

**UNCOVERING UNIVERSITY STUDENTS' SELF-DIRECTED
LEARNING STRATEGIES IN LEARNING PRONUNCIATION
THROUGH YOUTUBE ENGLISH SONG LYRIC VIDEO**

THESIS

Presented to Kiai Haji Achmad Siddiq Jember State Islamic University
in Partial Fulfillment of the Requirements for Education Bachelor Degree (S.Pd.)
Tarbiyah and Teacher Training Faculty
Islamic Education and Language Department
English Education Study Program



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
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MAY 2024**

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MOTTO

فَمَنْ يَعْمَلْ مِثْقَالَ ذَرَّةٍ خَيْرًا يَرَهُ

Meaning: "Whoever does the slightest good deed, he will surely see (the reward)."

(Q.S Al- Zalzalah: 7)*



* Muhammad Taqi-Ud-Din Al Hilali and Muhammad Muhsin Khan, *Noble Qur'an: The English Translation of the Meanings and Commentary* (KSA King Komplex, 2007)

DEDICATION

I dedicate this thesis to:

1. Allah SWT, the lord of the world, because of him I could passed many tasks when doing this thesis.
2. My self, who spent a lot of think, blood, sweat and tears to finish this thesis. For many struggles, I deserved it.
3. My beloved father and mother. Especially my father as my support system who give any motivations, bring good vibes to me, for always making me to think positively about everything, he is my real hero, I dedicate this thesis for you.



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In the name of God Allah, the most gracious and the most merciful, praise to Allah, the lord of the world. Gratitude and praise to Allah, because of his guides, the researcher can finish this thesis well. Sholawat and salam may praise to our prophet SAW, who has guide us from the darkness into the lightness.

At this part, the writer would like to express her gratitude and appreciate to some people who help, contribute, and encourage to the researcher in the process of this research:

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2. Dr. Abdul Mu'is, S.Ag. M.Si., as the Dean of Tarbiyah and Teacher Training Faculty of UIN KHAS Jember who had given the permission to do this research.
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7. All of the staff main library of UIN KHAS, thank you that helped the writer in finding many references.

The researcher realized that this thesis is still far from the word of perfect but hopefully this research can be useful and as the contribution for further researcher and the readers to teaching-learning process especially to the listening skills.

Jember, 17th of May 2024

Eka Risky Wahyuni
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ABSTRACT

Eka Risky Wahyuni, 2024: “Uncovering University Students’ Self-Directed Learning Strategies in Learning Pronunciation through YouTube English Song Lyric Video”

Keywords: Self-Directed Learning Strategies, Pronunciation, YouTube English Song Lyric Video

In the digital era, YouTube has become a popular resource for university students in enhancing their pronunciation skills independently. On the other hand, academic research focusing on the self-directed learning strategies in using English song lyric video on YouTube is highly limited. Therefore, it is imperative to delve into the self-directed learning strategies adopted by students who have utilized English song lyric videos on YouTube as their learning medium for independent pronunciation acquisition.

This study aims to investigate the self-directed learning strategies of university students in learning pronunciation through English song lyric videos on YouTube. The focus of this study is to find out the self-directed learning strategies implemented by university students in learning pronunciation through YouTube English song lyric video.

This research used a qualitative approach and descriptive qualitative as the research design. This research was conducted at English Education Department of UIN KH Acmad Siddiq Jember. Meanwhile, the researcher chose purposive sampling from English Education Department in the batch of 2020-2023 students. Data were collected through interview and open questionnaire. In addition, this study used thematic analysis as the data analysis techniques and used the step guide from Braun and Clark. Finally, data validity was clarified through data triangulation and member check.

The findings of this research indicated that students exhibited high enthusiasm in enhancing their pronunciation skills, with lyric videos serving as the primary resource. They emphasized flexibility in selecting materials based on their preferences and mood. The research highlighted the importance of consistency and perseverance in self-directed learning, with students reporting significant improvement after engaging in 5 to 12 intensive study sessions. Students employed a variety of strategies, including listening and imitating, reading lyrics, and analyzing vocabulary, to enhance their pronunciation. They also utilized various resources, such as online dictionaries and YouTube features, to support their learning. Self-evaluation was key, with students actively reflected on their progress through audio recordings and receiving feedback from peers and instructors. This research provided valuable guidance regarding strategies to be implemented by students who want to use YouTube English song lyrics video as a medium for learning pronunciation independently so that students can get learning strategy patterns that lead to effective learning and this can also open up new potential for independent learning

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CHAPTER I

INTRODUCTION

The first chapter examines the justification of the reason for conducting this study, the research problems, and its objectives. In addition, it presents the importance of the study, its context and boundaries, and even the definitions of terms.

A. Research Context

Progressive and massive transformations have been built by people living in the 21st century. The emergence of these various changes has turned the wheels of human life towards the modern world. The modern world is expected to bring about a significant revolution. To cope with this rapidly changing world, mastering English is one of the most essential needs in today's era. As English becomes an international language, mastering English can connect us internationally and benefit our personal and professional lives.

Listening, speaking, reading and writing are basic skills in English for effective communication in any environment. The students should master in all the skills because they are related each other and have their function itself. But we cannot deny that speaking is the base thing in communication. To reach the purpose of speaking itself, the students should have capability in pronouncing all the words so that the listeners can catch the meaning well.

Pronunciation focuses on the production of sounds that are typically used to create meaning, which includes segments and aspects of language

such as stress, intonation and rhythm.² Similarly, Gilakjani defined pronunciation as the production of speech sounds, learned through repetition of pronunciation and correction when speaking words that are inconsistent with the pronunciation of the language.³

The role of pronunciation in language learning is considered a key factor in acquiring effective communication skills. In English teaching, having accurate pronunciation does not only improve comprehension but also contribute to successful oral communication. Therefore, pronunciation is considered to be the foundation for building communicative competence.⁴ Besides, pronunciation is considered as an aspect to establish other skills, such as speaking skill. Therefore, pronunciation is crucial in establishing speaking skill to use the language in daily activities, any purposes, and factual contexts. According to Fraser,⁵ people who speaks with correct pronunciation are easy to comprehend the message although there is a small error in speaking sub-skills, for instance, vocabulary, grammar, and contextual meaning, in contrast with someone who has poor pronunciation, it will lead to miss understanding.⁶ Hence, using correct pronunciation is needed to use the English language accurately and effectively. Therefore, pronunciation is

² AMEP Research Centre. (2002). Fact Sheet – *Setting Goals for Teaching Pronunciation*. <http://www.ameprc.mq.edu.au> (Accessed on July 16, 2016)

³ Gilakjani, A.P. (2012). *A Study of Factors Affecting EFL Learners' English Pronunciation Learning and the Strategies for Instruction*. International Journal of Humanities and Social Science, 2(3), 119-128.

⁴ Derwing T. M., Munro M. J. (2015). *Pronunciation Fundamentals: Evidence-Based Perspectives for L2 Teaching and Research*. Vol. 42.

⁵ Fraser, H. (2000). *Coordinating improvements in pronunciation teaching for adult learners of English as a second language*. University of New England, Armidale, NSW.

⁶ Parlindungan Pardede, "Improving EFL Students' English Pronunciation by Using the Explicit Teaching Approach," JET (Journal of English Teaching) 4, no. 3 (2018): 143.

considered as the foundation of communication competence as someone will have a good speaking skill by having a good pronunciation.

English pronunciation is considered crucial for spoken English communication. It turns out that despite some errors in vocabulary, grammar and contextual meaning, the speakers are still understandable when they have acceptable pronunciation. However, despite its accurate, if the pronunciation is poor, the speaker's expression will be difficult to understand.⁷ Therefore, when speaking, correct pronunciation helps the listener better understand what the speaker is saying. Furthermore, with excellent pronunciation, students do not need to worry if they have a conversation with native English speakers. Therefore, learning English pronunciation is significant for English foreign language students. By mastering English pronunciation, the students are able to expand their language skills and make them feel more confident in communicating with English language because students are able to speak well like a native speaker.

Despite its importance, pronunciation is difficult to master by EFL learners due to some causes. First, EFL learners lack contact with English native speakers so that they are provided with minimal exposure to English sounds. Second, pronunciation instruction has long been neglected in EFL teaching because EFL teachers often feel that they are inadequately prepared to teach it; the learning of pronunciation is inappropriately emphasized in

⁷ Adams-Goertel, R. (2013). *Prosodic elements to improve pronunciation in English language learners: A short report*. *Applied Research on English Language*, 2(2), 117-128.

curriculum, and appropriate materials for teaching pronunciation are often unobtainable.⁸ The above points explain why some foreign language learners, including those in Indonesia, have difficulty mastering pronunciation.

Whereas, the success in learning language especially learning pronunciation is influenced by the strategies that the learners used. It seems undeniable that foreign language learners should be equipped with appropriate learning strategies in order to learn target of language more effectively and efficiently because language learning is an intentional and strategic effort.⁹ Language learning strategies are defined as steps taken by students to enhance their own learning. The environment of strategies can be done inside or outside the classroom based on the students themselves.¹⁰

Therefore, learning pronunciation through self-directed learning is very important because it gives students the freedom to choose the time and place to study that suits their needs and opportunities. They can learn anytime and anywhere, thereby improving their pronunciation skills effectively. In addition, self-directed learning allows students to monitor the learning process themselves and evaluate the results, so that they can determine for themselves effective learning strategies and overcome the difficulties they face.

⁸ Fraser, H. (2000). *Coordinating improvements in pronunciation teaching for adult learners of English as a second language*. University of New England, Armidale, NSW.

⁹ O'Malley, J.M. and Chamot, A. U. . (1990). *Learning Strategies in Second Language Acquisition*. Cambridge: Cambridge University Pers.

¹⁰ Oxford, R. (1990). *Language Learning Strategy : What every teacher should know*. New York: Newbury House.

According to Candy, SDL refers to student control in situations outside the formal institutional setting. Candy refers to this as ‘autodidaxy’. In this dimension, the student decides what is to be learnt, how learning activities would occur, when learning would take place, where learning activities would be conducted and how learning outcomes would be evaluated. The continuum of the autodidactic domain represents the amount of assistance the student has in making decisions about the learning experience.¹¹

In reality, technology can deliver many online resources to learners, such as learning websites, and provide them with an excellent source of knowledge. There are also a small number of multimedia resources that can be incorporated into conventional English lessons, such as the Website of YouTube.

Currently, YouTube has become a popular web-based video streaming service used by many people. According Statista.com there are over 2.26 billion users accessing its video contents worldwide.¹² YouTube is a platform that offers tons of videos. YouTube allows people to upload videos, create appropriate tags for videos, write titles for videos, write comments on videos, search for videos, create videos, and provide multiple sources of information and more. In addition, YouTube videos are also one of the media that offers

¹¹ Mentz, E., De Beer, J. & Bailey, R. (eds.), 2019, *Self-Directed Learning for the 21st Century: Implications for Higher Education*, in NWU Self-Directed Learning Series Volume 1, pp. i-436, AOSIS, Cape Town.

¹² Ceci Laura. Jan 10, 2024. You Tube-Statistic & Facts.
<https://www.statista.com/topics/2019/youtube/#topicOverview>

Insights or Information for students that are easy to learn. YouTube videos have become the center of attention as YouTube provides learners with complete and useful learning information. Therefore, it is considered to be one of platforms that can be used by students to improve their skill. Learners can watch various videos from different sources to learn many things; one of those is learning English pronunciation.

Therefore, one of the learning media that is advantageous and recommended for learning English pronunciation is YouTube English song lyrics videos by learning in the form of audio visual and attractive designs. YouTube English song lyrics video combines audiovisual elements with authentic language usage to provide a multimedia learning experience. Visual presentations of lyrics synchronized with the music enable learners to connect pronunciation with intonation, rhythm and contextual meaning. Additionally, the diverse selection of songs available on YouTube gives learners the opportunity to experience different accents and pronunciation styles for a more complete learning experience. So learning pronunciation becomes easier with English song lyrics video on YouTube.

