*, ed. Okim Kang, Ron I Thomson, and John M Murphy, First Edit. (New York: Routledge, 2018). p. 1.

[5] E-book: Jeremy Harmer, *The Practice of English Language Teaching Fourth Edition*, (UK: Longman, 2007), p. 248.

Many obstacles occurred in teaching pronunciation. For example, teachers frequently run out of time in class to give proper attention to this aspect. Normally, teachers address pronunciation with instructions that do not relate, for instance, presentation and practice of boring topic. Psychological factors also affect the learning of pronunciation that have different ways of learning unlike studying grammar or vocabulary. Sense of self and community are tied up with the speech rhythms of the first language. These rhythms were learned at the very young age and deeply rooted in students' minds. Therefore, students will feel difficult to speak with second language rhythms. The students find that it sounds foreign when the second language was spoken. Even though the difficulty is usually unconscious, it can be a big barrier to enhancing intelligibility.

A teacher can help students to cope with this psychological barrier and other obstacles by thinking about the aim of pronunciation instructions not as assist students to get the native speaker's accents but helping to learn the core of spoken English so that can be easily comprehended by others. In other words, students and teachers can cope with frustrations, difficulties and boredom frequently related to pronunciation by focusing attention on the development of pronunciation that is "listener friendly." After all, English pronunciation does not mean mastery of lists of sounds or

isolated words. Whereas, studying and training English particularly makes speakers' minds easy to follow.[6]

Nowadays, digital technology becomes a part of humans' life, especially in education where not only students but also teachers use technology in all aspects of life. One of digital technology that is used to assist students in learning process is social media. Social media is easy to be accessed by students because of the technology development. YouTube is one of the social media and internet-based learning resources that can be integrated in learning activities. YouTube has become the most popular video sharing service nowadays, and it can be used as a learning medium to support students to improve the English ability.[7]

According to Berk (2009), the use of YouTube has given positive impact to the students' motivation. In addition, Berk (2009) stated that not only can attract students' attention, YouTube also can provide different learning styles named verbal, visual, musical, and emotional intelligences. Watching movie can make the brain react actively to both side of the brain which can improve students' comprehension. Moreover, Alimemaj (2010) stated that utilizing YouTube video as a

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[6] E-book:Judy B Gilbert, *Teaching Pronounciation: Using the Prosody Pryamid* (New York: Cambridge University Press, 2008). p. 1.

[7] Jessy Gracella and Dedi Rahman Nur, "Students' Perception of English Learning through YouTube Application," *Borneo Educational Journal (Borju)* 02, no. 01 (2020).

learning sources can give advantages to the teachers. Not only attractive but also bring more fun in learning process. Balcikanli (2011) stated that in independent language learning, the use of YouTube can motivate students to spend more time to study and practice the target language.[8]

There is a connection between technology and self-directed learning. Technology enables students to obtain technology competence and support student-centered classroom in which discovery learning and autonomous learners arise (Erben, Ban, & Castañeda, 2009). Autonomous learning is related closely related with self-regulated learning and self-directed learning. According to Paris and Paris (2001) self-regulated learning requires learner autonomy to monitor, direct and regulate actions. Garrison (1997) stated that self-directed learning is an approach where learners are motivated to assume personal responsibility and collaborative control of cognitive (self-monitoring) and contextual (self-management) processes in constructing and confirming meaningful and worthwhile learning outcomes.

In self-directed learning, students are expected to reach and acquire the knowledge independently, at least to some extent. In any case, a learner may become independent in a

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[8] Neneng Islamiah and Yudha Aprizani, "Students Perception in Using Youtube in Learning English," *Journal of English Teaching, Applied Linguistics and Literatures (JETALL)* 4, no. 2 (2021). p. 181.

certain circumstance with the support provided by the teacher, though it does not guarantee that the same learner will fulfill the requirements for self-directed learning in different circumstances (Ryan, 1993).[9] Self-directed learning is growing phenomenon in digital age with implications for both the learning process and learner attributes (Curran et al., 2017; Fahlman, 2013; Scott et al., 2014). Several recent studies spotlight how digital, social and mobile technology such as mobile phones, apps, social media platforms are used to encourage professional collaboration at conferences (Djuricich, 2014; Matta, Doiron, & Leveridge, 2014).

The core of self-directed learning is the notion that the learners can take control of something that want to be learned by taking responsibility and deciding of what and how something is learned (Merriam & Bierema, 2013). This concept is particularly important in compulsory continuing professional education which typically promotes a student-centered approach to adult education where professional learners are viewed as increasingly independent, autonomous, and independent (Knowles, 1980; Knowles, Holton, & Swanson, 2005; McPartland, 1990; Merriam, 2001; Zemke & Zemke, 1984). The importance of self-directed learning is also

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[9] Nehir Sert and Ebru Boynueğri, "Digital Technology Use by the Students and English Teachers and Self-Directed Language Learning," *World Journal on Educational Technology: Current Issues* 9, no. 1 (2017). p. 25-26.

highlighted in several studies to enabling professionals to stay up-to-date (Jennett, 1992; Murad, Coto-Yglesias, Varkey, Prokop, & Murad, 2010; Schweinfurth, 2007).[10]

Some researchers Umi Urmilah, Fauzi Miftakh and Iwan Ridwan (2021) have already conducted a study focusing on the perspective and experience of English foreign language students on self-regulated learning utilizing YouTube outside classroom. In this study, the researcher used interview and questionnaire to collected the data from students. The study explained that students showed positive perceptions towards utilizing YouTube in purpose of commitment, affective, resource and culture regulation. But in contrast, the students showed negative perceptions in metacognitive and social regulation.[11]

On the other hand, Eugine Tafadzwa Maziriri, Parson Gapa, and Tinashe Chuchu (2020) have investigated student' perceptions towards the use of YouTube as a platform for learning through watching video tutorials. The study used quantitative method with technology acceptance model to test students' perceptions. In this study, students have significant

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[10] Vernon Curran et al., "Adult Learners' Perceptions of Self-Directed Learning and Digital Technology Usage in Continuing Professional Education: An Update for the Digital Age," *Journal of Adult and Continuing Education* 25, no. 1 (2019). p. 77.

[11] Umi Urmilah, Fauzi Miftakh, and Iwan Ridwan, "Students' Perceptions and Experiences on YouTube-Mediated Self-Regulated Learning," *Edumaspul: Jurnal Pendidikan* 5, no. 2 (2021): 706–718.

impact from utilizing YouTube because ease of use. The relationship between the student attitudes towards the use of YouTube and behavioral intentions was significantly strong possibly suggesting that this e-platform is a success with student learning at tertiary level.[12]

Furthermore, YouTube can offer flexibility in learning English outside classroom. There are numerous materials contain on YouTube that can assist students to study on students' self-oriented learning. Learning by watching videos on YouTube is also enjoyable learning process in acquiring the target language. In addition, the easiness of using YouTube trigger the students' motivation to use the platform as learning assistant.

In this research, the researcher will investigate about students' experiences and pronunciation improvements towards self-oriented learning utilizing YouTube videos as medium. Since YouTube becomes the most popular video sharing service, using this medium to support learning process implies that technology is not commonly used in class but also outside of class. By watching English videos, students can impersonate the way native speaker's speaking. For instance,

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[12] Eugine Tafadzwa Maziriri, "Student Perceptions Towards the Use of YouTube as An Educational Tool for Learning and Tutorials," *International Journal of Instruction* 13, no. 2 (2020): 119–138.

the way native speaker pronouncing the words, the intonation, and also the expressions.

Hence, in this recent study will more focus on investigating English Foreign Language (EFL) students' experiences and pronunciation improvements towards self-oriented learning by using videos on YouTube to show what are the impacts of watching YouTube videos on students' pronunciation skill and what are the students' experiences in learning English through YouTube videos.

B. Research Questions

The problem that is going to be discussed in this paper can be stated as follow:

1. What learning experiences do the students get after engaging in learning pronunciation through YouTube videos?

2. What are the improvements of pronunciation after engaging in learning pronunciation through YouTube videos in the view of students?

C. Objectives of The Research

Based of research question above, the objective of the research can be stated as follow:

1. To find out the students' learning experiences in learning pronunciation through YouTube videos.

2. To find out the students' point of view of their pronunciation improvements after engaging in learning pronunciation through YouTube videos.

D. Pedagogical Significance

The researcher hopes that the result of this research gives brief information and contribution theoritically and pratically as follow:

1. Theoritically
   a. The result of this research will reveals the students' learning experiences in learning through YouTube videos.
   b. The result of this research will reveals the students' pronunciation improvements from the students' point of view after engaging in learning pronunciation through YouTube videos.

2. Practically
   a. For students
      The result of this research can give insight about learning experiences and improvements of learning pronunciation through YouTube videos.
   b. For English teachers
      The result of this research can give useful information and contribution to the teacher. The teachers can understand about the students' experiences and

improvements on self-oriented learning towards YouTube as a learning media.

c. For the next researcher

Hopefully, the result of this study can be used to guide as a starting point to the next researcher who want to do similar research in pronunciation speaking skills, especially for English Education Department students.

E. Scope of The Research

This research was conducted for the students who have learning experience and pronunciation improvement of self-oriented learning by watching videos on YouTube. The participants were the fourth semester of English Education Department of UIN Walisongo Semarang. The researcher focused on investigating students learning experience whether the students have pronunciation improvement in self-oriented learning by utilizing YouTube.

CHAPTER II

THEORETICAL FRAMEWORK

This chapter presents a literature review and previous research which support this research to analyze the data and answer the research questions.

A. Literature Review

1. Self-Oriented Learning

Self-oriented is related with oneself and particularly with one's own desires, needs, or interests.[13] The definition of self-oriented learning can be drawn from self-oriented definition that is learning process from someone who take responsibility on learning and pursue the curiosity. Self-oriented learning related with self-directed learning where the individual take responsibility for the education. The steps on doing self-oriented learning are set learning goals, plan the course of action, manage resources, monitor the learning progress, assess the level of achievement, generate feedback and adjust.[14]

The concept of Self is based upon our images of ourselves. Interaction in environment affect Self-

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[13] Merriam-Webster Dictionary, "Self-oriented" *https://www.merriam-webster.com/dictionary/self-oriented*, Accessed 5 June 2022.

[14] Ebook: Magdalena Mo Ching Mok, *Self-Directed Learning Oriented Assessments in the Asia- Pasific*, ed. Magdalena Mo Ching Mok, *Springer*, vol. 18 (New York, London: Springer Dordrecht Heidelberg, 2012). p. 8.

development the most. The Self defines as a social being through social interaction, which influences and is influenced by others. The definition of Students-self oriented learning model (SSOL-Model) is the model that advantageous for self-cognition and self-construction through the prism of the obtained knowledge and life experience. Natural language construct social reality. The social interaction and co-creative work influence Self-development because creative work involve personal and is supported with strong emotions (e.g., inspiration). The process is always colored.

The process of knowledge acquisition under the framework of standard model to the students frequently seems to be gloomy (no interest, no personal involvement), then pleasant, afterwards filled with endlessly delights. In case with the SSOL-model, the learning process become pleasant and curious from the very beginning in the view of students. It is filled with endlessly delights afterwards. Perception of educational process such characteristic as "gloomy" is excluded by the new model. As a result, the interaction arises with the environmental influence and causes cognitive engagement of the students.