Accordingly, learning English pronunciation through YouTube can be seen as powerful rewards as it is very easy to access, it can be done anywhere and anytime without talking to the native speaker directly but we still can learn how to pronounce well. Learning English through YouTube can also eliminate their boredom. YouTube provides a variety of quality English channels and is equipped with interesting contents that makes it easier for

students to access them. Its use is also very easy, users can pause, repeat the video they want to watch at any time.

Therefore, it becomes the reason for the researcher to conduct a research about university students' self-directed learning strategies who have been using Youtube English Song Lyric Videos as media for learning pronunciation.

Further, there were previous studies that used YouTube videos toward the pronunciation ability area. First, two previous studies focused on improving students' pronunciation ability using a mixed-method. A study by Mulyani and Dewi Sartika about students' English pronunciation proficiency using YouTube¹³. The aim of their study was to discover the students' pronunciation ability before using YouTube video and after using YouTube video. Their result showed that there was an improvement from the pre-test to the post-test.

Meanwhile, the other mixed-method study was conducted by Asri Purnamasari discussed how YouTube can be used to enhance pronunciation in collaborative learning¹⁴. Her study sought to seek the ELF students' perception about the use of YouTube video to improve pronunciation in

¹³ Mulyani and Dewi Sartika, "Analysis of Students' Proficiency on English Pronunciation Using YouTube-Based Video Media," *Analysis of Students' Proficiency on English Pronunciation Using YouTube-Based Video Media* 6, no. 2 (2019): 248–257.

¹⁴ A Purnamasari, "What EFL Learners Say about YouTube Use to Improve Pronunciation in a Blended Learning Environment," *JET (Journal of English Teaching)* (2018): 205–215.

blended learning. The result of the study was a YouTube video that improves the English pronunciation ability in blended learning.

Second, a study focused on using YouTube video to enhance pronunciation ability by using experimental research. A study by Danu Herjuantoro and Syaifuddin L. Darmawan discussed about the influence watching YouTube video to the students' pronunciation ability¹⁵. Their research sought to ascertain the impact of using YouTube videos toward pronunciation ability. Their findings revealed that watching YouTube videos had a massive influence on pronunciation ability.

Beside, a study entitled "The Effectiveness of English Songs to Improve Students' Pronunciation of Single Vowels in English Words for EFL Students".¹⁶ This research investigated the effectiveness of English songs in teaching pronunciation especially the pronunciation of single vowels for secondary EFL students. It was a quantitative research that used experimental design. This study was conducted on secondary EFL students in Senior High School in the tenth grade. Thus, The finding of this research revealed that English songs were effective in teaching English to improve students' pronunciation of single vowels in English words for EFL students.

¹⁵ Danu Herjuantoro and Syaifudin Latif Darmawan, "The Influence of Watching YouTube Pronunciation Videos towards Students' Pronunciation Ability" 1, no. 2 (2018): 1–12.

¹⁶ Nurlaily Rahmadhany Kadir, "The Effectiveness Of English Songs To Improve Students' Pronunciation Of Single Vowels In English Words For Efl Students" *RETAIN (Research on English Language Teaching in Indonesia) (e-Journal)* Volume 09 Number 03 Year 2021, pg 165-171 ISSN 2356-2617

In the same line, Irawan Makasoe also conducted a study under the title “Students’ Perception on the Use of English Songs to Learn Pronunciation”.¹⁷ The aim of this research is to identify the perceptions of students about the use of English songs to learn pronunciation, and the result shows that English songs could be useful for students in the process of learning English, It could be an easy and simple media for students to learn English especially pronunciation.

Above all, most of the previous researches conducted tests for the research, and other studies focused on improving pronunciation ability using YouTube. Then, previous studies do not have any data in singel method in descriptive qualitative method because the previous studies only work in mixed-method, experimental, and CAR. Then, the previous studies focused on improving pronunciation ability using YouTube videos generally rather than the manner or strategies used to function YouTube English song lyrics video to learn pronunciation. Also, just a few researches have conducted a research about YouTube in the field of University student.

Therefore, by considering the benefit of YouTube videos in learning pronunciation as stated in the previous research and also the phenomenon found in English Education Department context, the current study will be

¹⁷ Irawan Makasoe dkk, “Students’ Perception On The Use Of English Songs To Learn Pronunciation” *JoTELL Journal of Teaching English, Linguistics, and Literature* published by English Education Study Program, Faculty of Languages and Arts, Universitas Negeri Manado, Vol. 1 No. 10, pp. 1164-1179

focusing on exploring university students' self-oriented learning strategies in learning pronunciation through YouTube English song lyrics videos.

B. Research Focus

Based on the background of the study described above, this research will be focusing on how University students' self-directed learning strategies of pronunciation through YouTube English song lyrics video.

C. Objective of the Study

From the background and the research question, the objective of this study is to describe University students' learning strategies in their self-directed learning of pronunciation through YouTube English song lyrics video.

D. Significance of the Study

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

1. Theoretical Significances

The researcher hopes that this result of the study will give additional information to the reader. They will know the University students' learning strategies in learning pronunciation through YouTube English song lyrics video. The research findings are also to enhance teachers' awareness for knowing students' varied strategies.

2. Practical Significance

Practical significances of this research are:

a. For Learners

The researcher believes that later the results of this research will be able to help learners to find more varied ways to improve pronunciation skill. So the researchers hope that learners can improve academic and non-academic abilities.

b. For English Educators

Researcher hopes that the results of the research can be used as a reference and learning evaluation material as a comparison in improving the quality of learning for teachers and choosing more effective learning media to use.

E. Scope of the Study

This research was conducted for University students who have used YouTube English Song lyrics video to learn English Pronunciation in their self-oriented learning. Thus, this study concentrates on the university students' learning strategies of the use of English song lyrics videos on YouTube to facilitate English pronunciation ability in their self-oriented learning.

F. Definition of Key Terms

To avoid misinterpretation and miscomprehension of the substance from several points in this research, the study defines several points and terms to provide the same interpretation and comprehension between the reader and the researcher.

1. YouTube English Song Lyric Videos

YouTube English song lyrics videos are defined as the combination of audiovisual elements with authentic language use. The visual representation of lyrics synchronized with music allows learners to connect pronunciation with intonation, rhythm, and contextual meaning. The English Song Lyrics Video in this context also not specified in one type or title of the English song Lyrics video, but this is for general English Lyric videos that existed on YouTube and usually used by the University students. (See the example in appendix 9)

2. Self-Directed Learning Strategies

The definition of self-directed learning in this context of research is the study of something by oneself, as through some learning medias without direct supervision (teacher or lecturer) or attendance in a class, this will allow the students to take control of how, what, when, and where they learn.

Therefore, in this context of research, self-directed learning strategies refers to students' pronunciation learning strategies of their own studying outside the classroom and without direct supervision by utilizing YouTube English song lyric videos.

3. Learning Pronunciation

Learning pronunciation in this context is learning how to accurately and effectively produce the sounds, stress patterns, rhythm, and intonation of a language.

G. Systematic Discussion

Discussion systematic is the phase of description of discussion flow in the research starting from the introductory chapter to the closing chapter. Discussion systematic in this research is as follows:

Chapter I Presents the introduction of the thesis, such as background of the research, research focus, research objective, research significant, definition of key term, and systematic discussion.

Chapter II Presents a review of related literature consisting of the previous research and the theoretical framework.

Chapter III Presents the research method of this current research that consist of approach and design of research, research location, research subject, data collection technique, data analysis, validity of data, and research procedure.

Chapter IV presents the description of the research object, data presentation and discussion.

Chapter V presents the conclusion and suggestion of this research.

CHAPTER II

REVIEW OF RELATED LITERATURE

The chapter elaborates a review of existing literature for such topics and problems, as well as earlier studies that are relevant with this study.

A. Previous Studies

Currently, there are some previous studies using YouTube videos toward the pronunciation ability area. The first previous study related to this research was by Asri Purnamasari.¹⁸ This research focused on gaining information on the students' perception about implementing YouTube videos to increase pronunciation in blended learning activities. The research was conducted at the university level. The researcher used questionnaires as a data collection technique. The result showed that YouTube videos can improve the pronunciation of students.

The second, A Publication Journal of Rina Rachmawati and Fibria Cahyani entitled "The Use of YouTube Videos in Improving Non-English Department Students' Pronunciation Skills".¹⁹ 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'

¹⁸ Purnamasari, "What EFL Learners Say about YouTube Use to Improve Pronunciation in a Blended Learning Environment."

¹⁹ 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, <https://doi.org/10.31538/alsuna.v3i2.916>.

pronunciation improvement in learning through YouTube videos. The difference of this research is research did not pertain students' self-oriented learning and experience in learning utilizing YouTube videos.

The third previous study was by Musrafidin.²⁰ This research focused on knowing whether the use of video can affect the pronunciation ability of students or not. This research used an experimental research design. Other than that, there was an improvement in pronunciation ability since the post-test score was higher rather than the pre-test score. Above all, this research concluded that there were significant improvements in students' pronunciation ability.

The fourth previous study was by Danu Herjuantoro and Syaifuddin L. Darmawan.²¹ This study focused on finding the influence of YouTube videos on students' pronunciation ability. The data collection of this study was pre-test and post-test. This study revealed an improvement that can be seen from the average of students' scores in the post-test.

The fifth previous study was by Mulyani and Dewi Sartika. This research focused on improving pronunciation by offering technology-based media in pronunciation learning to junior high school students. This study

²⁰ Simanullang, "The Effect of Applying Video on the Students' English Pronunciation Accuracy at the Fifth Semester Students at the English Study Program of the Teacher's Training and Education Faculty the University of Sisingamangaraja XII Tapanuli in Academic Year 2018/."

²¹ Herjuantoro and Darmawan, "The Influence of Watching YouTube Pronunciation Videos towards Students' Pronunciation Ability."

used a mixed-method research design. This study revealed that YouTube media improve students' pronunciation ability.²²

The sixth, a publication journal 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 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.²³

The seventh, a thesis of Nurul Hitoniah entitled "The Use Of English Video To Improve Students' Pronunciation (An Action Research at the Eighth Year Students of SMP Muhammadiyah 5 Kandungan 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.²⁴

²² Mulyani and and Sartika, "Analysis Of Students' Proficiency On English Pronunciation Using Youtube-Based Video Media."

²³ Urmilah, Miftakh, and Ridwan, "Students' Perceptions and Experiences on YouTube-Mediated Self-Regulated Learning." p. 706-718.

²⁴ Nurul Hitoniah, "The Use of English Video to Improve Students' Pronunciation (An Action Research at the Eighth Year Students of SMP Muhammadiyah 5 Kandungan Temanggung)" (Semarang State University, 2016).

Table 2.1
Similarities and Differences between Previous Researches with
the Current Research

No	Tittle of the Previous Studies	Similarities	Differences
1	What EFL Learners Say about YouTube Use to Improve Pronunciation in a Blended Learning Environment	Both researchers conduct research in the field of pronunciation	<ul style="list-style-type: none"> • The previous research used mixed-method design, while this research uses qualitative design • The previous research focused on the perception of using YouTube to improve English pronunciation, while this research focused on the learning strategies used by university students in using YouTube English song lyrics video in learning pronunciation independently • The previous research conducted in Blended Learning activities, while the current research is focused on Self-oriented learning

2	The Use of Youtube Videos in Improving Non-English Department Students' Pronunciation Skills	Both researchers research in the field of Pronunciation Ability and the use of YouTube video	<ul style="list-style-type: none"> • The previous research used quantitative experimental method, while this research uses descriptive qualitative method • The previous Research used YouTube video from Mr D and Sacha Stevenson's channel, while the current research uses YouTube English Song Lyric Videos • The subject of the previous Research is non English Department Students, while the current research's subject is English Education Department Students
3	The Effect of Applying Video on the Students' English Pronunciation Accuracy at the Fifth Semester Students at the English Study Program of the Teacher's Training and	<ul style="list-style-type: none"> • Both researchers research in the field of Pronunciation Ability • The subject of both researches are 	<ul style="list-style-type: none"> • The previous research used quantitative method, while this research used descriptive qualitative • The previous research focused on examining

	<p>Education Faculty the University of Sisingamangaraja XII Tapanuli in Academic Year 2018</p>	<p>Students of English Education Department</p>	<p>the affect of video for improving pronunciation, while the current research focuses on students' learning strategies in their self-oriented learning of pronunciation using you tube English song lyric videos</p> <ul style="list-style-type: none"> • Eventhough, both subjects of the researches are university students, but the previous research is conducted in State University, while this current research subject is Islamic State University.
4	<p>The Influence of Watching YouTube Pronunciation Videos towards Students' Pronunciation Ability</p>	<p>Both researchers research in the field of Pronunciation Ability</p>	<ul style="list-style-type: none"> • The previous research used quantitative method, while the current research uses qualitative • The subject of the previous research is junior high school

			<p>students, while subject of this research is university students.</p> <ul style="list-style-type: none"> • The previous research used YouTube Pronunciation Video, while the current research uses YouTube English Song Lyrics Video
5	Analysis Of Students' Proficiency On English Pronunciation Using Youtube-Based Video Media	Both researchers research in the field of Pronunciation Ability using YouTube	<ul style="list-style-type: none"> • The previous research used mixed-method design, while the current research uses qualitative research design • The subject of the previous research is junior high school students, while subject of this research is University students • The previous research focused on improving pronunciation ability using YouTube - based video media, while the current

			research focused on the learning strategies from self-oriented learning of Pronunciation using YouTube English Song Lyrics Video
6	Students' Perceptions and Experiences on YouTube-mediated Self-regulated Learning	<ul style="list-style-type: none"> Both researchers use qualitative method 	<ul style="list-style-type: none"> The previous research did not discuss about English pronunciation in details, while the current research discusses about pronunciation in details The previous research did not use specific YouTube video, while the current research uses YouTube English Song Lyrics Video
7	The Use Of English Video To Improve Students' Pronunciation (An Action Research At The Eighth Year Students Of Smp Muhammadiyah 5 Kandangan Temanggung)	Both researchers research in the field of Pronunciation Ability	<ul style="list-style-type: none"> The previous research used quantitative method with action research design, while the current research uses qualitative method with descriptive qualitative

			<p>research design</p> <ul style="list-style-type: none"> • The previous research focused on improving pronunciation ability using English video, while the current research focused on students perception and learning strategies in learning pronunciation using YouTube English Song Lyrics Video • The previous research did not pertain in the field of self-oriented learning experience
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Regarding to the explanations of several previous researches that have been discussed above, the proof emerges that there are some similarities and differences between this current researched compiled by the researcher with the researches conducted by several researchers. The similarities of this current research with the previous researches are in the form of similar topic and variables being researched. Meanwhile, the differences between this current research with several previous researches are in various aspects, these are: (1) different specific discussion focus being discussed by the researchers, (2) different research approach and method used by the researches, (3)

different data collection, data analysis, and data validity technique used in the researches, and (4) different setting and subjects of research used by the researchers in conducting the researches, thus, these points of differences becomes the excuse of uniqueness owned by this current research among other researches conducted before.

As the research novelty, while other researchers conducted the research Focusing on improving pronunciation ability Such as : What EFL Learners Say about YouTube Use to Improve Pronunciation in a Blended Learning Environment, The Use of YouTube Videos in Improving Non-English Department Students' Pronunciation Skills, The Use Of English Video To Improve Students' Pronunciation (An Action Research At The Eighth Year Students Of Smp Muhammadiyah 5 Kandangan Temanggung). While, this current research will be researching about how students' learning strategies in the field of University students from their self-oriented Learning of pronunciation using English song lyrics videos.

B. Theoretical Framework

1. English Language Teaching

English becomes the major international language of printed information. A great deal of the world's scientific, commercial, economic, and technological knowledge are written and published in English. The new era and globalization today demand many people to master English as an international language. By mastering English well, they could absorb and expand the knowledge, technology and culture.

They also could communicate with other people from the other country. The Indonesian government has chosen English as the first foreign language which is taught in Indonesia's schools. Based on the statement above, it is clear that the aim of learning language are to be able to use the language, to response any situation, to understand more, and to be able to read and write.

a. Definition of ELT

English Language Teaching (ELT) refers to the practice of teaching English to non-English speakers, including teaching English as a foreign language (EFL) and as a second language (ESL).²⁵ ELT includes the teaching of English as a foreign language (EFL) taught in countries where English is not the primary or official language, as well as the teaching of English as a second language (ESL) for non-native speakers living in English-speaking countries . ELT also includes the use of digital media such as YouTube as a learning aid. Digital media, especially song lyric videos on YouTube, provide an authentic and interactive context that can improve students' pronunciation skills through direct exposure to the native language and the use of independent learning strategies.²⁶

²⁵ Richards, J. C., & Rodgers, T. S. (2001). *Approaches and Methods in Language Teaching*. Cambridge University Press.

²⁶ Watkins, J., & Wilkins, M. (2011). "Using YouTube in the EFL Classroom." *Language Education in Asia*, 2(1), 113-119.

b. Teaching Pronunciation in ELT

Pronunciation is one of the basic skills that must be possessed when learning a foreign language. Pronunciation is also the basis of oral communication. Pronunciation is a way to produce sounds that are used to make meaning when a speaker speaks.²⁷

Teaching pronunciation in the context of English Language Teaching (ELT) is a key element in strengthening students' ability to communicate effectively in English. The main focus is to help students produce clear and accurate sounds, enabling them to interact with native English speakers confidently and efficiently. In the learning process, teachers often employ approaches that include teaching vowels and consonants, understanding word stress and intonation, as well as repetitive practice using multimedia and recordings to provide good sound models. Constructive correction from teachers is crucial to guide students in improving their pronunciation errors. Beyond just producing sounds, pronunciation teaching also involves developing students' metalinguistic awareness of sound structures in English. This can help students understand the differences between sounds in English and their native language, as well as enhance their ability to pronounce words correctly. Thus, pronunciation teaching plays a significant role in strengthening

²⁷ Gilakjani, A. P. (2017). English pronunciation instruction: Views and recommendations. *Journal of Language Teaching and Research*, 8(6), 1249-1255.

students' speaking skills in the context of English language learning.²⁸

2. Pronunciation

a. 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.²⁹

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.³⁰

b. The Importance of Pronunciation

Learning accurate pronunciation would help learners overcome the anxiety in oral communication that mostly derives from the lack

²⁸ Brown, H. D. (2007). *Teaching by Principles: An Interactive Approach to Language Pedagogy* (3rd ed.). Pearson Education.

²⁹ Hornby, A.s, *Oxford Advance Learner's Dictionary*, (Great Britain:Oxford University Press, 1995), p. 928.

³⁰ Ahmad Irsyad Hidayatulloh, *Self-Oriented Learning of Pronunciation through YouTube Videos: A Description of Students' Learning Experience and Pronunciation Improvement*, 2022.

of correct pronunciation. Especially for university level learners that often feel anxious and they are afraid of making mistakes while pronouncing the words, and they mostly confess that they get embarrassed when speaking because of the possibility of making mistakes in pronunciation.³¹ However, pronunciation will help the learners' motivation as well like the expert stated that The learners' motivation can be seen as the strongest factor contributing to the success or failure of learning a second or foreign language. On the other hand, if they do not see the value or pay attention to their pronunciation, they may not be motivated to do well.

In conclusion, pronunciation concern builds up a lot of motivations in learners to keep improving their pronunciation skills. Excellent pronunciation then will boast self-confidence for foreign language learners to perform understandable oral communication.

3. Self-Directed Learning

a. Definition Self-Directed Learning

Self directed learning describes a process by which individuals take the initiative, with or without the assistance of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing learning strategies, and evaluating learning

³¹ Nakazawa, K. (2012). The effectiveness of focused attention on pronunciation and intonation training in tertiary Japanese language education on learners' confidence. *International Journal of Learning*, 18 (4), 181-192.

outcomes.³² According to Gharti self directed learning is a driving factor that makes students become autonomous learners, and also defined learning autonomy as the ability of students to understand and effectively regulate their own learning process. Self directed learning (SDL) is designed to nurture this momentum, to broaden and deepen it, to help students channel and refine it, this design has been enhanced by a flood of recent discoveries about the brain. We have found that the brain is a meaning making machine that thrives in rich environments, seeks out patterns, builds on previous experience, and functions best in nonthreatening situations. Not only is the brain a dynamic, self directed instrument of learning, it is highly individualized as well. Recent studies of intelligence, learning style, and talent or strengths affirm the great diversity in the ways people learn. Cognitive psychology has also focused on the importance of learning how to learn, that is, on developing the strategies that can be applied to any learning task. Such portable skills prepare any learner for the ultimate challenge of lifelong learning.³³

In reviewing the literature on various views of SDL or related concepts, Candy concluded that SDL, as an umbrella concept, encompasses four dimensions: “ „self-direction“ as a personal

³² Elsa mentz et.al, self directed learning research “An imperative for transforming the educational landscape” second edition (2016), 36

³³ Maurice Gibbos, *The Self-Directed Learning Handbook*, (Fransisco : Jossey Bass, 2012).

attribute (personal autonomy); „self-direction“ as the willingness and capacity to conduct one’s own education (self-management); „self-direction“ as a mode of organizing instruction in formal settings (learner-control); and „self-direction“ as the individual, noninstitutional pursuit of learning opportunities in the „natural societal setting“ (autodidaxy)”. The variety of the constructs in Candy's model added an element of depth to our understanding of SDL.³⁴ Students learn best in unique ways that maximize their personal resources. It seems reasonable to conclude that students will learn best by coherently extending their experience in their own emerging style that takes full advantage of their individual strengths.³⁵ The purpose of SDL is to revive the students that learn is the responsibility of themselves. The student is motivated to be responsibility toward all their own idea and action.

Based on some of the definitions above, it can be said that self directed learning process in which encourage students to optimize their own abilities to improve their competence. Responsibility and trust individual, has an important role in the success of learning. Learning self directed consist of a student who optimizes abilities individuals to adapt and learn quickly to the environment or the circumstances. Students gain knowledge and skills by working on a real world problem and creating a product for an extended period of

³⁴ Candy, P. C. (1991). *Self-direction for lifelong learning: A comprehensive guide to theory and practice*. San Francisco: Jossey-Bass.

³⁵ Gibbos. Page 6

time. Students are asked to investigate real world problem, to design plans by themselves.³⁶ Meanwhile, The steps on doing self-Directed learning are setting learning goals, planning the course of action, managing resources, monitoring the learning progress, assessing the level of achievement, generating feedback and adjust.³⁷

b. Characteristic of self directed learning

Characteristics of the self-directed learner³⁸:

- 1) A self-directed learner exhibits independence and persistence in learning, accepts responsibility for own learning and views problems as challenges rather than obstacles.
- 2) A self-directed learner is self-disciplined with a high degree of curiosity and is able to use basic study skills and organise time effectively.
- 3) Self-directed learners is that they can develop a plan for completing work, enjoy learning and have a tendency to be goaloriented.

Based on the understanding that has been described above, the researcher can conclude that learning style is the method use by students effectively and efficiently in learning or capturing information.

³⁶ Moh. Rofid Fikroni, Teaching English as foreign language, (Jember : IAIN Jember, 2020). Page 70

³⁷ 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.

³⁸ Elsa Mentz, Self Directed Learning Research, (South Africa : AOSIS.2017) page. 69

4. Learning Pronunciation Strategies

In order to understand pronunciation learning strategies, it is necessary to begin by defining what language learning strategies are. Learning strategies are techniques, approaches or deliberate actions that students take in order to facilitate the learning and recall of both linguistic and content area of information.³⁹ Further, language learning strategy is defined as techniques, devices or ways applied by learners to make the process of language learning become easier, faster and more effective. For short, learning strategies are chosen and used to help them achieve the goal of their learning. At last, it is hoped that the process of learning becomes more successful. Thus, the strategy in learning English are the method, planning and preparation in manage and facilitate the learners learning English. In this case, the learning strategy in English focuses in learning pronunciation.