The core of the proposed model consists of self-cognition, self-construction, and self-regulation of self-conscious emotion. Self-cognition is active transfiguration

but not passive reflection. Self-construction is constructed through interaction with the world. Self-regulation of self-conscious emotions is the improvement of emotional experience that is acquired from new experience in previous activities.[15]

2. **Pronunciation**

a. The Definition of Pronunciation

Pronunciation is the way a word being spoken, the manner of someone produces sounds. Hornby stated that pronunciation is the way a language being spoken, the way a word is pronounced, and how people speak a language. The conclusion from the definitions above show that pronunciation is the way people produce a word to speak a language.[16]

Furthermore, pronunciation is essential in speaking skills. Accurate pronunciation is needed to make the conversation going well and prevent misunderstanding from each other. The better and clear the words spoken, it will make the pronunciation easy to comprehend.

b. Description of English Pronunciation

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[15] Vladimir A Fomichov and Olga S. Fomichova, "The Student-Self Oriented Learning Model as a Paradigm for Supporting and Developing Emotional Intelligence and Creativity," *Proceedings of the 20th International Multiconference*, no. February (2018). p. 11-16.

[16] Hornby, A.s, Oxford Advance Learner's Dictionary, (Great Britain:Oxford University Press, 1995), p. 928.

1) English vowels and consonants

Vowels and consonants can be described 'phonetically' (how they are produced) and 'phonologically' (how they function within a specific language). In basic phonetic form, consonants are produced by limiting and narrowing the airflow through the mouth, whereas for vowels the air flows freely, in spite of the fact the shape of the mouth cavity may change. Phonologically, vowels and consonants perform different functions in language. As for the example of word /peak/, vowels occur at the center of syllable or as /e/ in the word /red/. Whereas consonants in the word /sit/ occurs at the beginning or the end of the syllable.[17]

a) Consonants

Table 2.1 Consonants' phonemic alphabet

/p/	/t/	/k/	/s/	/ʃ/	/tʃ/	/f/	/θ/
Post	take	keep	snow	shoe	choice	leaf	thin
/b/	/d/	/g/	/z/	/ʒ/	/dʒ/	/v/	/ð/

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[17] Kang, Thomson, and Murphy, *The Routledge Handbook of Contemporary English Pronunciation*. p. 93.

Book	doctor	goal	zero	measure	jump	leave	the
/h/	/m/	/n/	/ŋ/	/l/	/r/	/w/	/j/
Hotel	meet	nine	bring	late	red	well	yes

(1) Voiced and unvoiced consonants

When vowels are pronounced, air passes freely through the mouth. While consonants are pronounced, the airflow may be partially or totally blocked by the tongue, teeth or lips. There are number of pairs of consonants that are pronounced in the same way, except the consonants are voiced and the consonants are unvoiced. Voiced consonants /b/, /d/, /g/, etc. the vocal-chords in the throat vibrate. Whereas unvoiced consonants /p/, /t/, /k/, etc. there is no vibration in throat.

Table 2.2 Unvoiced and voiced sounds

Unvoiced		Voiced	
/p/	Pie	/b/	Buy
/t/	Town	/d/	Down
/k/	Coal	/g/	Goal
/s/	Sink	/z/	Zinc

/ʃ/	Mesh	/ʒ/	Measure
/tʃ/	Chunk	/dʒ/	Junk
/f/	Fast	/v/	Vast
/θ/	Breath	/ð/	Breathe

To check voiced consonants are produced correctly, put the finger while saying a word.[18]

(2) Place of articulation

Place of articulation is the sounds produced in the vocal tract. There are few points of articulation:

(a) Bilabial: /b/, /p/, /m/, /w/.

The upper and lower lips come together, e.g., /p/ as in /pan/, /b/ in /ban/, /m/ in /mad/ and /w/ in /wet/.

(b) Labio-dental: /f/, /v/.

Lower lip contacts upper teeth, e.g., as /f/ in /fan/ and /v/ in /van/.

(c) Dental: /θ/, /ð/.

Tongue tip contacts teeth, e.g., as /θ/ in /thin/ and /ð/ in /these/.

(d) Alveolar: /t/, /s/, /d/.

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[18] Smith and Margolis, *English for Academic Study: Pronunciation*. p. 27-28.

Tongue contacts alveolar ridge, e.g., as /t/ in /tin/, /s/ in /sin/ and /d/ in /dip/.

(e) Palato-alveolar: /ʃ/, /ʒ/.

Tongue contacts alveolar ridge while front of the tongue is raised towards hard palate, e.g., as /ʃ/ in /shed/ and /ʒ/ in /leisure/.

(f) Palatal: /j/

Front of the tongue contacts hard palate, e.g., as /j/ in /yes/.

(g) Velar: /k/, /g/, /ŋ/.

Back of the tongue contacts soft palate, e.g., as /k/ in /cat/, /g/ in /dog/ and /ŋ/ in /sing/.

(h) Glottal: /h/.

Restricting or narrowing the airflow through glottis, e.g., as /h/ in /hot/.[19]

(3) Manner of articulation

The manner of articulation refers to the interaction between the various articulators and the airstream. The various terms used are explained below:

(a) Plosives

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[19] Kang, Thomson, and Murphy, *The Routledge Handbook of Contemporary English Pronunciation*. p. 95-98.

Somewhere in the vocal tract is completely closed when plosives occur. Behind the closure, air pressure is raised then released explosively. Plosives sounds refers to as stops, e.g., /p/, /b/, /t/, /d/, /k/, /g/.

(b) Affricates

Somewhere in the mouth is completely closed when affricates occur and raise the soft palate. Behind the closure, air pressure is raised then released more slowly than plosives, e.g., /tʃ/, /dʒ/.

(c) Fricatives

Two vocal organs come close enough together when fricatives occur, for the movement of air to be heard between them, e.g., /f/, /v/, /θ/, /ð/, /s/, /z/, /ʃ/, /ʒ/, /h/.

(d) Nasals

Somewhere in the mouth is completely closed when nasals occur, the soft palate is lowered and air escapes through nasal cavity, e.g., /m/, /n/, /ŋ/.

(e) Lateral

In lateral, the air flow through the sides of the tongue, e.g., /l/.

(f) Approximants

One articulator moves closer to another but not close enough to cause audible friction, e.g., /r/, /j/, /w/.[20]

b) Vowels

There is considerable space between the articulators in vowels and the air flows relatively unblocked. Vowels are voiced and continuants, as the sound can be lengthened and continued. The vowels typically form the core of syllabus in language because vowels are louder than consonants and can be prolonged.[21]

Table 2.3 Vowels' phonemic alphabet

/æ/	/e/	/ɪ/	/ɒ/	/ʌ/	/ə/
pl<u>a</u>n	<u>e</u>nd	b<u>i</u>g	j<u>o</u>b	s<u>u</u>m	th<u>e</u>
/ʊ/	/ɑ:/	/ɜ:/	/i:/	/ɔ:/	/u:/
g<u>oo</u>d	c<u>ar</u>	h<u>er</u>	f<u>ee</u>	l<u>aw</u>	t<u>oo</u>

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[20] E-book: Gerald Kelly, *How To Teach Pronunciation*, ed. Jeremy Harmer (England: Pearson Education Limited, 2001). p. 47-53.

[21] Kang, Thomson, and Murphy, *The Routledge Handbook of Contemporary English Pronunciation*. p. 108.

In phonemic transcription, each symbol is used as representation the principal sound of a family of similar sounds.[22]

2) Diphthongs

According to Carr (2012) diphthongs are a list of two kinds vowel sounds mash together and present in many languages especially English. Meanwhile, Ramelan (1999) stated that diphthongs are a part of vocal that have special features such as make intentional slide from initial vocal position to another. The pure vowels named monophthong only have one vowel and does not need change in position while producing a sound.[23]

Table 2.4 Diphthongs' phonemic alphabet

/aɪ/	/aʊ/	/əʊ/	/eɪ/	/eə/	/ɪə/	/ɔɪ/	/ʊə/
wh<u>y</u>	n<u>ow</u>	g<u>o</u>	d<u>a</u>y	c<u>ar</u>e	d<u>ea</u>r	enj<u>o</u>y	p<u>ur</u>e

The sound /ʊə/ comparatively uncommon in English. Many vowels or diphthongs can be spelt in different way, e.g. /ɜ:/ in h<u>er</u>, t<u>ur</u>n, h<u>ear</u>d, w<u>or</u>d

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22 Smith and Margolis, *English for Academic Study: Pronunciation*. p. 9.

23 Desy Riana Pratiwi and Lia Maulia Indrayani, "Pronunciation Error on English Diphthongs Made by EFL Students," *Teknosastik* 19, no. 1 (2021): 24–30. p. 25-26.

and many spellings can be pronounced in different way e.g. head /hed/, heat /hiːt/, heart /hɑːt/ and heard /hɜːd/.[24]

3) Stress and rhythm

In English, Lexical stress relates to individual syllables in words and can be defined as 'the force of articulation with which a syllable is uttered' (Arnold, 1957, p. 222) and this affect the listener auditory. The definition in English of lexical stress, on the fact that in multisyllabic words, some syllables have stronger articulation than others. The main stress in a word is connected with pitch prominence (Arnold 1957, p. 225), when a stressed syllable is pronounced, there is detectable change in pitch namely primary stress.

Lexical stress also related intrinsically to vowel quality in English, a stressed syllable must contain full vowel. Meanwhile, unstressed syllable may contain full vowel or reduced vowel. whereas rhythm in English emerges from the position of stressed syllables in utterances normally greater

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[24] Smith and Margolis, *English for Academic Study: Pronunciation*. p. 9.

than individual words and from the listener's perception of the placement of these syllables.[25]

4) Intonation

Intonation refers to the way the voice in pitch goes up and down while speaking. It is fundamental part of expressing thought and more understandable by others. In addition to determine meaning, intonation also gives clues about the speaker's attitude. Even though certain aspect of intonation may be common to many languages, some of the way intonation may be used specific to particular one. There are languages that have specific meaning function on intonation, such as various Chinese language namely tone languages. In ton languages, voice is used in different way, the pitch of the voice and voice movement on a syllable determine the meaning. On the other hand, David Brazil analyzed how intonation relates to surrounding discourse than specific grammar or attitude. The term discourse defines any meaningful stretch of language.[26]

3. **Learning Pronunciation**

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[25] Kang, Thomson, and Murphy, *The Routledge Handbook of Contemporary English Pronunciation*. p. 140.
[26] Kelly, *How To Teach Pronunciation*. p. 86-87.

Eckstein (2007) provide learning pronunciation strategy based on Kolb's (1984 in Eckstein, 2007) learning cycle construct. Eckstein compares the four stages of learning to the four stages of pronunciation acquisition within second language acquisition theory. The first stage, a concrete experience relates with input/practice. The second one, reflection on observation refers to noticing or feedback. The third, abstract conceptualization corresponds with hypothesis forming. The last one, action based on new conceptualization compares to hypothesis testing. The following are the explanations of those stages:

a. Input or Practice (concrete experience): the input has seven strategies that are intent listening, focusing on the articulatory gestures of others, active listening, eagerly listening to new sounds, ensuring optimal possibilities for contact with L2 pronunciation (e.g., use of resources such as TV, movies, radio), representing sounds in memory and focusing on individual syllables. For the practice there are nine strategies that are reading aloud, practicing new sounds, imitating native speakers and L2 prosody, talking aloud, memorizing the pronunciation of words, using facial muscles for practicing L2 pronunciation, practicing sounds in isolation and later in context, and repeating after recordings.

b. Noticing or Feedback (reflection on observation): noticing has seven strategies that are noticing the intricate differences between L1 and L2 pronunciation, focusing on suprasegmental of language, intent listening, identifying errors among other speakers, focusing on the articulatory gestures of others, listening and inferring key sounds, and acquiring a general knowledge of phonetics. Likewise, feedback has seven strategies that are self-monitoring, focusing on suprasegmental of own L2 speech, using phonetic symbols and transcriptions, monitoring and eliminating negative interference, active listening, seeking help, cooperating with peers.

c. Hypothesis forming (abstract conceptualization): there are five strategies in hypothesis forming that are monitoring and eliminating negative interference, self-correcting, acquiring a general knowledge of phonetics, finding out about target language pronunciation and perform special exercises for sounds which are non-existent in the learner's native language.

d. Hypothesis testing (action based on new conceptualization): the hypothesis strategies are Repeating new words according to new hypotheses, skipping difficult words, rehearsing sounds, using

proximal articulations, using a slower rate of speech, lowering anxiety.

There is no doubt that "strategies can increase learners' language proficiency, self-confidence and motivation" (Oxford, 1990, p. 236). Tominaga (2009) discovers successful pronunciation learners in effective strategy. As reported, strategies based on frequent imitation of native speakers, combined with independent pronunciation practice are used among good pronunciation learners.[27]

4. **Learning Media**

   a. Educational Media Definition

   According to Merriam-Webster's Collegiate Dictionary (1993) a medium as a means of effecting or conveying something. There are two sub-definitions that correspond with how medium is used and understood in educational context:

   1) A channel or system of communication, information, or entertainment

   2) Something (such as a magnetic disk) on which information may be stored

   In the educational history, there is a tendency to connect the mass media with the educational media

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[27] E-book: Magdalena Szyszka, *Pronunciation Learning Strategies and Language Anxiety : In Search of an Interplay*, ed. Mirosław Pawlak (Opole: Springer International Publishing AG, 2017). p. 40-42.

(e.g., radio or television) to support learning process. Brighton (2001) gives an overview of how media constitute integral elements of various language teaching approaches ranging from the audiovisual method to experiential language learning approaches (Eyring, 2001).

b. Types of Media

Ohm (2010) classify educational media based on the sensory channel addressed by the media or the way in which the conveyed information is coded. The following are three categories of media:

1) Auditive media or audio media is media that only relies on sound capabilities (e.g., piece of music, radio program etc.)

2) Visual media is media that only relies on the sense of vision in visual form (e.g., picture, silent film etc.)

3) Audiovisual media is media that contains sound elements and moving images (e.g., sound film, TV program etc.)[28]

Audiovisual media is also called video media. Video is favored media by many people, recently. Anderson

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[28] E-book: Wai Meng Chan et al., *Media in Foreign Language Teaching and Learning*, ed. Wai Meng Chan et al. (Boston: Walter de Gruyter, 2011). p. 2-3.

Ronald (1994: 99) stated video media is a series of electronic images accompanied by sound and image elements. One of audiovisual platform is YouTube.

c. YouTube as Learning Media

   1) YouTube

   YouTube is the most popular online video sharing media on the internet. Recently, various ages from children to adults in worldwide have registered as a user on YouTube. There are plenty of videos provided on YouTube ranging from clips to films that are made by YouTube users. Users on YouTube can upload videos, search videos, watch videos as learning media.

   Recorded moving pictures with sounds that are contained on YouTube videos can be used as learning media. Indeed, not all videos on YouTube can be used for learning purposes, therefore make a good planning is needed to choose the right YouTube videos as an optimal support tool in achieving learning goals. YouTube videos can be a learning tool and learning media that can meet the demands of the digital generation needs. There are many types of videos with various kinds of

topics that are unique, interesting and fun to enjoy and which can be used in class lessons.[29]

Vlogs are the most popular genres on YouTube (Werner, 2012). Vlogs is a video made by person whose speaking to camera in public setting and addresses to public viewership, briefly and informally (Frobenius, 2011; Gao et al., 2010; Werner, 2012). However, Snelson (2015) notes that vlogs became more interesting and shifted from home-based setting to mobile setting in which vloggers discuss a wide variety of topics with the presence of more cameras in a wide array of settings and contexts. Moreover, vloggers began to tap into wider audiences' interest areas and document and share a contextualized view of their engagement with hobbies, daily experiences, and encounters with other people. Although mostly unrehearsed, unedited, and unorganized, vlogs have become one of the Internet's most magnetic and beloved forms and many media commentators have hailed vlogging as a revolutionary mode of address (Werner, 2012).[30]

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[29] Rinny Rorimpandey, "Youtube Videos in Teaching Basic Listening," *Journal of English Language and Literature Teaching* 4, no. 1 (2019): 43–52.
[30] Dukhayel Aldukhayel, "Vlogs in L2 Listening : EFL Learners ' and Teachers ' Perceptions," *Computer Assisted Language Learning* (2019): 1–20.

Thus, from definitions above, it can be concluded that Youtube can be used as learning media which make learning process more attractive and enjoyable.

2) Videos for learning English

The Internet provides solutions for making ICT-based learning preparations. Teachers or lectures have an easy task to find all of the teaching-learning materials. Teachers or lectures just provide teaching-learning materials by using computer and internet, all the sources are gathered from many websites. That is the example of role of internet in supporting teachers or lectures for teaching preparation.

A video is one of the multimedia learning that can empower students in learning a language. The video is a complete media that contains a mixture of images and audio, even a video can elicit a feeling and emotion that can be experienced in real time. The complex mixture of these elements are making videos to be an effective media in learning. It is in line with Mayer (2002) words and pictures can be learnt by learners better than just picture. Multimedia learning contain text, graphics (images), video and audio and various other

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models based on multimedia or e-learning that can help students in learning. Videos have a huge potential in promoting an effective learning (Berk, 2009).

Video has been used as a medium in learning English for a long time. The advantage of video learning is that videos can bring real and authentic images and sounds of an idea or event to the learners in the classroom. Berk (2009) also explains some reasons why teachers need to use video in their teaching-learning process. The students' mind affected by the involvement of superficial, deep feeling and emotions that come together when some videos are watched. The deep feelings or the emotions are excitement, anger, laughter, relaxation, love, whimsy, or even boredom. In other words, videos can be used as resource to provide various ways of teaching and it can involve the students more in learning process.

The wider spread of the English teaching platform affected by the development of technology and teachers can use the platform to make students involved in the classroom. Plenty of video sharing website that suitable in teaching context can be used. The most popular video

sharing services on the internet today is YouTube (Snelson, 2011). The alternative way of learning beside reading book is watching videos. This is expected to meet the expectations of the Internet generation that tends to demand varied learning. YouTube as video sharing site is not only focuses on education but YouTube launched a special service for education in 2009 on the development. It provides a special section for education where educators can post their videos (Alhamami, 2013). Users who wait for the presence of educational service give a positive response directly to the service. Many universities join the service in presenting thousands of college videos, campus activities, and campus news.

In the digital generation, YouTube can be a source and learning media that can meet the demands of the needs. YouTube can increase interest and support student learning styles in the digital age. YouTube also offers a learning experience with new technologies that will be useful when students have been graduated (Burke, Snyder, & Rager, 2009). In addition, YouTube also provides thousands of videos with various topics that can be integrated into teaching-learning

process in the classroom. YouTube will also become a free video library for learners that will encourage them to become self-reliant learners.[31]

3) Using Videos on YouTube to learn pronunciation

Video is one of the media which can be used in language learning. YouTube with its official address www.youtube.com, is a popular site which allows people to upload a video, watch it, and comment on it.

Based on the statistical report on its official website, it has more than one billion visitors every month. Furthermore, it is available in 61 countries in 61 languages, and also available on smart phones. Therefore, thousands of videos with thousands of topics in many languages are available on YouTube. For movies, people can just easily type some key words and related movie videos will appear. There are also a lot of these videos made for educational purposes. With these videos, creative teachers can choose and can lead students to meaningful activities involving one or the four English skills. Examples of activities may

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[31] Rezza Anugerah et al., "The Potential of English Learning Videos in Form of Vlog on YouTube for ELT Material Writers," *Proceedings International Conference on Teaching and Education (ICoTE)* 2, no. 2 (2019): 224–229.

range from conversation activities, "movie trailer, voiceover, to famous movie screen re-enactments" which can be used for listening and speaking activities (Watkins and Wilkins, 2011, p.115). In addition, Kreisen (2009) states that:

YouTube, as mentioned, is a readily available source of authentic pop culture material, encouraging students to interact in an educational capacity with popular culture through English language. YouTube clips may act as a motivating factor for students wishing to further develop their language skills as they endeavor to gain a deeper understanding of content they willingly access online. Moreover, it is also available for students to engage in outside of class in some form of student-centered learning. (Kreisen, 2009, p. 3). Kreisen (2009) points out that the universality of YouTube has enabled students to know other cultures since the videos are uploaded by many people around the world. Besides, it gives motivation in L2. It also allows students to do video-sharing which can give positive outputs for learning (Snelson & Perkins, 2009), and language learning can take place in a meaningful environment (Alhamami, 2013). Videos that are

uploaded can interest students to pay attention not only to the picture but also to the nonverbal gestures and intonation which makes the video full of richness (Stempleski, 2002). Teaching listening by using video is now a common thing since video has audio plus visual which enable students to participate in both (Wagner, 2007). These audio and visual characteristics make it easy for students to recall the material (Kozma, 1991). Furthermore, "the use of video allows listeners to utilize the non-verbal components of communication that can assist them in processing and comprehending aural input" (Wagner, 2007, p.67) as well as providing "authentic language input" (Cakir, 2006, p. 67) because students are exposed to the real contexts, real people as well as real situations (Moobin, 2008). Thus, YouTube is the leading movie video website that exists today.[32]

B. Previous Researches

The writer considered some previous researches related to this study in composing this thesis, these are:

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[32] Rahmatollah Mostajeran, Najafabad Branch, and Islamic Azad, "Impact of Using YouTube Videos on Iranian Intermediate Male and Female EFL Learners' Listening Skill Development," *International Journal of Foreign Language Teaching & Research* 7, no. 28 (2019): 75–83.

First, An International Publication Journal of Vernon Curran, Diana L Gustafson, Karla Simmons, Heather Lannon, Chenfang Wang, Mahyar Garmsir, Lisa Fleet and Lyle Wetsch (2019) entitled *"Adult learners' perceptions of self-directed learning and digital technology usage in continuing professional education: An update for the digital age"*. This study aimed at exploring the perspective of adult learners' self-directed learning on digital effect in continuing professional education. The research used qualitative method. The equation of this research is research discusses about learners' experiences of self-oriented learning on digital platform. The difference of this research is research did not pertain English pronunciation improvements of students in learning through YouTube videos.[33]

Second, A Publication Journal of Umi Urmilah, Fauzi Miftakh and Iwan Ridwan (2021) entitled *"Students' Perceptions and Experiences on YouTube-mediated Self-regulated Learning"*. This study aimed at analyzing EFL students' perspective and experience on self-regulated learning utilizing YouTube. The research used qualitative method. The equation of this research is research discusses about the perspective and experience of students in improving English

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[33] Curran et al., "Adult Learners' Perceptions of Self-Directed Learning and Digital Technology Usage in Continuing Professional Education: An Update for the Digital Age." p. 74-93.

skills by using YouTube as students' self-oriented learning resource. The difference of this research is research did not discuss about English pronunciation in details.[34]

Third, An International Publication Article of Mohialdeen Alotumi (2021) entitled *"EFL college junior and senior students' self-regulated motivation for improving English speaking: A survey study"*. This study aimed at examining junior and senior college students' level of self-regulated motivation to improve English speaking skill as a foreign language. The research used quantitative method with descriptive non-experimental survey study. The equation of this research is research discusses about students' self-regulated learning to improve English speaking skill. The difference of this research is research did not use YouTube as media to improve pronunciation and did not discover students' self-oriented learning experience and perception.[35]

Fourth, A Publication Journal of Geminastiti Sakkira, Syarifuddin Dollah, and Jamaluddin Ahmad (2020) entitled *"Students' Perceptions toward Using YouTube in EFL Classrooms"*. This study aimed at investigating the students' perceptions towards the use of YouTube in English learning

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[34] Urmilah, Miftakh, and Ridwan, "Students' Perceptions and Experiences on YouTube-Mediated Self-Regulated Learning." p. 706-718.