In line with the definition of language learning strategies, Calka defines pronunciation learning strategies as specific actions taken by the learner to make learning pronunciation becomes easier, faster, more effective and more enjoyable.⁴⁰

³⁹ Ellis, Rod (1994). *The Study of Second Language Acquisition*. Oxford: Oxford University Press

⁴⁰ Calka, A. (2011) *Pronunciation Learning Strategies – Identification and Classification*. In Pawlak, Mirosław, et.al. (eds.) *Speaking and Instructed Foreign Language Acquisition*. British: British Library Cataloguing.

Eckstein provide learning pronunciation strategy based on Kolb's learning cycle construct.⁴¹ 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:

- 1) 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.

⁴¹ Eckstein, G. T. (2007). *A Correlation of Pronunciation Learning Strategies with Spontaneous English Pronunciation of Adult Esl Learners*. Brigham Young University.

- 2) 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.
- 3) Hypothesis forming (abstract conceptualization): there are five strategies in hypothesis forming that are monitoring and eliminating negative interference, selfcorrecting, 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.
- 4) 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”. Successful pronunciation learners will give good result if it is done in effective strategy. As reported, strategies based on frequent imitation of native speakers, combined with independent pronunciation practice are used among good pronunciation learners.⁴²

Based on the understanding that has been described above, the researcher can conclude that Self-directed learning strategies of pronunciation refer to methods and approaches individuals use to take control of their own pronunciation learning process. Instead of relying solely on traditional educational structures like classrooms or formal instruction, self-directed learners take the initiative to identify their learning goals, acquire relevant resources, and manage their own progress.

5. Learning Media

a. YouTube as Learning Media

1) YouTube

Recently, 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

⁴² 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.

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.⁴³ One of You Tube Videos that can be used for learning media is You Tube English song lyric videos.

2) You Tube English Song Lyrics Videos

a) Role of Technology in Language Learning

The development of information technology using multimedia has had a positive impact on the world of education in particular. 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.

⁴³ Rinny Rorimpandey, "Youtube Videos in Teaching Basic Listening," *Journal of English Language and Literature Teaching* 4, no. 1 (2019): 43–52.

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. Multimedia learning contain text, graphics (images), video and audio and various other models based on multimedia or e-learning that can help students in learning. Videos have a huge potential in promoting an effective learning.⁴⁴

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.⁴⁵ 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

⁴⁴ R. Berk. (2009). Multimedia teaching with video clips: TV, movies, YouTube, and mtvU in the college classroom. *Int. J. Technol. Teach. Learn.* vol. 5, no. 1, pp. 1–21.

⁴⁵ Snelson, C. 2011. YouTube across the Disciplines: A Review of Literature. *MERLOT Journal of Online Learning and Teaching* Vol. 7, No. 1, March 2011

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.⁴⁶ 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.⁴⁷ 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.⁴⁸

b) You tube English Song Lyrics Video for Learning Pnnunciation

⁴⁶ Alhamami, M. (2013). Observation of YouTube language learning videos (YouTube LLVS). *Teaching English with Technology*, 13(3), 3-17.

⁴⁷ Burke, S. C., Snyder, S., & Rager, R. C. (2009). An assessment of faculty usage of YouTube as a teaching resource. *Internet Journal of Allied Health Sciences and Practice*, 7(1), 8.

⁴⁸ 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.

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 range from conversation activities, “movie trailer, voiceover, to famous movie screen re-enactments” which can be used for listening and speaking activities.⁴⁹

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

⁴⁹ Watkins, J., & Wilkins, M. (2011). Using YouTube in the EFL classroom. *Language Education in Asia*, 2(1), 113-119.

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.⁵⁰

Youtube is one of the social media that can be accessed by all people, starting from children, teenagers, adults to the elderly. Youtube is a video sharing site. Youtube provides a variety of services, one of which is that users can watch Youtube english song lyrics video to learn pronunciation.

To enrich material including learning pronunciation ability, apart from having direct conversation with native speaker, videos from YouTube can also be a source of learning for University students. Which is where they can easily access YouTube and learn anywhere.

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. Thus, from definitions above, it can be concluded that YouTube can be used as learning media which makes learning process more attractive and enjoyable. Especially learning English

⁵⁰ Kreisen, B. (2009). Teaching EFL to The iGeneration : A Survey of Using Youtube as Supplementary Material With College EFL Students in Taiwan. *CALL-EJ Online* , 10 (2), 1-18.

pronunciation that can be learned by utilizing English song lyric videos on YouTube. The combination of sounds of the song and lyric video makes learners easier to understand the pronunciation of words in more enjoyable way. Furthermore, students will also have their learning strategies to use the learning media.



CHAPTER III

RESEARCH METHODS

In this chapter, the main focuses on the research methodology used in this study are several subchapters: research design, research setting, research object, data collection technique, instrument of research and technique of data analysis.

A. Research Design

This research used qualitative research approach with descriptive design. The qualitative approach was chosen because it aims to describe phenomenon in State Islamic University of Kiai Haji Achmad Siddiq Jember, especially about learning strategies, exactly in the English Education Department, regarding learning pronunciation using English song lyrics video on YouTube. The researcher's chosen approach was aimed to find out the real experience students have ever felt and gained. So that, the researcher can find out the positive influence of using YouTube videos in learning English pronunciation.

Further, this research used qualitative descriptive design because it aimed to investigate and give in depth and pure description about the happening phenomenon being the focus of the research based on the individual's experiences in certain natural setting.

B. Research Setting

The research was conducted at State Islamic University of Kiai Haji Achmad Siddiq Jember (UIN KHAS Jember) especially in its English Education Department of Education and Teacher Training Faculty (FTIK),

UIN Kiai Haji Achmad Siddiq Jember is located at Mataram street No. 1, Karang Miuwo, Mangli, Kaliwates, Jember, East Java. The research location chosen to be the place where the research was conducted was because the researcher discovered a phenomenon where several students majoring in English Education from UIN Kiai Haji Achmad Siddiq Jember have good pronunciation, this was discovered by the researcher during the teaching and learning process in class because the researcher herself was one of the students in the study program, apart from that, the researcher took part become a committee member for inter-generational activities commonly referred to as English Camp. During this activity, both the committee and participants were required to speak English all the time. From that, the researcher found several students whose the pronunciation was good, finally the researcher decided to ask them where they learned pronunciation, and it turned out that some of them learned pronunciation independently by using English song lyric videos on YouTube. Hence, researcher were motivated to carry out this research to dig deeper about their strategies for learning pronunciation independently using Youtube English song lyric videos.

Therefore, the researcher chose UIN Kiai Haji Achmad Siddiq Jember or well known as UIN Khas Jember as the place or setting to conduct the current research.

C. Research Subject

In this study, the researcher used purposive sampling technique to select the subject, this technique was chosen because purposive sampling

technique is the most appropriate sampling technique used to decide the research sample regarding to understand the central phenomenon of the place and people at the field. According to Creswell, Purposive sampling is the ideal strategy for selecting acceptable research subjects in qualitative research.⁵¹ Hence, the subjects were chosen by several reasons. First, those students use English song lyric video on you tube to learn English pronunciation frequently outside the classroom independently. Second, the students answer the questionnaire by fullfilling the criterion from the researcher decided. Last, those students have good pronunciation ability.

Therefore, the researcher did the first step that was sharing the pre-questionnaire by google form to select research subject based on criterias that had been constructed by the researcher. The questionnaire involved ten number of questions in open-closed form. The rule of questionnaire for students was they choose the choices based on their experience.

From 121 students who gave their responses to the questionnaire in google form, the researcher found 15 students who are using YouTube English song lyric video frequently for about 4 untill 7 times a week. After that, 15 students were given a pronunciation test to choose only students with good pronunciation to be the research subject. Therefore, the researcher conducted reading aloud test to select the students with best pronunciation, to assess their pronunciation and make consideration to it, the reason to

⁵¹ John C. Creswell, *Educational Research: Planning, Conducting, Evaluating Quantitative and Qualitative Research* 4th edition (Boston: Pearson Education, 2012), 205.

choose reading aloud test is because Reading aloud test are generally used when it is desired to assess pronunciation.⁵²

For the next step, the researcher invited those 15 students to a WhatsApp group, then in that group the researcher distributed a reading text (see appendix 2), after that those 15 students were required to read aloud the text by voice note to see their pronunciation ability. The researcher used the reading aloud scoring scale by Douglas Brown⁵³ Hence, the only students with the total score is 5.5-6 will be chosen for the research subject. The following table is the form of the Test of Spoken English:

Table 3.1 Test of Spoken English scoring scale (1987, p. 10)

Aspect	Points	Explanation
Pronunciation	0.0-0.4	Frequent phonemic errors and foreign stress and intonation patterns that cause the speaker to be unintelligible.
	0.5-1.4	Frequent phonemic errors and foreign stress and intonation patterns that cause the speaker to be occasionally unintelligible.
	1.5-2.4	Some consistent phonemic errors and foreign stress and intonation patterns, but the speaker is intelligible.
	2.5-3.0	Occasional non-native pronunciation errors, but the speaker is always intelligible.
Fluency	0.0-0.4	Speech is so halting and fragmentary or has such a non-native flow that intelligibility is virtually impossible.
	0.5-1.4	Numerous non-native pauses and/or a non-native flow that interferes with intelligibility.
	1.5-2.4	Some non-native pauses but with a more nearly native flow so that the pauses do not interfere with intelligibility.
	2.5-3.0	Speech is smooth and effortless, closely approximating that of a native speaker.

⁵² Heaton, J.B, 1988, writing English language test, New York: Longman Group UK limited

⁵³ Brown, H. Douglas. *Language Assessment: Principles and Classroom Practices*. 3rd ed., Pearson Education, 2018. Pg 148-149

Meanwhile, the examiners of the pronunciation test were the writer herself and one person to be the interrater. The ones who became the interrater is one of private English teachers in Jember that teaches English conversation and have good pronunciation ability. The reason to invite one interrater to evaluate the pronunciation test was to avoid subjective assessment in selecting the participants of the test. The result or score of the reading aloud test is delivered in this following table:

Table 3.2
Score of the reading aloud test and selected research subject

No	Name	Aspects		Total Score	Selected Students
		Pronunciation	Fluency		
1	Zub	2.4	2	4,4	
2	AHA	3.0	3.0	6	✓
3	ML	1.4	2.4	3.8	
4	AR	2.3	2	4.3	
5	ZZA	2.4	2.1	4.5	
6	NAS	3.0	2.5	5.5	✓
7	MAS	1.5	1.4	2.9	
8	MFRQA	2	1.4	3.4	
9	MPW	2.5	2	4.5	
10	NHA	2.4	3.0	5.4	
11	FS	2	2.5	4.5	
12	FMZ	3.0	3.0	6	✓
13	MU	3.0	2	5	
14	AMS	1.5	1	2.5	
15	AF	2.4	2.4	4.8	

By those activities, the researcher got 3 students (given checklist in the table above) from different semesters who met the criteria for being the sample of this research. Therefore, the researcher decided to take 3 students of UIN Kiai Achmad Siddiq Jember majoring in English Education Departement as the subject of this research.

D. Data Collection Technique

In qualitative research, the researcher needs a lot of deeper and clearer information about the case that the researcher wants to know. In this research, the researcher used interview questions as the primary data collection to get in-depth information from the participants.

1. Interview

In this research, the researcher used structured interview. Structured interview was chosen with the aim of creating more comfortable interview circumstances to the research subjects so that the data that obtained tends to be more specific, and aims to ensure consistency in data collection that allowed comparison between responses from various respondents. The researcher must also be responsive to participant responses and be prepared to adjust the questions as needed.⁵⁴

The researcher took Magdalena's theory about steps in doing self-directed learning as an indicator for making interview questions, namely: setting learning goals, planning the course of action, managing

⁵⁴ John C. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. 4th Edition, SAGE Publications, London. 2014, 166-170.

resources, monitoring the learning progress, assessing the level of achievement, generating feedback. (see appendix 3) for the list of interview questions.