[35] Mohialdeen Alotumi, "EFL College Junior and Senior Students' Self-Regulated Motivation for Improving English Speaking: A Survey Study," *Heliyon* 7, no. 4 (2021): 1–10.

process at English Education Department. The research was descriptive and used quantitative method consisted of questionnaire-based survey. The equation of this research is research discusses about students' perceptions and experience in learning through YouTube to enhance English skills. The difference of this research is research discusses about using YouTube in classroom and did not pertain students' self-oriented learning outside the class.[36]

Fifth, An International Publication Journal of Eugine Tafadzwa Maziriri, Parson Gapa, and Tinashe Chuchu (2020) entitled *"Student Perceptions Towards the use of YouTube as An Educational Tool for Learning and Tutorials"*. This study aimed at investigating student' perceptions towards the use of YouTube as a platform for learning through watching video tutorials. The study used quantitative method with technology acceptance model to test students' perceptions. The equation of this research is research discusses about the perspective of the students toward the use of YouTube in learning context. The difference of this research is research did not pertain students' self-oriented learning and pronunciation.[37]

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[36] Geminastiti Sakkir, Syarifuddin Dollah, and Jamaluddin Ahmad, "Students " Perceptions toward Using YouTube in EFL Classrooms," *Journal of Applied Science, Engineering, Technology, and Education* 2, no. 1 (2020): 1–10.

[37] Maziriri, "Student Perceptions Towards the Use of YouTube as An Educational Tool for Learning and Tutorials." p. 119-138.

Sixth, A Publication Journal of Jessy Gracella and Dedi Rahman Nur (2020) entitled *"Students' Perception of English Learning through YouTube Application"*. This study aimed at discovering students' perceptions of English learning through YouTube. The study used qualitative method and the data were collected through interview-based on case study design. The equation of this research is research discusses about the perspective of students in learning through YouTube to enhance English skills. The difference of this research is research did not pertain students' pronunciation improvement and students' self-oriented learning specifically.[38]

Seventh, A Publication Journal of Rina Rachmawati and Fibria Cahyani (2020) entitled *"The Use of YouTube Videos in Improving Non-English Department Students' Pronunciation Skills"*. This study aimed at determining whether or not the use of YouTube has impact on pronunciation skill of non-English Department students. The study used quantitative experimental method with the pretest-posttest control group design. The equation of this research is research discusses about students' pronunciation improvement in learning through YouTube videos. The difference of this research is research did not

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[38] Gracella and Nur, "Students' Perception of English Learning through YouTube Application." p. 21-35.

pertain students' self-oriented learning and experience in learning utilizing YouTube videos.[39]

Eighth, A thesis of Nurul Hitoniah (2201411067) English Department of Faculty of Language and Arts Semarang State University 2016 entitled *"THE USE OF ENGLISH VIDEO TO IMPROVE STUDENTS' PRONUNCIATION (An Action Research at the Eighth Year Students of SMP Muhammadiyah 5 Kandangan Temanggung)"*. This study aimed at improving students' pronunciation by using English video. This research used quantitative method with action research design and conducted pretest and posttest to collect data. The equation of this research is research discusses about students' pronunciation improvement by using English video. The difference of this research is research did not pertain students' self-oriented learning and did not use YouTube as a source.[40]

Ninth, An Interational Publication Article of Hung-chun Wang and Cheryl Wei-yu Chen (2019) entitled *"Learning English from YouTubers: English L2 learners' self-regulated language learning on YouTube"*. This study aimed at students'

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[39]Rina Rachmawati and Fibria Cahyani, "The Use of Youtube Videos in Improving Non-English Department Students' Pronunciation Skills," *Alsuna: Journal of Arabic and English Language* 3, no. 2 (2020): 83–95.

[40] Nurul Hitoniah, "The Use of English Video to Improve Students' Pronunciation (An Action Research at the Eighth Year Students of SMP Muhammadiyah 5 Kandangan Temanggung)" (Semarang State University, 2016).

self-regulated learning English experience utilizing YouTube. This research used qualitative method with the individual interview. The equation of this research is research discusses about learning experience by students in learning English through YouTube. The difference of this research is research did not particularly focus on Pronunciation improvements by students.[41]

C. Conceptual Framework

The conceptual framework below described the research that would be conducted by the researcher. The research was qualitative which looking for students' learning experience and pronunciation improvement by watching YouTube on their self-oriented learning. The process of learning is conducted by students through YouTube and access the English contents to improve their pronunciation.

Figure 2.1 Conceptual Framework

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[41] Hung chun Wang and Cheryl Wei yu Chen, "Learning English from YouTubers: English L2 Learners' Self-Regulated Language Learning on YouTube," *Innovation in Language Learning and Teaching* 14, no. 4 (2020): 333–346.

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┌─────────────────────────────────┐
│          ┌──────────────┐        │
│          │ Self-Oriented│        │
│          │  Learning    │        │
│          └──────┬───────┘        │
│                 ↓                 │
│          ┌──────────────┐        │
│          │ Pronunciation│        │
│          └──────┬───────┘        │
│                 ↓                 │
│          ┌──────────────┐        │
│          │   YouTube    │        │
│          └──────┬───────┘        │
│           ┌─────┴─────┐          │
│    ┌──────────┐  ┌──────────────┐│
│    │ Learning │  │ Pronunciation││
│    │Experiences│  │ Improvement ││
│    └──────────┘  └──────────────┘│
└─────────────────────────────────┘
```
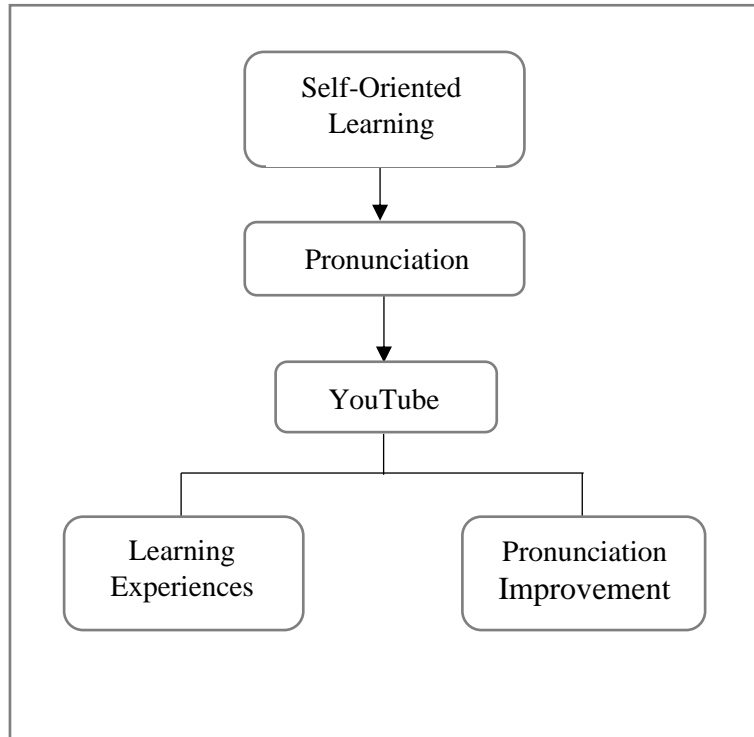
CHAPTER III

RESEARCH METHOD

In this chapter, the main point is focused on the method of research used in this study. There are several subchapters: research design, research setting, research object, method of collecting data, instrument of research and technique of data analysis.

A. Research Design

Research design refers to the strategy determining the procedure to be used in collecting data in research. This study used descriptive qualitative research. Lexy J. Moleong (2010) states that Qualitative method is a research procedure that descriptive data are gained in written or spoken from the people and their behavior which is being observed.[42]

The researcher used qualitative research to conduct this study, considering to gain the data and the objectives of the research. The qualitative researcher attempts to interpret or comprehend phenomenon in term of the meanings people bring to them because qualitative research is multi-method tends to focus, involving an interpretative and naturalistic approach to the subject.

The research conducted to analyze English Foreign Language (EFL) students' pronunciation experience and

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[42] Lexy J. Moleong, *Metodologi Penelitian Kualitatif (edisi revisi),* (Bandung: PT Remaja Rosdakarya, 2010), p.4

improvements after learning by watching videos on YouTube. The researcher used qualitative method in order to know the real experiences students' have been gained. So that, the researcher can find out the positive influence of using YouTube videos in studying English.

B. Research Setting

The research was conducted at UIN Walisongo Semarang, which is located at Jl. Walisongo No.3-5 Tambakaji, Ngaliyan, Semarang Central Java. This research was scheduled on last week in February 2022.

C. Research Participants

The participants of this research were eight students of the fourth-semester of English Education Department UIN Walisongo Semarang. The reason for choosing the fourth-semester students of English Education Department was the students have been accomplished phonology subject. The researcher thought that the students have had experience in learning pronunciation especially through YouTube platform.

D. Method of Collecting Data

The researcher used the descriptive method in this research, so in conducting this research the researcher conducted some ways to collect data, such as doing interview.

Interview is an instrument for collecting data that is mostly used in descriptive qualitative method. Based on the statement, interview has significance role for collecting the

data is needed. This data collection method based on personal beliefs, knowledge or self-report.

In qualitative interviews, the researcher conducts face-to-face interviews with participants, telephone interviews, or engages in focus group interviews with six to eight interviewees in each group. These interviews involve unstructured and generally open-ended questions that are few in number and intended to elicit views and opinions from the participants.[43]

From the explanation above the researcher conducted face to face online interviews by using zoom with participants with the questions that have been prepared by the researcher. The question can be a fact, perceptions or experience related to the focus of study.

E. Instrument of Research

The researcher used interview guidelines as the instrument of research **(see appendix I)**. The researcher provided open ended questions to students about the English Foreign Language (EFL) students' learning experience and pronunciation improvements after learning by watching videos on YouTube.

F. Technique of Data Analysis

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[43] E-book: John W. Cresswell, *Research Design Qualitative, Quantitative, and Mixed Method*, 4th Editio. (London: SAGE Publication, Inc., 2014). p. 239.

After the data is collected, the data must be analyzed. The researcher used Miles and Huberman Model. In this model, qualitative data are collected through various techniques such as interviews, observation, documentation, notes, etc. Seems more words are collected rather than numbers. Therefore, the data must be processed and analyzed before it is used. Miles and Huberman explain the general pattern of analysis data, that is data reduction, display data, conclusion / verification. The details will be described as follow:

1. Data Reduction

Data reduction is the process of the collected data simplified. Data reduction means summarizing, coding, choosing essential things, focus on significance things and formulating themes and the pattern. Thus, the researcher will select, sharpen, focus and organize data in one way. In this case, the researcher will use coding and categories the data. The codes and categories will break the data down into few parts. It can ease to identify the units of meaning.

2. Display Data

Display data is conducted to draw conclusions and taking action. Display data ease the researcher to comprehend what is happening, to do further analysis on that understanding. Narrative text is the most frequent display data form in qualitative research. The researcher can't easily understand what is happening, display data is

needed to help the researcher process the data based on what is already understood. By displaying data, the result explained is easier to comprehend.

3. Conclusion Drawing and Verification

Conclusion drawing and verification refers to evaluation of the data have been analyzed. The temporary initial conclusion will change if no strong evidence is found to support the next stage of data collection. But if the valid and consistent evidence is found in early stage, then the conclusions presented are credible conclusions.[44]

The data that has been collected through interview will be categorized. Then, the researcher will conduct triangulation process which select significant data. The triangulation process used confirmability test and the data had been confirmed by the participants. Finally, the researcher will conclude by rechecking the data.

In this study the conclusion of the draw/verification will be analyzed the findings in the field, then the conclusions drawn previously will be checked and sought valid facts to support the conclusions first. So, that conclusions that can be said as a credible conclusion.

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[44] E-book: Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan R&D*, 19th Editi. (Bandung: Alfabeta, 2013). p. 247-253.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents the findings of the research. The collected data was provided to answer the research problems. Then, the result was discussed briefly in the discussion part.

A. Results

To answer the research questions, the finding presents the analysis of the research data by categorizing it into two points: Students' learning experience and Students' pronunciation improvements that have been experienced by the participants.

1. Students' learning experiences after engaging in learning pronunciation through YouTube videos

a. The starting point of using YouTube as learning assistance

Mostly, the participants started using YouTube as learning assistance especially for learning English is when they have been in university. The English education major that they have been chosen compel them to study English more. The participants use YouTube to assist them to immerse themselves in English. The following data show that the participants mostly started using YouTube when they have been in university:

Table 4.1 The starting point of using YouTube

No.	The starting point
1.	"…senior high school." (MF, A1)
2.	"…senior high school." (DS, A1)
3.	"…college." (DAJS, A1)
4.	"…second semester in university." (IA, A1)
5.	"…third semester in university." (SLM, A1)
6.	"…senior high school." (GSK, A1)
7.	"…senior high school and joined university." (RF, A1)
8.	"…second semester in university." (LMA, A1)

From the data above, five of eight participants answer that they started using YouTube when they have graduated from high school particularly when they are in university. The participants have to focus on improving their skills in English which trigger them to study more with the easiest way and YouTube help them with the feature that is easy to be used.

The average of participants using YouTube more than once a day. Watching videos filled with animation of pictures and sounds are more interesting rather than just reading dozens of words. The following data show that the participants mostly use YouTube more than once a day:

Table 4.2 The amounts of times using YouTube a day

No.	The amounts of times
1.	"…once in a day…" (MF, A2)
2.	"…four or five times." (DS, A2)
3.	"…four times." (DAJS, A2)
4.	"…six times in a day." (IA, A2)
5.	"…three times in a day." (SLM, A2)
6.	"…once in a day…" (GSK, A2)
7.	"…five times…" (RF, A2)
8.	"…twice in a day." (LMA, A2)

From the data above, five of eight participants even use it three times and more a day. Furthermore, there are total of hours of the participants watching YouTube. The amounts of hours are shown in the following table:

Table 4.3 The amounts of hours using YouTube a day

No.	The amounts of hours
1.	"…less than one hour." (MF, A3)
2.	"…three hours." (DS, A3)
3.	"…50 minutes a day." (DAJS, A3)
4.	"…around six hours a day." (IA, A3)
5.	"…three hours a day." (SLM, A3)

6.	"…two hours." (GSK, A3)
7.	"…five hours a day." (RF, A3)
8.	"…around two hours a day." (LMA, A3)

The data show that the average of participants spent their time on studying on YouTube is three hours. It is quite long but they didn't get bored.

b. The visited channels

A half of participants visit the channel related to study about English, for instance, BBC Learning English, mmmEnglish and linguamarina. Whereas, the other half of participants usually visit the channel related to entertainment but still in English, for instance, Ellen Show, James Cordon, BBC Earth, Music Channel. As we can see in the following data:

Table 4.4 The visited channels

No.	The visited channels
1.	"BBC Learning English…" (MF, A4)
2.	"…Ellen Show or James cordon…artist interview." (DS, A4)
3.	"…mmmEnglish…" (DAJS, A4)
4.	"…BBC Earth…" (IA, A4)
5.	"…channel about music…" (SLM, A4)
6.	"…lingua marina and speak English like native…" (GSK, A4)

No.	
7.	"…TEDx talk and lingua marina…" (RF, A4)
8.	"…higher faculty…video reaction…" (LMA, A4)

A half of participants who visit specific channel for studying English have goal in their pronunciation and accent they want to be acquired. Such as MF's answer "…I really want to have an accent like the native speakers' have…" and RF's answer "…I can learn the expression and how native speaker pronounce English words and in lingua marina, she taught about how to pronounce words correctly."

c. The preferred accent

The accent was liked by participants give a little effect on choosing content on YouTube. Most of participants prefer the British accent rather than American or others accent because British accent is good to be heard. As we can see in the following participants' answer:

Table 4.5 The preferred accent

No.	The preferred accent
1.	"British accent..." (MF, A5)
2.	"…American accent…' (DS, A5)
3.	"…British accent…" (DAJS, A5)
4.	"…British..." (IA, A5)

5.	"…British accent." (SLM, A5)
6.	"…American accent…" (GSK, A5)
7.	"…British…" (RF, A5)
8.	"…American…" (LMA, A5)

The participant who likes the British accent mostly watched video on YouTube with the speaker who has British accent, for example, MF who likes British accent as she stated "…I really want to have an accent like the native speakers' have…", she usually visits BBC Learning English that the speaker mostly uses British accent or IA who visits BBC Earth, the documenter video narrated by David Attenborough who has British accent.

d. The ways to improve pronunciation

What they used to do to improve their pronunciation was imitating, write it down the new words and looking for the meaning then listen how the words were pronounced to make sure the pronunciation in the video was correct. As we can see in the following participants' answer:

Table 4.6 The ways to improve pronunciation

No.	The ways to improve pronunciation
1.	"Imitating, dictionary checking" (MF, A8)
2.	"Imitating" (DS, A8)
3.	"Imitating, repetition" (DAJS, A8)

No.	