In addition, with the chosen samples, the researcher had an interview session with the participants by One-on-one interview. One-on-one interview was chosen based on the fact that the participants are university student so that they have already owned the basic capability of speaking and explaining. Then, the interview session with the participants was about their learning strategies related to the use of English song lyric videos on Youtube to learn pronunciation. The interview sessions were conducted online by WhatsApp video call, considering several things that made it difficult for the researcher to meet the right time for a face to face interview, the researcher decided to conduct the interview online by WhatsApp video call.

2. Open Questionnaire

In this study, the researcher created 13 open-ended questions for the open questionnaire. The process of implementing the questionnaire began with the use of the Google Form platform to create a questionnaire that was appropriate to the research objectives. Through Google Form, the questionnaire was designed in a format that was easy to understand and responsive to various devices used by research subjects.

Once the questionnaire was drafted, the link to access was then distributed to research subjects via WhatsApp messages. Using WhatsApp as a distribution channel allows for more direct and efficient communication with research subjects.

Research subjects, who had previously participated in the interview process, were then given the opportunity to complete the questionnaire based on their experiences and perspectives related to the research topic. It was important to note that there were no time constraints set for completing this questionnaire. This was intended to provide research subjects with the freedom and comfort to express their opinions and experiences in depth and comprehensively.

Furthermore, the opportunity to complete the questionnaire without time pressure could also enhance the quality and depth of responses provided by research subjects. Quality time allowed research subjects to reflect more deeply, elaborated on their experiences more clearly, and produced more substantial and weighted answers.

E. Technique of Data Analysis

In this research, the researcher used thematic analysis to analyze the data which the data came from interviews. The researcher used thematic analysis method because it was very appropriate and it could facilitate the researcher to explain and describe the findings in a flexible way. For this reason, by using the thematic analysis method, the researcher could easily see the required data from respondents' answers as a theme that will be

discussed with previous research theories. Then, the researcher analyzed the data using the step guide from Braun & Clark.⁵⁵

The first step, the researcher transcribed all the data obtained from the interviews. The transcription process was carried out by listening again to the video recordings made during the interview process. After all the data had been transcribed, the researcher re-read all the data and made notes on several things that needed to be noted.

In the second step, the researcher highlighted the participants' answers from the interview transcript and grouped the answers from each research subject according to the research focus.

The third step, the researcher determined the theme of the findings based on what was obtained from the interview data, and the themes obtained were learning goals, time management, learning strategies, managing resources, evaluation, and reflection.

In the fourth step, the researcher reviewed and confirmed that the themes that had been determined were in accordance with the research focus and could answer the research question.

The next step was that researcher compared data obtained from interview with data from open questionnaire. Then, The final step was writing a report.

⁵⁵ Braun, V., & Clarke, V. (2006). *Using thematic analysis in psychology. Qualitative research in psychology*

F. Data Validity

This type of qualitative research was very easily influenced by subjective judgments if in-depth checks were not carried out. Therefore, data validity used in this research was data triangulation and member check.

Triangulation of data sources was assessed to the credibility of the data by checking the obtained data to several sources involving the data from interview and data from open questionnaire. Data from these different sources can not be averaged like in quantitative research, but can be described, categorized, which views were the same, which were different, and which were specific from those data sources. The data that had been analyzed produced a conclusion which then be agreed upon (member check).

The researcher carried out a member check process after all data collection processes were completed, the researcher contacted all research subjects one by one using WhatsApp video call, this made the research process easier because it could be done with high flexibility. During the member check process with all research subjects, the researcher did not find any problems related to the information contained in the report, there was only a little additional data related to the learning strategies carried out by the FMZ subjects. Otherwise, the data is in accordance with what is intended by the research subject.

G. Research Prosedure

The research procedure means the research implementation plan carried out by the researcher, started from the preliminary stage, designing development, actual research, and writing reports. Regarding to the research procedure above, this research had three stages that will be passed by the researcher, further explained as follow:

1. Pre-Field Stage

Pre-field stage was a stage done before doing the core of research in the field work.

2. Finding research subject

To find some university students majoring in English Education Department that utilized you tube English Song Lyric Video for their self-oriented learning of pronunciation. The researcher conducted pre-research by distributing Questionnaire using google form. The google form was written using Indonesia to ensure the Participants' understanding of the questions given and to ease them in answering the questions. Besides, many students feel lazy to fulfill the Question listed in the google form if it is using English.

To distribute the google Form. the researcher contacted each leader of all classes to distribute the Google form to their class WhatsApp group. as well known, it was found that in UIN Kiai Haji Achmad Siddiq Jember especially in English Education Department, there are 11 classes, those 2 classes are from the seventh semester

academic year 2010, 3 classes are from the fifth semester academic year 2021, 3 Classes from the third semester of academic year 2022 and 3 classes from the first semester of academic year 2023. The students responded to the questioner in google form freely without any forces. Successfully, there were 121 respondents that respond to the google form. Those from so responses the researcher find 3 university students majoring in English Education Department of UIN Khas Jember met the criteria of this research as already explained above in the explanation of Research Subject.

3. Developing the research design

After finding the research subjects, the next step was developing the research design. In the earlier process of compiling the research, the researcher established the plan by doing several things, such as: research title, research excuses, research focus, research purpose, research significance, research object, and research strategy.

4. Preparing research instrument

After the above stages were all done, the last stage was preparing the instruments needed before conducting the research.

5. Field Work Stage

This stage showed how the required data were carried out. In carrying out the data, the researcher collected the data by doing interview with 3 university students from UIN Khas Jember majoring in

English Education Department that had utilized Youtube English song Lyric video for their self-directed learning of pronunciation

6. Data Analysis Stage

After the data was obtained from the result of interview the data was analyzed with Braun & Clark model and further validated by triangulation data from open questionnaire and member check. Then, it was described to the form of report and consulted with the advisor. After all, when the research paper had been finally compiled, this research was tested and revised for the very last time after the exam was done.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter consists of two sections, namely research finding and discussion. The research finding section will present research questions results and the discussion section will explain the answer to the research questions.

A. Research Findings

This research aims to determine the university students' self-directed learning strategies in learning pronunciation through YouTube English song lyric video. The research participants were English Education Department students at UIN Kiai Haji Ahcmad Siddiq Jember for academic year 2020-2023. The total numbers of the pre-research questionnaire respondents were 121 students. The researcher used purposive sampling with some categories, and resulted 3 students as the research subject.

Data was collected by the researcher through interview and open questionnaire. Researcher conducted research on 3 students in learning pronunciation using YouTube English song lyric video. The researcher had conducted this research on March 17th, 2024.

In this chapter, the researcher will analyze the results of interviews that is supported by data from open questionnaire with informants regarding the learning strategies they use to learn English pronunciation through English song lyric videos on YouTube. This analysis will provide

insight on how students manage their learning independently and what strategies they apply to achieve their learning goals.

After the data is collected, it is analyzed, where the results of the interviews are supported by the results of open questionnaire. Therefore, the self-directed learning strategies in learning pronunciation through YouTube English song lyric video are presented as follows:

1. University Students' Self-Directed Learning Strategies in Learning Pronunciation through Youtube English Song Lyrics Video

a. Learning Goals

In this beginning section, the researcher explored the learning objectives desired by students in learning English pronunciation through English song lyric videos on YouTube independently. We gained insights from the results of in-depth interviews and subjects' responses to open-ended questions in the questionnaire. The research subjects' experiences provide rich insight into their learning objectives:

According to AHA statement interview as the first student who conducted interviews with researcher for the first time, he stated that:

“...What I hope is to feel that my speaking skills are getting better. That's all, so I can speak more smoothly and not get messy. Apart from that, I also want to be more sensitive to variations in accents, so that I'm not surprised when I meet people speaking with different

accents. Then, of course you want to increase your vocabulary too, but in a more fun way, songs can make learning more exciting. So, in essence, the hope is to become smarter and more confident in speaking English, while still enjoying the learning process.”⁵⁶

Based on interview with the first student as research subject, the researcher concluded the statement above, it is clear that the subject had very concrete and various learning objectives related to the use of song lyric videos in the English learning process. He expressed the hope of improving his speaking abilities, avoiding confusion in speaking, and becoming more sensitive to existing accent variations. In addition, the subject also emphasized the desire to expand his vocabulary in a more interesting and fun way, seeing songs as a source of inspiration that makes learning more exciting. In essence, the aim of the subject is to achieve increased intelligence and confidence in English communication, while still enjoying the learning process. In doing so, he emphasized the importance of not only the desired and result, but also a motivating and satisfying learning experience.

That statement is supported by the data from open questionnaire, he stated that “My goal is simple: to be able to speak English more fluently and clearly. Moreover, this way, I

⁵⁶ Anika Hikamul Asror, interviewed by Eka Risky Wahyuni, Jember, 20th of March 2024.

can become more familiar with various accents and different ways of speaking.”⁵⁷

By that, these two statements have the same main focus, these are: improving the ability to speak English fluently and clearly, and becoming more familiar with English various accents. The second statement directly supports the first statement by emphasizing the goal to achieve better speaking skills and become more familiar with accent variations.

Meanwhile, based on the second student (FMZ) as the second research subject, stated in the interview section, as follow:

*“Yes, my main goal is to improve my English pronunciation skills through song lyric videos on YouTube. I believe that by focusing on this aspect, I can achieve significant changes in my English speaking ability.”*⁵⁸

From this statement, it can be concluded that the subject had a clear main goal, namely to improve her English pronunciation skills through song lyric videos on YouTube. She believes that by focusing on this aspect, she can achieve significant changes in her English speaking abilities. This conclusion confirms that the subject have a strong understanding of pronunciation importance in English learning and have

⁵⁷ Anika Hikamul Asror, Open questionnaire by google form, Jember, 1st of April 2024.

⁵⁸ Farah Malikaz Zumala, interviewed by Eka Risky Wahyuni, Jember, 22nd of March

confidence that the approach she chooses will be effective in achieving her goals.

This statement is strengthened by her statement in open questionnaire “My goal is to improve my English pronunciation skills in a more natural and informal way.”⁵⁹

The statement from the questionnaire supports the statement from the interview because both emphasize the importance of improving English pronunciation skills. Both have the same goal, namely improving English pronunciation skills in a way that is believed to be effective. This is also similar with the third student (NAS) as the research subject, she stated in the interview section as follows:

“The goal I want to achieve is to be able to pronounce words correctly. So that you can be more confident when speaking English. Yes...improve the speaking part, because there is also a lot of new vocabulary learned in each song.”⁶⁰

From this statement, it can be concluded that the subject had a clear goal, that is to be able to pronounce words correctly in English. She realized that the ability to pronounce words correctly would increase her confidence when speaking English. The subject also expressed that she wanted to improve her speaking skills, as they found that songs allowed her to learn a lot of new vocabularies. This conclusion shows that the subject has a strong

⁵⁹ Farah Malikaz Zumala, Open questionnaire by google form, Jember, 2nd of April 2024

⁶⁰ Nahda Ainun Sofia, interviewed by Eka Risky Wahyuni, Jember, 24th of March 2024.

understanding of the importance of correct pronunciation in learning English, as well as a desire to continue improving her speaking skills through the approach she chooses.

This statement is supported by what she stated in the open questionnaire that “My goal is to be able to speak English more confidently and better.”⁶¹

The statements from the questionnaire support the statements from the interview because both emphasize the importance of improving English speaking skills to increase self-confidence. The statement from the questionnaire also states that the subject wants to be able to speak English in better and more confident way, which is in accordance with the goals expressed in the statement from the interview. Thus, the statements from the questionnaire provide additional support for the subjects' emphasis on the importance of correct pronunciation in English learning to increase her confidence when speaking.

The conclusion from these three statements is that the subjects have a strong awareness of the importance of correct pronunciation skills in learning English. They have a clear goal of improving their speaking skills, with the belief that correct pronunciation will help them become more confident in English communication.

⁶¹ Nahda Ainun Sofia, Open questionnaire by google form, Jember, 2nd of April 2024.

Statements from interviews show that subjects want to be able to pronounce words correctly and expand their vocabulary through songs, thereby increasing their confidence in speaking English. Statements from the questionnaire also described similar goal, that is to become more confident in speaking English, with an emphasis on the desire to speak it better.