4.	"Imitating, dictionary checking" (IA, A8)
5.	"Imitating, dictionary checking." (SLM, A8)
6.	"Imitating, dictionary checking" (GSK, A8)
7.	"Imitating, dictionary checking" (RF, A8)
8.	"Imitating" (LMA, A8)

The table 4.7 show that the participants practiced their pronunciation while they were watching video by imitating and when they met new words, they write it down then looking for the meaning and practiced how the words are pronounced.

e. **Learning pronunciation difficulty**

There are always any obstacles in doing something. The participants deal with some difficulty when they were learning pronunciation through YouTube. As we can see in the following table:

Table 4.7 Learning pronunciation difficulty

No.	Learning pronunciation difficulty
1.	"Understanding the pronunciation of native speaker" (MF, A7)
2.	"Difficult to imitate" (DS, A7)
3.	"There's no difficulty by using YouTube" (DAJS, A7)
4.	"Understanding the pronunciation of native speaker" (IA, A7)

No.	
5.	"Producing the sounds" (SLM, A7)
6.	"Producing the sounds" (GSK, A7)
7.	"Producing the sounds, get used to sounds" (RF, A7)
8.	"Producing different sounds" (LMA, A7)

From the table above, most of participants said that learning pronunciation is difficult because the production of sounds. The way of producing sounds in participants' native language is different with English, that is sometimes make them quite confuse of how to produce such sounds. Moreover, some participants still need other tools when they were learning pronunciation through YouTube. As we can see in the following table:

Table 4.8 Other supporting tools

No.	Other supporting tools
1.	"No other tools" (MF, A6)
2.	"Cambridge dictionary" (DS, A6)
3.	"Google translate" (DAJS, A6)
4.	"U-dictionary" (IA, A6)
5.	"U-dictionary" (SLM, A6)
6.	"Oxford dictionary" (GSK, A6)
7.	"Google translate" (RF, A6)
8.	"Oxford dictionary" (LMA, A6)

From the data above show that most of the participants still need other tools especially the dictionary when they were learning pronunciation. They need it to recheck the correct pronunciation of the words and looking for the meaning. As SLM said "I usually used U-dictionary to discover the meaning of new words and read the phonetics then listen again how the words are pronounced." And other tools also supported them in gaining new vocabularies.

2. **Students' pronunciation improvements after engaging in learning pronunciation through YouTube videos**

    a. **The pronunciation improvements**

        The participants said that their pronunciation was improved, but most of them stated that it just improved a little bit and not that much. As we can see in the following participants' answer:

Table 4.9 The pronunciation improvements

No.	The pronunciation improvements
1.	"…not much…" (MF, A8)
2.	"…a little bit…" (DS, A8)
3.	"…a little bit…" (DAJS, A8)
4.	"…a little bit…" (IA, A8)
5.	"…a little bit…" (SLM, A8)
6.	"…not much…" (GSK, A8)
7.	"…a little bit…" (RF, A8)

No.	
8.	"…improved a lot…" (LMA, A8)

Only one participant who stated that watching videos on YouTube improved her pronunciation a lot after watched many videos.

b. The parts of developed pronunciation

There are parts of pronunciation such as Intonation, word stress, connected speech, accent and spelling. In the following table show which parts of development that participants have obtained after engaging in learning pronunciation through YouTube.

Table 4.10 The parts of developed pronunciation

No.	The parts of developed pronunciation
1.	"…accent, spelling and intonation…" (MF, A9)
2.	"…intonation…" (DS, A9)
3.	"…intonation, word stress and accent…" (DAJS, A9)
4.	"…accent, spelling and intonation…" (IA, A9)
5.	"…intonation and accent…" (SLM, A9)
6.	"…intonation, accent and spelling…" (GSK, A9)
7.	"…intonation and accent…" (RF, A9)
8.	"…accent and intonation…" (LMA, A9)

From the data above, intonation and accent are the most developed parts that are mentioned by all the participants. For other parts such as word stress, connected speech and spelling, some participants have development but not that significance as intonation and accent. Furthermore, the details on each part are shown in the several following tables:

Table 4.11 Intonation

No.	Intonation
1.	"Recognition of different intonation in sentences" (MF, A9)
2.	"Knowing the use of intonation in emotional sentences" (DS, A9)
3.	"Recognition of different intonation in sentences" (DAJS, A9)
4.	"Recognition of different intonation in sentences" (IA, A9)
5.	"Knowing the use of intonation in sentences" (SLM, A9)
6.	"Knowing the use of intonation in sentences" (GSK, A9)
7.	"Knowing the use of intonation in sentences" (RF, A9)
8.	"Knowing the use of intonation in emotional sentences" (LMA, A9)

From the table of intonation, it shown that all the participants know how to distinguish tone in each situation, emotion or sentence that give different meaning in each tone even though with the same sentence.

The next pronunciation part is word stress. The following table shows the participants' opinion about the pronunciation development in word stress part:

Table 4.12 Word stress

No.	Word stress
1.	"No improvement" (MF, A9)
2.	"Knowing the stress on familiar words" (DS, A9)
3.	"Recognizing the use of stress in words or sentences" (DAJS, A9)
4.	"No improvement" (IA, A9)
5.	"No improvement" (SLM, A9)
6.	"Knowing the place of stress in each word" (GSK, A9)
7.	"No improvement" (RF, A9)
8.	"The improvement from other tools" (LMA, A9)

From the table above, five of participants don't even realize that they have development in this part of pronunciation and three of participants said they have

development but a little bit because the word stress will be easier if it is learned from dictionary.

The next part is connected speech. The following table shows the participants' opinion about the pronunciation development in connected speech part:

Table 4.13 Connected speech

No.	Connected speech
1.	"No improvement" (MF, A9)
2.	"No improvement" (DS, A9)
3.	"Knowing how to connect the words" (DAJS, A9)
4.	"No improvement" (IA, A9)
5.	"No improvement" (SLM, A9)
6.	"No improvement" (GSK, A9)
7.	"No improvement" (RF, A9)
8.	"The improvement from other tools" (LMA, A9)

From data in the table above, a half of participants don't know about connected speech but another half participants understand about connected speech, yet they don't have development in that thing.

The next part is accent. The following table shows the participants' opinion about the pronunciation development in accent part:

Table 4.14 Accent

No.	Accent
1.	"Knowing how to use British accent" (MF, A9)
2.	"Knowing how to use American accent" (DS, A9)
3.	"Recognizing different accents and applying American accent" (DAJS, A9)
4.	"Knowing the difference of the accents." (IA, A9)
5.	"Knowing how to use British accent" (SLM, A9)
6.	"Knowing how to use American accent" (GSK, A9)
7.	"Not sure with the improvement" (RF, A9)
8.	"Can use American accent close to the native speaker" (LMA, A9)

The table above show that most of participants have development in accent. They can recognize several accents and use the accent close to the native speaker. They have self-confidence with the accent that they have developed.

The last part is spelling. The following table shows the participants' opinion about the pronunciation development in spelling part:

Table 4.15 Spelling

No.	Spelling
1.	"Knowing how the letters are spelled" (MF, A9)
2.	"No improvement" (DS, A9)
3.	"No improvement" (DAJS, A9)
4.	"Knowing how the letters are spelled" (IA, A9)
5.	"No improvement" (SLM, A9)
6.	"No improvement" (GSK, A9)
7.	"No improvement" (RF, A9)
8.	"The improvement from other tools" (LMA, A9)

The table above show that most of participants don't feel any development in spelling. Two participants said that the development of spelling come from learning through book rather than watching videos on YouTube.

c. Application of pronunciation development

The development of students' pronunciation was applied depending on the situation such as in speaking subject with classmates or events. In such situation such as practicing English with their non-English education department friends they can't use it because

the interlocutors won't understand the intention. As we can see in the following table:

Table 4.16 Application of Pronunciation development

No.	Application of Pronunciation development
1.	"Applied it with the classmates in English Education" (MF, A10)
2.	"Applied it in the supported situation and with the classmates" (DS, A10)
3.	"Applied it with the classmates directly or through voice chat" (DAJS, A10)
4.	"Applied it in an activity at the Islamic boarding house" (IA, A10)
5.	"Applied it in the supported situation" (SLM, A10)
6.	"Applied it with the classmates in English Education" (GSK, A10)
7.	"Applied it only in such event and speak naturally in general" (RF, A10)
8.	"Applied it in daily conversation at *Ma'had*" (LMA, A10)

From the data above, the participants applied their pronunciation development such as in accents or intonation etc. depends on the situation and the person

their talking with that support them to use their improvement.

B. Discussion

1. Students' learning experiences after engaging in learning pronunciation through YouTube videos

In this point, the researcher discussed about some experiences of learning pronunciation through YouTube. The following are the findings of students' experiences who engaged in self-oriented learning of pronunciation through YouTube:

a. There are two aspects should be conducted to obtain improvement of pronunciation based on participants' answer. The two aspects are listening and practice. The participants used to listen and imitate or even search the new words to hear the correct pronunciation after watched videos on YouTube. According to Wai Meng Chan (2011) there are four steps when working with video, that are listening comprehension, paying attention to word forms in context, controlled communication-oriented speaking activities and free speaking activities.[45] From the findings, the participants have already conducted paying attention and listening comprehension then controlled

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[45] Chan et al., *Media in Foreign Language Teaching and Learning*. p. 37.

communication-oriented speaking activities and free speaking activities on imitation. If the words are familiar to be heard and the words are spoken more often, the pronunciation will be improved and the words will be pronounced accurately.

b. Regional accents are sets of such patterns. People who use different sets of patterns are naturally the referred term of accents (Wolfram and Schilling, 2016).[46] based on the participants' answer, the preferred accent affected participants on choosing the video contents. For example, a student who likes British accent will looking for the video content that use British accent such as BBC learning English. Nevertheless, a student who likes American accent will watch video with American accent such as linguamarina. Similar findings also found in Wang and Chen's (2019) research where the participants had proper goals when they watch English videos on YouTube.[47] The researcher know that the participants want to have an accent particularly and the researcher assume that it is the best thing to do, listen and practice more the target accent to gain the accent.

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[46] Kang, Thomson, and Murphy, *The Routledge Handbook of Contemporary English Pronunciation*. p. 189.
[47] Wang and Chen, "Learning English from YouTubers: English L2 Learners' Self-Regulated Language Learning on YouTube." p. 11.

c. The participants have difficulty in learning pronunciation, especially by watching YouTube. First, the participants were sometimes couldn't comprehend what the speaker said because they speak rapidly. That's the reason the participants need subtitle in every video they were watching. Second, the participants less consciousness with how the way to produce such sounds in English. The participants sometimes used their native language phonology unconsciously. As Jeremy Harmer (2007) stated that some languages groups may have their own particular intonation and stress in phrase or sentence which sound strange in English, and there are many individual sounds in various different language that cause difficulty in producing sounds.[48] Therefore, the participants need other tools such as Cambridge dictionary, oxford dictionary or U-dictionary apps etc. to check the phonetic and the meaning of the words they just met.

2. **Students' pronunciation improvements after engaging in learning pronunciation through YouTube videos**

In this point, the researcher discussed about the students' pronunciation improvements after engaging in learning pronunciation through YouTube videos. Almost all participants stated that their pronunciation skills are

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[48] Harmer, *The Practice of English Language Teaching*. p. 248.