Thus, the conclusion from these three statements is that the subjects have the same goal, namely to improve their English speaking skills and their confidence in communicating, with the belief that correct pronunciation is an important factor to achieve this goal.

b. Time Management

1) Study Frequency

Data analysis shows varying patterns in the frequency with which research subjects used song lyric videos for learning English pronunciation. Besides, all participants used YouTube more than once a day. Watching videos that contain animated images and sounds is more interesting than just reading dozens of words. The following data from interview shows that participants used YouTube more than once a day:

Table 4.1 Study frequency

No	Study Frequency
1.	“...I do one or two pronunciation learning sessions a day”. (AHA)
2.	“...I do one or two sessions of learning pronunciation using song lyric videos a day ...” (FMZ)
3.	“I usually take the time to learn the pronunciation of English vocabulary using song lyric videos two to three times...” (NAS)

Based on the presented findings, there is variation in the study frequency of the research subjects using lyric videos for learning English pronunciation. Subject AHA reported doing one or two pronunciation learning sessions a day, demonstrating consistency in his efforts to improve his English speaking skills by allocating time every day to focus on pronunciation.

Subject FMZ also described a similar habit by reporting doing one or two sessions of learning pronunciation using song lyric videos each day. However, Subject NAS stated that she usually takes the time to learn the pronunciation of English vocabulary using song lyric videos two to three times. Despite the slight difference in frequency, this pattern still reflects consistency in their efforts to improve speaking skills. This analysis indicates that while there is some variation in the study frequency among subjects, they all demonstrate consistency in dedicating time

every day to focus on pronunciation learning using lyric videos. This shows the commitment of the subjects to their efforts in improving their English speaking skills.

2) Study Duration

Furthermore, there are total of hours or study duration of the participants learning pronunciation through YouTube English song lyric video for each session. The amounts of hours are shown in the following table:

Table 4.2 Study Duration

NO	Study Duration
1.	“Usually, it takes me around 30 minutes to 1 hour to learn each time with English song lyric videos”. (AHA)
2.	“Usually I tend to set aside about 1 hour each session to learn the pronunciation of English vocabulary through song lyric videos”. (FMZ)
3.	“The time I spend studying in each session usually ranges from 30 to 60 minutes ...” (NAS)

Based on the findings provided, there is consistency in the duration of study sessions among the research subjects when using English song lyric videos for learning pronunciation. Subject AHA reported that it typically takes him around 30 minutes to 1 hour to learn each time with English song lyric videos. This statement is strengthened by his statement in the open questionnaire that he said “I usually

spend around 30 minutes to 1 hour every day learning pronunciation through lyric videos songs on YouTube.”⁶²

Similarly, Subject FMZ mentioned that she usually sets aside about 1 hour for each session to learn the pronunciation of English vocabulary through song lyric videos. She also mentioned in the open questionnaire that “I usually spend about an hour every day learning pronunciation by watching English song lyric videos on YouTube.”⁶³ This statement supports the statement from interview that she said she will have one hour for each session.

Subject NAS also stated that the time she spends studying on each session usually ranges from 30 to 60 minutes. She also stated the same statement in the open questionnaire that “I usually allocate around 30 to 60 minutes every day to learn pronunciation using English song lyric videos on YouTube.”⁶⁴

This analysis reveals a common trend among the subjects in dedicating a considerable amount of time, ranging from 30 minutes to 1 hour, for each study session involving the use of song lyric videos for pronunciation learning. The consistency in study duration indicates a concerted effort by the subjects to allocate sufficient time for effective learning

⁶² Anika Hikamul Asror, Open questionnaire by google form, Jember, 1st of April 2024.

⁶³ Farah Malikaz Zumala, Open questionnaire by google form, Jember, 2nd of April 2024.

⁶⁴ Nahda Ainun Sofia, Open questionnaire by google form, Jember, 2nd of April 2024.

and improvement of their pronunciation skills. Additionally, the overlapping time range across all three subjects suggests that this duration is perceived as appropriate and effective for pronunciation learning using song lyric videos. Therefore, these findings underscore the significance of allocating adequate time for focused pronunciation learning sessions, contributing to a better understanding of effective self-directed learning strategies among university students.

3) Flexible Time Management Strategies

After knowing that the research subjects demonstrated various approaches in managing their time for studying English pronunciation through lyric videos, these research subjects added some statements that their time management was influenced by external factors such as daily schedules and busyness levels. For instance, AHA noted that his study time could change depending on the availability of free time on that day as he mentioned "But sometimes it can be longer or shorter depending on my busy schedule that day."⁶⁵

Similarly, FMZ emphasized that the duration of her study could vary depending on the complexity of the song and focus on specific pronunciation, as she stated "Duration of study sessions could vary depending on the complexity of

⁶⁵ Anika Hikamul Asror, Interviewed by Eka Risky Wahyuni, Jember, 20th of March 2024.

the song, focus on specific pronunciation, and available time."⁶⁶

Meanwhile, When she had other activities or busy schedules, she still tries to set aside time to learn the pronunciation of English vocabulary through song lyric videos, although in smaller amounts. She tries to organize her schedule wisely so that there is time for at least one study session, even if it is short. If it is really not possible to make time on that day, she tries to replace it with study time in the following days. As seen in this data from interview with AHA, he stated that:

*"On busy or busy days, I still try to set aside a little time to learn the pronunciation of English vocabulary through song lyric videos. Maybe I'll reduce the duration, for example only 15 or 20 minutes, but I still try to be consistent in doing it. If I can't do it at all, I will find time to study at another opportunity, for example during my lunch break or before bed. In essence, I try to remain consistent and flexible in scheduling study time, even though there are other activities that must be faced."*⁶⁷

Beside, FMZ also stated the same statement, as follow:

"When I have other activities or a busy schedule, I still try to set aside time to learn the pronunciation of English vocabulary through song lyric videos, even though it might only be for a short time. I try to organize my schedule smartly so that I can still squeeze in at least one study session, even if it's short. If it really isn't possible to set aside time that day, I will

⁶⁶ Farah Malikaz Zumala, Interviewed by Eka Risky Wahyuni, Jember, 22nd of March 2024.

⁶⁷ Anika Hikamul Asror, Interviewed by Eka Risky Wahyuni, Jember, 20th of March 2024.

*try to replace it with study time in the following days. What's important for me is consistency in studying, even in smaller amounts if I'm busy."*⁶⁸

Both research subjects demonstrated a commitment to maintain consistency in their pronunciation learning routine, even they are faced with busy schedules or other activities. AHA emphasized the importance of adaptability and flexibility in his approach to time management. He mentioned that reducing the duration of study sessions to accommodate busy days, aiming for at least 15 or 20 minutes of study time. Moreover, he highlighted the importance of finding alternative time slots for studying, such as during lunch breaks or before bed, to ensure continuity in his learning process. This approach reflects a proactive attitude towards managing time effectively and prioritizing pronunciation learning within his daily routine.

Similarly, FMZ also prioritized consistency in pronunciation learning despite facing other commitments or busy schedules. She emphasized smart scheduling to ensure even short study sessions can be accommodated, showcasing her dedication to integrative learning activities into her daily life. Additionally, she expressed a willingness to make up for missed study time on days when it's not possible to allocate

⁶⁸ Farah Malikaz Zumala, Interviewed by Eka Risky Wahyuni, Jember, 22nd of March 2024.

time, underscoring her commitment to maintain a regular study routine. Overall, both subjects demonstrate a proactive and adaptive approach to time management, prioritizing consistency in pronunciation learning amidst other daily activities.

Thus, the data analysis illustrates the complexity of time management among the research subjects in the context of self-directed learning of English pronunciation through lyric videos. These findings provide valuable insights into the time management strategies used by students in their efforts to enhance their English speaking abilities.

c. Learning Strategies

In this part, the researcher would like to present the data based on each research subjects' strategies implemented into their self-directed learning of pronunciation through YouTube English song lyric video.

1) AHA's Strategies

Based on interviews with the first student (AHA), his strategies are:

“So far I've tried several ways to learn English vocabulary pronunciation through song lyric videos on YouTube. First, yes, I listened to the song over and over again while trying to imitate the pronunciation of the words. Then, while listening to the song, I also read the lyrics so I can better understand how the words are pronounced. Sometimes I also note down new vocabulary that I hear in songs, keep repeating it until

I memorize it. Lastly, I also looked for video tutorials on YouTube about English pronunciation, so I could get additional tips. So, those are the relaxing ways I've tried to learn English vocabulary pronunciation through song lyric videos on YouTube.”⁶⁹

This is also supported by his statement from open questionnaire that he said “My method is simple: listen to the song, follow the lyrics, imitate, record, evaluate. Hopefully it will slowly get better”⁷⁰

As the researcher concluded the statements above, there are five strategies of learning pronunciation through YouTube English song lyric video, these are: a) Taking notes, b) Reading Lyrics while listening, c) Practicing Shadowing Technique, d) Practicing repeatedly e) Search Video Tutorials

Data from an open questionnaire which states "My method is simple: listen to the song, follow the lyrics, imitate, record, evaluate. Hopefully it will slowly get better" can support data from interview which shows that the subject also listened to the song, read the lyrics, and imitated the pronunciation of words. Although the data from the open questionnaire does not explicitly mention steps such as reading lyrics, noting new vocabulary, or looking for video

⁶⁹ Anika Hikamul Asror, Interviewed by Eka Risky Wahyuni, Jember, 20th of March 2024.

⁷⁰ Anika Hikamul Asror, Open questionnaire by google form, Jember, 1st of April 2024.

tutorials, the general approach is similar to the data from interview.

Both data from interview and open questionnaire showed that subject used methods that involved listening to songs, following lyrics, and imitating pronunciation as the main way to learn English vocabulary pronunciation. In this case, the data from the open questionnaire effectively supports and confirms the findings from the interviews that the subject used a similar approach in learning the pronunciation of English vocabulary through song lyric videos on YouTube.

Meanwhile, preparing materials such as internet access and the necessary devices, such as a laptop or smartphone to open YouTube, notebook, pen, earphone is also important to support the learning. According to what AHA said in the interview:

“I first make sure that I have internet access and the necessary devices, such as a laptop or smartphone, to open YouTube...I always have a notebook or paper around to jot down important things that I might come across while studying. Lastly, I use earphones so I can hear the songs more clearly and focus without being disturbed by sounds around me.”⁷¹

Therefore, data from interview and open questionnaire show that the strategies implemented by the first student

⁷¹ Anika Hikamul Asror, Interviewed by Eka Risky Wahyuni, Jember, 20th of March 2024.

(AHA) in his self-directed learning of pronunciation are as follows: a) Taking notes for new or difficult vocabulary or phrases, b) Reading Lyrics while listening, reading the lyrics while listening to the song and paying attention to how the words are spelled and pronounced, c) Practicing Shadowing Technique, that was by repeating each line of the song as soon as possible after hearing it. This will help improving fluency and intonation, d) Practicing repeatedly, repeated the lines of the song periodically to practice his pronunciation, focus on proper intonation, vowels and consonants, e) Search video tutorials, subject looked for video tutorials on YouTube about English pronunciation to get additional tips. This shows the subject's initiative in seeking diverse learning sources.