improved a little bit. The improvements the participants have gotten significantly that are intonation and accent. The other parts of pronunciation such as spelling, connected speech and word stress are improved barely but the improvement they have gotten mostly from the book related to phonology or phonetics rather than other parts of pronunciation when watching videos on YouTube. Those are understandably well because a half of participants focus on the videos about learning English in general and the other half of participants prefer to watch English videos which entertain them but they still have improvements by imitate or repeating what the speakers had spoken. The development of their pronunciation was only used when they were talking with their classmates or the person who they think will comprehend with what they want to say when they use such improvements such as intonation and accent because of comfortability. It can be said that they have improvements after engaging in learning pronunciation through YouTube. Similar findings also found in Rahmawati and Cahyani (2020) research where the participants had improvements after engaging in learning pronunciation through YouTube by doing pretest-posttest delivered by the researcher.[49] Even though the

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[49] Rachmawati and Cahyani, "The Use of Youtube Videos in Improving Non-English Department Students' Pronunciation Skills." p. 92.

improvement just a little bit but YouTube still give impact on their pronunciation skills.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter presents conclusion and suggestion from the researcher. The conclusion is concluded based on the data analyses that have been discussed in the Chapter IV.

A. Conclusion

Based on the data analyses, the researcher concludes that the participants experience on self-oriented learning showed aspects in pronunciation improvement that is listening carefully and practice such as imitating or shadowing. Moreover, the preferred accent affected the participants on choosing video contents. The participants also have difficulty in comprehension of the speaker in the video because they speak rapidly. The participants also have difficulty in producing of the English sounds because haven't get used to the sounds and even produced English sounds with their native language phonology. Furthermore, the participants need other tools such as U-dictionary apps, Cambridge dictionary etc. to check the phonetics and production of the sounds. The participants said that their pronunciation improvement is just a little bit. The significance improvement is on their accent and intonation. The other parts of pronunciation such as connected speech, spelling and word stress just improved barely but they mostly understand from the book related to phonology and phonetics.

The correct pronunciation is difficult to be acquired, if they just watch and practice without understand the terms of how the sound is produced. The contents of YouTube are vast and interesting to watch, there are a bunch of videos that can be watched or access to assist us in learning something such as English pronunciation skills.

B. **Suggestion**

The followings are some suggestions based on the conclusion above:

1. For the next researchers

   Hopefully, it can help the next researchers on arranging their research. The next researcher can continue the research about pronunciation by reading this research as a reference.

2. For the students

   YouTube is a good platform to improve listening and speaking skills, but on improving pronunciation, others supporting tools are needed to help improve pronunciation accurately.

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Interview Guidelines

No.	Elements	Description
1.	Stage setting	The researcher setting the stage for interviewing. In this case, the researcher uses zoom meeting as stage.
2.	Invitation	After the stage has been set, the researcher invites the participant to join the stage.
3.	Welcoming	The researcher greets the participants.
4.	Profile	The researcher asks the participants about their profile (for instance; full name, student's number, and class).
5.	Questions	The researcher gives questions for the participants in case to obtain the data are needed.
6.	Thanking	The researcher thanking to participants who have help to give the experiences for the research.

List of Questions

No.	Questions
1.	How long have you been using YouTube as learning assistant?
2.	How many times did you use YouTube a day?
3.	How long did you spend a day studying on YouTube?
4.	What channel do you usually visit for learning English? Why?
5.	Which accent do you prefer?
6.	Did you need other tools when learning pronunciation through YouTube? What tools?
7.	Is learning pronunciation through YouTube difficult?
8.	Is your pronunciation skill improved? How could it happen?
9.	Can you explain the parts of pronunciation you have developed after engaging in learning pronunciation through

	YouTube? (Intonation, word stress, connected speech, accent, spelling)
10.	Do you apply your pronunciation development when you are talking with someone?

Participants' Initial Name List

No.	Name	Code
1.	Minka Faiza	MF
2.	Deviana Syafira	DS
3.	Dewi Arum Jamilya Seftiana	DAJS
4.	Izza Adelia	IA
5.	Salma Lu'lu'ah Maknunah	SLM
6.	Ghina Syarifatul Khauliyah	GSK
7.	Resti Farikhah	RF
8.	Lina Mahfiyatul Asna	LMA

Participants' Answer Code

Code	Description
A1	Participants' answer for the first question
A2	Participants' answer for the second question
A3	Participants' answer for the third question
A4	Participants' answer for the fourth question
A5	Participants' answer for the fifth question
A6	Participants' answer for the sixth question
A7	Participants' answer for the seventh question
A8	Participants' answer for the eighth question
A9	Participants' answer for the ninth question
A10	Participants' answer for the tenth question

Transcript of Interview

1. Transcript 1
   Participant : Minka Faiza
   Place : Zoom meeting
   Date : 28 February 2022
   Time : 09:11 A.M.

Turn	Speaker	Expression
1	I	How long have you been using YouTube as learning assistant?
2	P	Maybe from the first time when I was interested in learning English, when I was in high school.
3	I	How many times did you use YouTube in a day?
4	P	Maybe once in a day because sometime I was busy to do something.
5	I	How long did you spend in day studying on YouTube?
6	P	Maybe less than one hour.
7	I	What channel do you usually visit for learning English? Why?
8	P	BBC Learning English. I really want to have an accent like the native speakers' have, so I could follow how the way the speaker spoke.
9	I	Which accent do you prefer?
10	P	British accent for sure.
11	I	Did you need other tools when learning pronunciation through YouTube? What tools?
12	P	No, I just stopped the video and practiced directly then tried to memorize the pronunciation.
13	I	Is learning pronunciation through YouTube difficult?

14	P	I think if we learn the words with the phonetic is not that difficult but if we learn from the native video who pronounced the words rapidly, it is kind of difficult.
15	I	Is your pronunciation skill improved? How could it happen?
16	P	It has progress but not that much. I just tried to imitate how the speaker speak and observe about the words that rarely heard then train to pronounce it.
17	I	Can you explain the parts of pronunciation you have developed after engaging in learning pronunciation through YouTube? (Intonation, word stress, connected speech, accent, spelling)
18	P	I think the accent, spelling and intonation. I can recognize how we use intonation in question or statement. I think accent also pretty good after learning on YouTube and the spelling quite developed. About the word stress and connected speech I can't say that are developed.
19	I	Do you apply your pronunciation development when you are talking with someone?
20	P	I think depends on the situation. I usually used it when I was talking to my classmate in English Education because I can't apply it with my friend in other major cause they sometimes misunderstood.

2. Transcript 2
   Participant : Deviana Syafira
   Place   : Zoom meeting
   Date   : 28 February 2022
   Time   : 09:27 A.M.

Turn	Speaker	Expression

1	I	How long have you been using YouTube as learning assistant?
2	P	I have been using it for a long time. Maybe started when I was in senior high school.
3	I	How many times did you use YouTube in a day?
4	P	I don't know exactly. Maybe four or five times.
5	I	How long did you spend in day studying on YouTube?
6	P	I spent around two or three hours.
7	I	What channel do you usually visit for learning English? Why?
8	P	I usually visit for entertainment for example Ellen show or James cordon and I like to watch artist interview.
9	I	Which accent do you prefer?
10	P	I prefer to American accent because it is easier to learn it.
11	I	Did you need other tools when learning pronunciation through YouTube? What tools?
12	P	Yes, of course. I used to open Cambridge dictionary to clarify what the native speaker's said cause sometimes they talked so fast.
13	I	Is learning pronunciation through YouTube difficult?
14	P	I can say it is quite difficult because sometimes I unconsciously use my mother tongue when pronounced a word and it makes the pronunciation of the word is wrong. Sometimes, it is hard to switch from my mother tongue. Moreover, sometimes I forget how to pronounce the words that I have known before. When I was learning and watched video from YouTube It's difficult to imitate but it's fun.
15	I	Is your pronunciation skill improved? How could it happen?

16	P	Yes. But I think it just a little bit. Because I just focus to learn speaking skill. Maybe if I focus on learning pronunciation, my pronunciation could be more improved.
17	I	Can you explain the parts of pronunciation you have developed after engaging in learning pronunciation through YouTube? (Intonation, word stress, connected speech, accent, spelling)
18	P	I think my intonation is developed. I already know how to use sentence that represent my emotions with good intonation. My accent also improved by watching YouTube but for the word stress, the improvement that I've gotten is from the dictionary apps. I do not really know about connected speech and my spelling is not developed from watching videos on YouTube. The word stress also improved a little bit from watching YouTube but it can be more improved if we learn it from dictionary.
19	I	Do you apply your pronunciation development when you are talking with someone?
20	P	Yes, of course. I want to practice my development in order to remember the correct pronunciation of words when I'm talking to people. I applied it in the situation that the person I talked with can understand me such as my friends in my class that support the situation.

3. Transcript 3
   Participant : Dewi Arum Jamilya Seftiana
   Place   : Zoom meeting
   Date   : 28 February 2022
   Time   : 10.07 A.M.

Turn	Speaker	Expression

1	I	How long have you been using YouTube as learning assistant?
2	P	Maybe one and a half years, when I was in college.
3	I	How many times did you use YouTube in a day?
4	P	Maybe four times.
5	I	How long did you spend in day studying on YouTube?
6	P	I think it is about 50 minutes a day.
7	I	What channel do you usually visit for learning English? Why?
8	P	I usually visit the channel with the name mmmEnglish. Because I know that channel from the accents class and I think that channel is very useful and give me a lot of benefit in learning English. For example, learning about accents, idioms, pronunciation and how to speak fluently.
9	I	Which accent do you prefer?
10	P	I prefer to British accent because when I see the British person talk, it is very interesting and cool.
11	I	Did you need other tools when learning pronunciation through YouTube? What tools?
12	P	Yes. I usually used Google translate to help me understand the words that I did not know. If I did not know about some point of contents in the video and the meaning of the word.
13	I	Is learning pronunciation through YouTube difficult?
14	P	I think it is not difficult especially when using social media such as YouTube. It really helps me to improve my pronunciation skills because I can watch some channels of native speaker and I can listen and imitate what the speaker said.

15	I	Is your pronunciation skill improved? How could it happen?
16	P	Yes, I think my pronunciation is better than before. Because when I watch the videos, I will try to imitate the speaker voice then I repeat it then my pronunciation will be better.
17	I	Can you explain the parts of pronunciation you have developed after engaging in learning pronunciation through YouTube? (Intonation, word stress, connected speech, accent, spelling)
18	P	I think intonation, word stress and accent are the most developed because after watched videos delivered by the native speakers. I can understand well the different of question sentence or declaration sentence with the intonation. I also know about the word stress and recognize how to use the stress in a words or sentences. I also recognize several accents such as American, British or Australian etc. About the connected speech, I understand a little bit like connecting the words but the spelling I have learned from reading on books not from the videos on YouTube.
19	I	Do you apply your pronunciation development when you are talking with someone?
20	P	Yes, of course especially with classmate because the opportunity to apply my pronunciation development. The situation in my class is supported me to use English and practice my speaking skills. Not only in class but I also practice it in message using voice chat with my friends.

4. Transcript 4
   Participant : Izza Adelia
   Place : Zoom meeting
   Date : 1 Maret 2022

Time   : 10.56 A.M.

Turn	Speaker	Expression
1	I	How long have you been using YouTube as learning assistant?
2	P	Since I was in second semester in university.
3	I	How many times did you use YouTube in a day?
4	P	I use it often. Maybe six times in a day.
5	I	How long did you spend in day studying on YouTube?
6	P	I think around six hours a day. I did it when I have spare time.
7	I	What channel do you usually visit for learning English? Why?
8	P	I often watch BBC Earth. Because I like to listen the documentary videos.
9	I	Which accent do you prefer?
10	P	I used to prefer to British but nowadays I prefer to Australian accent.
11	I	Did you need other tools when learning pronunciation through YouTube? What tools?
12	P	Yes, I use online dictionary such as U-dictionary to read about the phonetics.
13	I	Is learning pronunciation through YouTube difficult?
14	P	I think, it is difficult but also interesting. It's difficult because the native speakers speak so fast but interesting in watching the video.
15	I	Is your pronunciation skill improved? How could it happen?
16	P	I think yes. I used to speak by myself but I don't know is it good or not because you can know is your pronunciation good or not from people's opinion. I often imitated the words that I never heard and search the meaning on google translate.

Turn	Speaker	Expression
17	I	Can you explain the parts of pronunciation you have developed after engaging in learning pronunciation through YouTube? (Intonation, word stress, connected speech, accent, spelling)
18	P	I think my accent, spelling and intonation are well developed but in connected speech and word stress I'm not really sure. In intonation I know how to distinguish the word that has different meaning in different intonation and also in the question sentence or statement. On spelling I think I can recognize how the letters are spelled as well. Then I think my accent quite good and I know the difference of the accents.
19	I	Do you apply your pronunciation development when you are talking with someone?
20	P	Yes, If I have a chance to talk with someone in English, I applied it. Like an activity in my Islamic boarding house that we have to use English to talk, I applied at that time.

5. Transcript 5

    Participant : Salma Lu'lu'ah Maknunah

    Place   : Zoom meeting

    Date   : 1 Maret 2022

    Time   : 11.37 A.M.

Turn	Speaker	Expression
1	I	How long have you been using YouTube as learning assistant?
2	P	I think since in the third semester in university.
3	I	How many times did you use YouTube in a day?
4	P	Maybe three times in a day.
5	I	How long did you spend a day studying on YouTube?
6	P	I usually spent three hours a day.

7	I	What channel do you usually visit for learning English? Why?
8	P	I usually visit channel about music because I like singing. So, I can learn English by singing.
9	I	Which accent do you prefer?
10	P	I like British accent.
11	I	Did you need other tools when learning pronunciation through YouTube? What tools?
12	P	I usually used U-dictionary to discover the meaning of new words and read the phonetics then listen again how the words are pronounced.
13	I	Is learning pronunciation through YouTube difficult?
14	P	It's not too difficult. If we practice when watching a video, we can gain the correct pronunciation but if we met new word, sometimes I need time to use to pronounce it.
15	I	Is your pronunciation skill improved? How could it happen?
16	P	Yes. I used to imitate the words. After I watched the video, I have some new words then I looking for the meaning and how to pronounce correctly.
17	I	Can you explain the parts of pronunciation you have developed after engaging in learning pronunciation through YouTube? (Intonation, word stress, connected speech, accent, spelling)
18	P	I think intonation and accent are the most developed. On intonation I know how to use intonation in question sentence or statement. I also know how to use British accent. I don't know about connected speech, word stress and spelling.
19	I	Do you apply your pronunciation development when you are talking with someone?

Turn	Speaker	Expression
20	P	Yes, I applied it with my friends in dormitory. We have such activity that force us to use English and I applied it on that situation.

6. Transcript 6

   Participant : Ghina Syarifatul Khauliyah
   Place : Zoom meeting
   Date : 1 Maret 2022
   Time : 02.44 P.M.

Turn	Speaker	Expression
1	I	How long have you been using YouTube as learning assistant?
2	P	Maybe two years, since I graduated from my senior high school.
3	I	How many times did you use YouTube in a day?
4	P	Sometimes once in a day and only one hour.
5	I	How long did you spend in day studying on YouTube?
6	P	It depends on my mood, sometimes one or two hours.
7	I	What channel do you usually visit for learning English? Why?
8	P	I usually visit lingua marina and speak English like native. Because the explanation in linguamarina channel is clear, her pronunciation is good and she gives many motivations.
9	I	Which accent do you prefer?
10	P	I like American accent because British is difficult for me.
11	I	Did you need other tools when learning pronunciation through YouTube? What tools?

12	P	Yes. I usually use oxford dictionary. I sometimes got to oxford dictionary to recheck the phonetics.
13	I	Is learning pronunciation through YouTube difficult?
14	P	Yes, it is difficult because I used to talk with my mother tongue, so when I talk in English sometimes, I pronounced the word inaccurately because the English phonetics is not the same with my mother tongue. When I watched video on YouTube, I still go to the oxford dictionary to recheck the phonetics.
15	I	Is your pronunciation skill improved? How could it happen?
16	P	Yes, of course. Because when I met a new vocabulary, I directly search in dictionary and read the meaning and how it sounds correctly. I also wrote the vocabularies that I don't know and I practiced some words that difficult to say to enhance my pronunciation.
17	I	Can you explain the parts of pronunciation you have developed after engaging in learning pronunciation through YouTube? (Intonation, word stress, connected speech, accent, spelling)
18	P	I think intonation, accent and spelling. I usually use American accent with the correct spelling and intonation such as I should use this kind of intonation in statement sentence or that intonation in question sentence. About the word stress I'm little bit know the place of stress in each word but I don't know about connected speech.
19	I	Do you apply your pronunciation development when you are talking with someone?
20	P	Sometimes, I'm not sure cause I still thinking when talking and it takes too long. I don't know

		that I pronounce the word accurately or use some other parts of pronunciation correctly.

7. Transcript 7

   Participant : Resti Farikhah

   Place   : Zoom meeting

   Date   : 1 Maret 2022

   Time   : 10.33 P.M.

Turn	Speaker	Expression
1	I	How long have you been using YouTube as learning assistant?
2	P	I think since I was graduated from senior high school and joined university.
3	I	How many times did you use YouTube in a day?
4	P	Maybe five times with the total duration of watching around 5 hours.
5	I	How long did you spend in day studying on YouTube?
6	P	I think around three or five hours a day.
7	I	What channel do you usually visit for learning English? Why?
8	P	I usually visit TEDx talk and linguamarina. Because in TEDx talk I can learn the expression and how native speaker pronounce English words and in lingua marina, she taught about how to pronounce words correctly.
9	I	Which accent do you prefer?
10	P	I like British even though American accent is easier to used.
11	I	Did you need other tools when learning pronunciation through YouTube? What tools?
12	P	I usually used Google translate when I met some new words to check the meaning and listen how the words pronounce accurately.

13	I	Is learning pronunciation through YouTube difficult?
14	P	Yes, it's difficult because when I switch from my mother tongue into English, I face difficulty in that thing cause Indonesian pronunciation is not coherence with English pronunciation. Even when I imitated while watching YouTube video, I need time to get used to it.
15	I	Is your pronunciation skill improved? How could it happen?
16	P	Yes, I think a little bit improved. Because when I watched YouTube, I wrote the new vocabularies and try to imitate how the speaker pronounce it, then search in dictionary how the words are pronounced correctly.
17	I	Can you explain the parts of pronunciation you have developed after engaging in learning pronunciation through YouTube? (Intonation, word stress, connected speech, accent, spelling)
18	P	Maybe I'm only developed in intonation. I watched many videos that I realize how to use my tone in such situation. Maybe my accent also improved but I'm not sure. About the word stress, connected speech and spelling I don't think that my pronunciation was developed at those things.
19	I	Do you apply your pronunciation development when you are talking with someone?
20	P	I only focus on the good and correct pronunciation when I was in speech contest or such agenda related to that thing but when I was talking to someone I just speak naturally and not focus on the accurate pronunciation or any other parts of pronunciation because I will forget with the word that I wanted to say.

8. Transcript 8

Participant : Lina Mahfiyatul Asna
Place : Zoom meeting
Date : 2 Maret 2022
Time : 01.40 P.M.

| Turn	Speaker	Expression
1	I	How long have you been using YouTube as learning assistant?
2	P	It started from the second semester in university.
3	I	How many times did you use YouTube in a day?
4	P	It's around twice in a day.
5	I	How long did you spend in day studying on YouTube?
6	P	I usually spent around two hours a day.
7	I	What channel do you usually visit for learning English? Why?
8	P	Channel like higher faculty because I like to watch video reaction from native English about K-pop music video and the video is in English.
9	I	Which accent do you prefer?
10	P	I prefer to American because it is easier than British but I also interested in British accent.
11	I	Did you need other tools when learning pronunciation through YouTube? What tools?
12	P	Yes, I need. I usually used oxford when I was learning pronunciation through YouTube.
13	I	Is learning pronunciation through YouTube difficult?
14	P	Learning pronunciation is kind of difficult because we have to produce different sounds and sometimes the vocabulary in Indonesian and English is similar but pronounce a little bit different that we have to recognize it.
15	I	Is your pronunciation skill improved? How could it happen?

16	P	Yes, I think it's improved a lot after I watched many videos. When I was watching, I also practiced how to pronounce some words.
17	I	Can you explain the parts of pronunciation you have developed after engaging in learning pronunciation through YouTube? (Intonation, word stress, connected speech, accent, spelling)
18	P	I think accent and intonation are developed as well. I copied the native speakers' intonation and accent when I was watching their videos on YouTube. I can use the intonation that represents emotion and my accent quite close with the native one. About word stress, connected speech and spelling I learned it from another tool especially in a book that has pronunciation material in my major.
19	I	Do you apply your pronunciation development when you are talking with someone?
20	P	Yes, use it often cause, I live in *ma'had* and English is used in daily conversation. I applied it because I want to get used to talking with correct pronunciation.

Documentation
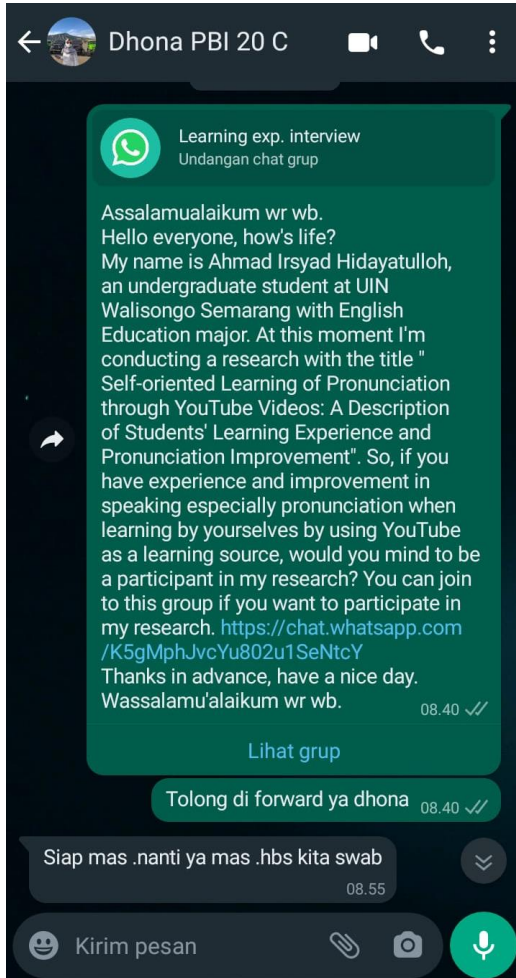
Picture 1.1 share a group link for students who have self-oriented learning experience on YouTube.
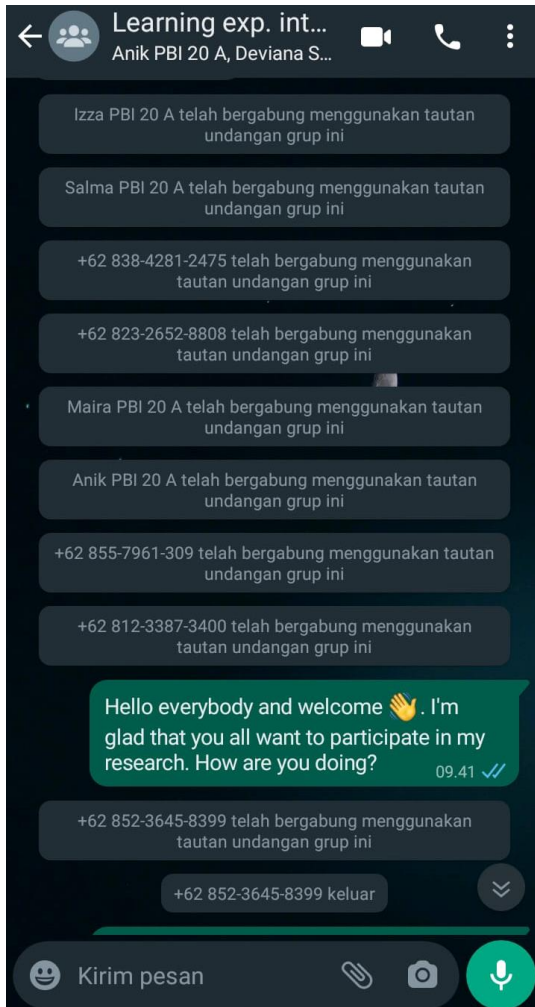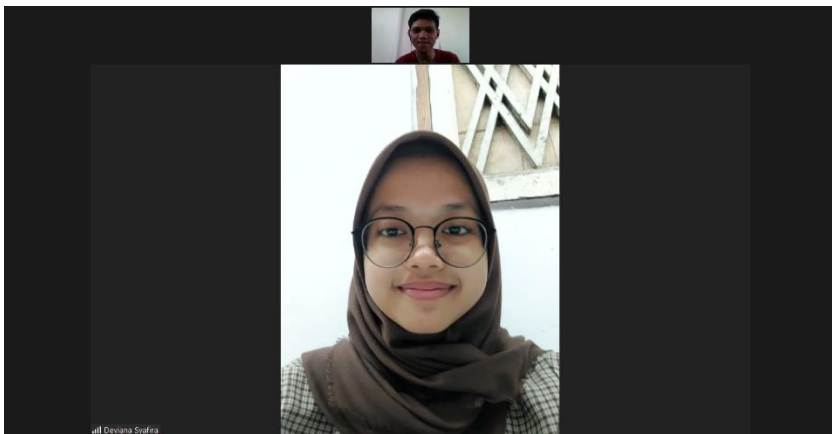
Picture 1.2 participants join the group.

Picture 1.3 invite participants to join zoom.

Picture 1.4 interview process with Ghina.

Picture 1.5 interview process with Deviana.
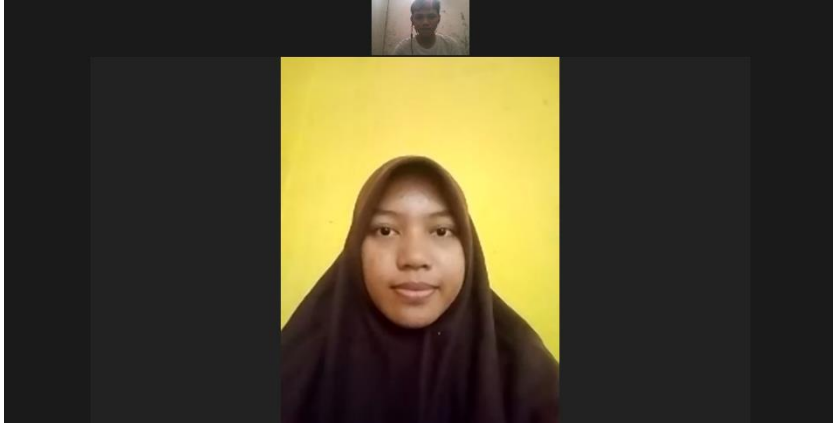
Picture 1.6 interview process with Lina.

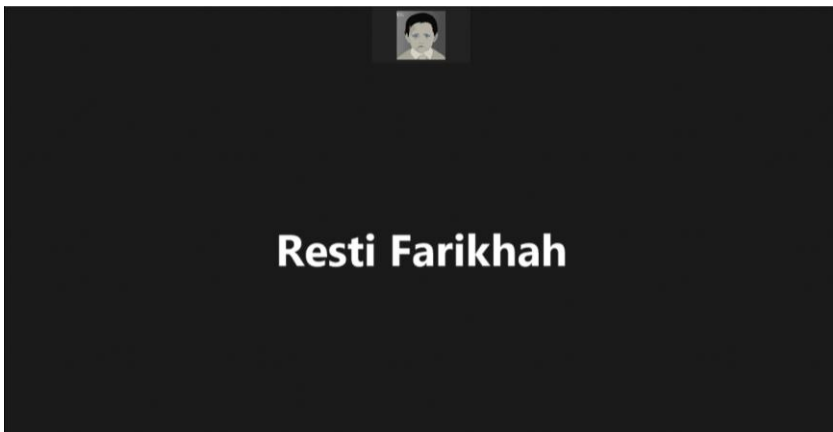Picture 1.7 interview process with Minka.

Picture 1.8 interview process with Salma.

Picture 1.9 interview process with Izza.

Picture 1.10 interview process with Dewi.

Picture 1.11 interview process with Resti.

CURRICULUM VITAE

A. Personal Identity

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B. Educational Background

Formal Education:

a. SD N 03 Pecangaan (2005-2011)
b. SMP N 2 Pecangaan (2011-2014)
c. SMK N 2 Jepara (2014-2017)
d. UIN Walisongo Semarang (2018-Now)

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