2) FMZ's Strategies

Based on interviews with the second students (FMZ), her strategies are:

“In my learning process, I use a structured approach. I start by listening to the songs I choose carefully, paying close attention to the way the singer speaks and adapting it to the lyrics that are displayed. While listening, I actively imitated the singer's pronunciation, trying to match their intonation and rhythm. If there are difficult words, I practice saying them over and over again until I feel comfortable. I also note down new words or phrases I learn and pay attention to their repetition in subsequent songs. If necessary, I use the repetition feature to focus more intensely on pronouncing difficult words. This way, I can adjust my studying to the songs I listen to, ensuring

that I am very active in improving my pronunciation."⁷²

In the statement, there are several strategies used by the subject in their learning process: a) Listening Carefully, b) Imitating Pronunciation, c) Repetitive Practice, d) Recording New Vocabulary

This is also supported by her statement from open questionnaire:

*"Well, my strategy is simple. First, i listen to the song carefully while reading the lyrics. Then, i try to imitate the way the singer says difficult words. I always take notes too, i also often repeat difficult parts so i can master them."*⁷³

Data from the open questionnaire supports data from interviews in terms of using an approach that involves listening to songs carefully, reading the lyrics, and imitating the way the singer pronounces difficult words. Even though the statements from the open questionnaire are more concise and simpler, the essence remains the same as the statements from the interview. Both show that the subject was actively involved in the learning process, trying to understand and imitating the correct pronunciation of the singers in the songs she listened to. This shows consistency in the approach to learn the subject, despite differences in

⁷² Farah Malikaz Zumala, Interviewed by Eka Risky Wahyuni, Jember, 22nd of March 2024.

⁷³ Farah Malikaz Zumala, Open questionnaire by google form, Jember, 2nd of April 2024.

the depth and complexity of the strategies used. Thus, data from the open questionnaire can be said to support the findings from the interviews, strengthening the validity and reliability of the research results.

Therefore, data from interview and open questionnaire show that the strategies that are implemented by the second student (FMZ) in her self-directed learning of pronunciation are as follows: a) Listening Carefully: Subject started by listening to the songs carefully, paying special attention to the way the singer pronounces the words, b) Imitating Pronunciation: Subject actively imitated the singer's pronunciation, trying to match her intonation and rhythm, c) Repetitive Practice: If there were difficult words, the subject practiced saying them over and over again until she felt comfortable, d) Recording New Vocabulary: The subject noted the words or new phrases she learned and noticed the repetition of those words in subsequent songs.

3) NAS's Strategies

Based on interviews with the third student (NAS), her strategies are:

“Hmmm...I wrote down the lyrics of the song, then later I analyzed the new vocabulary, the translation, what part of speech it was, Ms. Then there were sometimes slang words like that, Ms., well...I

wrote that down. Then...I also repeat the video while I look at the lyrics, I sing along too, if there are words that are a bit difficult to pronounce, I pause the video first, then I imitate the pronunciation many times, if I can do it, then continue. I usually memorize the lyrics, Ms.”⁷⁴

Based on data from interview with the third student (NAS), As the researcher concluded the statement above, In this statement, there are several strategies used by the subject in learning the pronunciation of English vocabulary through song lyric videos on YouTube, as follows: a) New Vocabulary Analysis, b) Listening and Imitation Practice, c) Memorizing Lyrics.

This is also supported by her statement from open questionnaire:

“First, I usually listen to the song first, focusing on the pronunciation and intonation of the words. I also wrote down the song lyrics and looked for the translation. Then, I repeated several parts that were difficult to pronounce, while trying to sing it myself.”⁷⁵

Data from the open questionnaire supports data from interviews in terms of strategies used to learn English vocabulary pronunciation through song lyric videos on YouTube. Although there are differences in the depth and complexity of strategies, the essence remains the same between the two research results.

⁷⁴ Nahda Ainun Sofia, Interviewed by Eka Risky Wahyuni, Jember, 24th of March 2024.

⁷⁵ Nahda Ainun Sofia, Open questionnaire by google form, Jember, 2nd of April 2024.

From the interview data, the subject used a more structured approach, including steps such as recording song lyrics, analyzing new vocabulary, looking for translations, and imitating the pronunciation of difficult words over and over until she could do it well.

Data from the open questionnaire, although more concise, subject also used similar strategies. she started by listening to the song first, focusing on the pronunciation and intonation of the words, noting the song lyrics, and trying to repeat some parts that are difficult to pronounce while trying to sing the song.

Although there are differences in the depth and detail of the strategies used, the essence of these approaches are listening, imitating, and practicing pronunciation, which shows consistency in the approach to learn the subject. Thus, data from the open questionnaire can be said to support the findings from the interviews, and strengthen the validity and reliability of the research results.

Therefore, data from interview and open questionnaire show that the strategies that were implemented by the third student (NAS) in her self-directed learning of pronunciation are as follows: a) New Vocabulary Analysis: The subject noted the song lyrics and

analyzed the new vocabulary encountered, including translating, determining the type of word, and taking notes slang words that may be difficult to understand, b) Listening and Imitation Practice: The subject repeated the video while looking at the lyrics and singing the song. When she encountered words that were difficult to pronounce, she stopped the video, imitated the pronunciation of the words over and over again until she could do it well, c) Memorizing Lyrics: Subject usually memorized song lyrics after hearing and singing the song often.

The following is the table summarizing general learning strategies of the 3 subjects:

Table 4.3 Implemented Learning Strategies

No	Learning Strategies	Explanation
1.	Listening and Imitating	Actively listening to songs while trying to accurately imitate the pronunciation of words.
2.	Reading Lyrics	Gaining understanding of pronunciation by reading song lyrics.
3.	Noting and Translating	Noting down new words and seeking translations to expand vocabulary.
4.	Repetition	Using repetition to focus on the pronunciation of difficult words.
5.	Intensive Practice	Pausing videos to practice intensively on difficult word pronunciation.
6.	Seeking Additional	Seeking additional tutorials to gain extra

	Resources	strategies and tips.
7.	Active Practice	Repeating videos while actively singing along to improve intonation and rhythm
8.	Vocabulary Analysis	Analyzing the meaning and usage of new words and their translations for deeper understanding.

From the table, it can be concluded that the subjects in the study used various strategies to improve their understanding and pronunciation of English vocabulary through English lyric videos on YouTube. These strategies include listening and imitating, reading lyrics, noting and translating, repetition, intensive practice, seeking additional resources, active practice, and vocabulary analysis. The conclusion that can be drawn is that by employing diverse and structured approaches, as well as utilizing available online resources, individuals can effectively enhance their abilities to comprehend and articulate English vocabulary.

d. Managing Resources

Informants often use other tools or applications such as online dictionaries or Google Translate to test and improve their pronunciation of English vocabulary. The following data from interview show that the participants use other tools to support the learning activity:

Table 4.4 Using other tools to support learning activity

No	Research Subject	Statement
1.	AHA	“Yes, I usually use U-dictionary or Google Translate to check the meaning of words that I don't know.”
2.	FMZ	“I often use an online dictionary or dictionary application to check the meaning and pronunciation of new words.”
3.	NAS	“Yes ms, i use Google Translate to check the meaning of the vocabulary and parts of speech of the words I encountered.

From the three statements above, it can be seen that the research subjects have similarities in the strategies they use to check the meaning of words they do not know. All subjects used online tools, such as U-dictionary, Google Translate, or dictionary applications, to check the meaning of new words they encountered.

Statements from subject AHA indicate that he consistently used U-dictionary or Google Translate to check the meaning of words he did not know. This is also supported by what he mentioned in the open questionnaire:

“Often I rely on the U-Dictionary or Google translate applications to help me when learning pronunciation using English song lyric videos. For example, if I come across an unfamiliar word, I will look it up in a translator app to understand its meaning.”⁷⁶

⁷⁶ Anika Hikamul Asror, Open questionnaire by google form, Jember, 1st of April 2024.

Besides, FMZ subject also indicated frequent use of online dictionaries or dictionary apps to check the meaning and pronunciation of new words. She also mentioned the same statement in open questionnaire that “Yes, sometimes I use an online dictionary or translator application to help me. For example, if there are words that I don't understand”⁷⁷

Meanwhile NAS subject also confirmed her use of Google Translate to check the meaning and types of words she encountered. This is strengthened by her statement in open questionnaire that “Yes, sometimes I use a translator application to understand the meaning of words that I don't understand in the song lyrics.”⁷⁸

The data from the open questionnaire support the data from the interview because both indicate a similar pattern in the strategies used by the research subjects. In both cases, the subjects consistently use online dictionary applications, such as U-Dictionary or Google Translate to check the meanings of unfamiliar words. The statements from the open questionnaire confirm that the subjects often rely on online dictionary applications to assist them when learning pronunciation using English song lyric videos, which aligns with what were conveyed in the interview. Thus, the data from the open questionnaire

⁷⁷ Farah Malikaz Zumala, Open questionnaire by google form, Jember, 2nd of April 2024.

⁷⁸ Nahda Ainun Sofia, Open questionnaire by google form, Jember, 2nd of April 2024.

provide additional support for the consistency of strategies used by the subjects, validating the findings from the interview.

Thus, it can be concluded that the subjects of this study tend to rely on online tools to check the meaning of words they do not know, indicating that the use of technology is an integral part of their strategy in expanding their vocabulary and understanding of the English language.

Meanwhile, students as the research subjects choose to be flexible in determining the song lyric videos they will use to learn pronunciation. From many choices of genres, accents, and different dialects, they tend not to choose to have a rigid schedule for many choices of song lyric videos. The following data from the interview show how to manage a wide selection of different songs from genre to accent and dialect on YouTube to be used as pronunciation learning material:

Table 4.5
Managing a wide selection of different songs used for learning pronunciation

No	Research Subjects	Statements
1.	AHA	“No, I don't have a specific schedule for different songs. I prefer to choose songs based on my mood and desire at that time. However, I try to have a variety of songs in my playlist from various genres, accents and dialects so that I can get used to various pronunciation styles. Then, I will choose songs from the playlist according to my desires or learning needs at that time. So, I am more flexible in choosing songs, and usually

		I choose songs according to what I need or like at that time.”
2.	FMZ	“Usually, I don't make a specific schedule for every song I want to listen to. But, sometimes I choose songs based on my mood or interests at that time. For example, if I want to explore a certain accent, I look for songs with the appropriate accent. Or if I want to improve my pronunciation in a certain music genre, I focus on songs in that genre. So, in general, I am flexible in choosing songs based on my needs and interests at the time without a rigid schedule.”
3.	NAS	“In fact, I don't have a rigid schedule for the songs I choose to learn. I prefer to remain flexible and open to the wide variety of songs available on YouTube. However, I sometimes tend to choose songs with different variations each time I study, to ensure I am continuously exposed to a variety of speaking styles and accents.”

From the three statements above, it can be seen that the research subjects implement a flexible approach in selecting songs for learning English pronunciation through lyric videos on YouTube. Although each subject did not have a specific schedule for certain songs, they tended to choose songs based on their mood or interests at the time. The AHA subject stated that he preferred to choose songs based on his mood and desires at the time, but still tried to have a variety of songs from different genres, accents, and dialects in his playlist to get used to different styles of pronunciation. His statement in open questionnaire supported his interview statement, as he mentioned, “I try to

maintain variety and flexibility in song selection to keep my learning interesting and effective.”⁷⁹

FMZ subject also expressed a similar approach, in which she selected songs based on his mood or interests at the time, but sometimes focused on songs with a particular accent or genre for learning purposes. This is supported by what she stated in open questionnaire that “I don't really think about genre or accent, what's important is that the song is pleasant to listen to and can help me learn English pronunciation more fun.”⁸⁰

Subject NAS also demonstrated a flexible approach preferring different variations of songs each time she studied, to ensure that she was continuously exposed to a variety of speech styles and accents that is also supported by her statement in open questionnaire that “I also like to try songs with different accents to train my ear for accent variations in English, but I remain flexible.”⁸¹

From this analysis, we can see that subjects tend to adopt a dynamic approach in choosing songs for English pronunciation learning, choosing songs according to their needs, interests and mood at the time. This flexible approach allows them to stay engaged and inspired in their learning, while ensuring that they

⁷⁹ Anika Hikamul Asror, Open questionnaire by google form, Jember, 1st of April 2024.

⁸⁰ Farah Malikaz Zumala, Open questionnaire by google form, Jember, 2nd of April 2024.

⁸¹ Nahda Ainun Sofia, Open questionnaire by google form, Jember, 2nd of April 2024.

are continuously to be exposed to a variety of different speaking styles and accents.

Otherwise, students manage the features on YouTube, such as playback speed, repeat features, and pause, to support their learning process. In managing features on YouTube such as playback speed, repeat and pause, informants use these features according to their learning needs. They use the pause feature to repeat certain parts of a difficult song, the repetition feature is used when they want to practice pronunciation repeatedly, and the playback speed feature to adjust the tempo of the song. Those are shown in this following table:

Table 4.6

Managing the function of some features on YouTube into their learning pronunciation

No	Research Subjects	Statements
1.	AHA	“If the song is too slow, I just increase the speed to make it faster. If there is a part of the song that i want to repeat, just click the repeat button, it's that simple. I can also use the pause feature if I want to imitate the singer's pronunciation.”
2.	FMZ	“I can pause to repeat a difficult part of the song, or use the repeat feature if I want to practice the pronunciation many times. I can also adjust the playback speed to match the tempo of the song to my needs.”
3.	NAS	“Hmmm... I usually use the repeat feature if I miss something or it's not clear, so I click back twice. For the pauses, I use it when I want to imitate the pronunciation per word or line of the song.”

Analysis of these three statements shows that the subjects have similar habits in using the features available in media player applications to support learning English pronunciation through lyric videos on YouTube. AHA, FMZ, and NAS subjects both used features such as repeat, delay, and playback speed adjustments to increase learning effectiveness.

AHA subject emphasized using the speed adjustment feature to make songs faster if they were considered too slow, as well as using the repeat and pause features to focus on parts of the song that wanted to be repeated or researched further. It is confirmed by his statement in open questionnaire that he said “Yes, I often use the repeat feature to listen to difficult parts, and the pause feature when I want to focus on a difficult pronunciation. It helps me to train more effectively.”⁸²

Statements from open questionnaires and interviews consistently show the use of features such as repetition and pauses in learning. The open questionnaire mentions using the repeat feature to listen to difficult passages and the pause feature to focus on pronunciation. This is in line with statements from interviews which highlight the use of these features to increase the effectiveness of learning pronunciation through songs on

⁸² Anika Hikamul Asror, Open questionnaire by google form, Jember, 1st of April 2024.

YouTube. Thus, both statements emphasize the importance of these features in the learning process.

FMZ subject also acknowledged the benefits of the repetition and speed adjustment features for more intensive pronunciation practice, as well as highlighting the ability to adjust playback speed to the tempo of the song according to learning needs. This is supported by her statement in open questionnaire that she stated “Yes, I often take advantage of features like repeat and pause on YouTube.”⁸³

The statement from the open questionnaire mentioning the use of repeat and pause features on YouTube supports the statement from the interview highlighting the use of similar features in learning. The interviewee mentioned that using the pause feature to repeat difficult parts of the song or using the repeat feature to practice pronunciation multiple times. Thus, both statements indicate the active use of these features to enhance their learning through songs on YouTube.

NAS subject also described using the repeat feature to clarify unclear parts, as well as emphasizing the use of the pause feature to focus on the pronunciation of each word or line in the song. In open questionnaire, she also stated:

“When I find a part of a song difficult to pronounce, I use the pause feature to give myself extra

⁸³ Farah Malikaz Zumala, Open questionnaire by google form, Jember, 2nd of April 2024.

*time to repeat the part. Meanwhile, I use the repeat feature to repeat parts of the song that I want to learn further, including the pronunciation of difficult vocabulary.*⁸⁴

The statement from the open questionnaire, where the informant mentioned that using the pause feature to repeat difficult parts and the repeat feature to reinforce learning, aligns with the statement from the interviewee, who also using the repeat feature when something is unclear and using pause to focus on pronunciation. Both statements indicate a similar approach to use these features on YouTube to improve pronunciation and comprehension of songs.

Therefore, it can be concluded that these features provide the necessary of flexibility and control for subjects to adapt learning according to their preferences and needs.

Thus, these findings highlight the importance of utilizing existing features in media player applications of YouTube to support English language learning, especially in the context of learning pronunciation through songs. By utilizing these features effectively, students can increase their focus, practice intensity, and understanding of the learning material.

e. Evaluation and Reflection

In this part, the researcher would like to present the students' strategies as the research subjects to evaluate their

⁸⁴ Nahda Ainun Sofia, Open questionnaire by google form, Jember, 2nd of April 2024.

learning progress and strategies to reflect their learning to be used as a basis for improving the quality of learning pronunciation. After carrying out the process of learning pronunciation using YouTube English song lyric video, all students stated that an increase in improving pronunciation could occur after several intensive study sessions, and each student had varying results. The following table shows the number of study sessions to feel the progress of learning pronunciation Independently, in detail:

Table 4.7
The number of study sessions to feel the progress of learning pronunciation

No	Research Subject	Statement
1.	AHA	“...Personally, I started to feel improvement after about 5 to 10 intensive study sessions.”
2.	FMZ	“...probably around 5 to 12 sessions...”
3.	NAS	“...This can happen after about 6 to 12 study sessions...”

The three statements provide similar insights into the time period needed to see improvement in English pronunciation skills. All subjects stated that they began to feel improvement after a number of intensive study sessions, with a relatively similar timeframe, ranging from 5 to 12 sessions.

AHA's statement indicates that the subject began to feel improvement after about 5 to 10 intensive study sessions. This

statement emphasizes the subject's personal experience and highlights that each individual may experience progress at different rates.

FMZ's statement asserts that improvement in pronunciation skills can occur within a range of about 5 to 12 sessions. The subject also emphasized in the interview that "Each person can experience improvement in English pronunciation at a different pace..."⁸⁵ this may be influenced by how often one practices and is exposed to English. She also added "...This could be because the more practices and exposures to English, the faster pronunciation can improve."⁸⁶

NAS's statement also notes a similar period, with the subject experiencing improvement after about 6 to 12 study sessions. As she said in the interview "...It depends on how often I train and how intense my training is. This indicates consistency across different subjects' experiences..."⁸⁷ This may be depending on how often she exercises and how intense the training is.

Overall, the three statements indicate that improvement in English pronunciation skills may be different each person according to how intense and consistent the practice is, with a timeframe ranging from 5 to 12 intensive study sessions.

⁸⁵ Farah Malikaz Zumala, Interviewed by Eka Risky Wahyuni, Jember, 22nd of March 2024.

⁸⁶ Farah Malikaz Zumala, Interviewed by Eka Risky Wahyuni, Jember, 22nd of March 2024.

⁸⁷ Nahda Ainun Sofia, Interviewed by Eka Risky Wahyuni, Jember, 24th of March 2024.

Besides, the way or strategy they used to measure learning progress is through self-assessment, by paying attention to how fluently and clearly they can pronounce words and phrases that were previously difficult for them, as well as how well they can imitate the pronunciation in the songs they learn. As stated by FMZ, as follows:

“Usually, i notice that my English pronunciation is getting better in some way. First, i see how fluently and clearly i can speak words and phrases that used to be difficult for me. Then, i also pay attention to whether it is easier for me to understand and imitate the correct pronunciation of the songs i learn.”⁸⁸

This was further reinforced by the statement issued by NAS, which added an additional layer of credibility and support to the statement “At that point, I started to feel more confident and was able to pronounce words more clearly and fluently than before.”⁸⁹

Furthermore, Informants reflect on their learning activities by looking back at the material they have studied, noting what they learned successfully and what still needs to be improved, and thinking about how their learning experience influenced their overall abilities. This tabel shows what they do to reflect their pronunciation learning, as follows:

⁸⁸ Farah Malikaz Zumala, Interviewed by Eka Risky Wahyuni, Jember, 22nd of March 2024.

⁸⁹ Nahda Ainun Sofia, Interviewed by Eka Risky Wahyuni, Jember, 24th of March 2024.

Table 4.8 Strategies to reflect pronunciation learning

No	Research Subjects	Statements
1.	AHA	“I usually check my pronunciation progress by comparing previous recordings. Listen for differences in voice, intonation, and words that are difficult to pronounce. If something makes me confused, focus on that. Speech fluency shows progress, and I also note progress in picking up various accents and intonations.”
2.	FMZ	“Obviously! Often, I review what I've learned, usually by looking at the lyrics of songs I've learned or recordings of my own voice while practicing. I write down the things that I have successfully learned and those that still need improvement. Then, I think about how the lesson helps me overall. I also try to ask for feedback from friends or teachers if possible, then I also think about their suggestions for future improvements. This allows me to understand my progress and plan ways to continuously improve the way I speak English.”
3.	NAS	“Because I like singing and my voice is pretty good, Ms, so I do karaoke, then while I record it, then after that I listen to it again, if for example something doesn't fit, then I study it again.”

From the three statements put forward by informants, variations in the way they evaluate progress in learning English pronunciation are illustrated. AHA, for example, uses comparisons of previous recordings to assess progress, focusing on differences in voice, intonation, and difficult words. As supported by his statement in open questionnaire:

“I usually listen to previous recordings of my own voice and compare them with new ones. I also note down words or phrases that used to be difficult to pronounce, and see if I can pronounce them better now. In addition, if friends or other people give positive

feedback about improving my pronunciation, that is also an indication of the progress I am making."⁹⁰

In contrast, FMZ is more relaxed in its approach, utilizing review of song lyrics or self-recordings for self-evaluation. She notes things she has learned and aspects that need improvement, and considers suggestions from others. This is aligned with her statement in open questionnaire that:

*"I listened back to the recording of my own voice when I was singing a song. Then I compared it to the original song from the singer. Sometimes I also record myself speaking English and listen to it again to see my progress. I also like to see feedback from my friends or English teachers when they give me input."*⁹¹

Meanwhile, NAS chose a more relaxed approach by using karaoke as an evaluation tool. She recorded herself and listened back to the recordings to find areas for improvement. She also stated the same thing in the open questionnaire, as follows:

*"I measured my progress in improving my pronunciation by listening to recordings of my own voice singing the songs. I also noticed whether I was able to pronounce words more clearly and fluently than before."*⁹²

From this analysis, we see variations of ways the research subjects used to evaluate their English pronunciation progress. The approach used can be influenced by personal preference,

⁹⁰ Anika Hikamul Asror, Open questionnaire by google form, Jember, 1st of April 2024.

⁹¹ Farah Malikaz Zumala, Open questionnaire by google form, Jember, 2nd of April 2024.

⁹² Nahda Ainun Sofia, Open questionnaire by google form, Jember, 2nd of April 2024.

resource availability, and an individual's comfort in using a particular method.

Moreover, they also ask for feedback from friends or teachers whenever possible, and consider their suggestions for future improvement. This helps them understand their progress and make a plan to continue improving their English pronunciation skills.

Overall, this study delves into the self-directed learning strategies employed by university students to learn pronunciation skill using YouTube English song lyric videos. The following table pertains to the research findings on the self-directed learning strategies of pronunciation by students utilizing English song lyric videos on YouTube.

Table 4.9
Data presentation and Analysis

Focus	Findings
How University students' self-directed learning strategies of pronunciation through YouTube English song lyrics video?	Based on the results from interviews, and open questionnaire, the self-directed learning strategies in learning pronunciation through YouTube English song lyric video implemented by university students, are as follows: 1) Learning Goals: Students are motivated to enhance their pronunciation skills and demonstrating a keen interest in using YouTube English song lyric videos as a learning tool. They prioritized

	<p>flexibility in selecting materials based on their preferences and mood. 2) Time Management: The study reveals that students experienced improvement in their pronunciation skills after engaging in approximately 5 to 12 intensive study sessions. This underscores the importance of consistency and persistence in self-directed learning endeavors. 3) Learning Strategies: Students employed a wide range of strategies to facilitate their pronunciation learning process. These strategies include actively listening and imitating, reading lyrics, noting and translating new vocabulary, engaging in repetition and intensive practice, seeking additional resources like video tutorials, actively practicing with song videos, and conducting vocabulary analysis. 4) Managing Resources: Utilization of online dictionaries, such as U-Dictionary or Google Translate, is common among students to check the meaning and pronunciation of new words encountered in the song lyrics. Additionally, students exhibited flexibility in song selection, choosing materials based on mood, interest, or specific learning goals. They also leveraged available features on YouTube, such as playback speed</p>
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	<p>adjustment, repeat function, and pause, to tailor their learning experience according to their needs. 5) Evaluation and Reflection: Students evaluated their learning progress through self-assessment, comparing recordings of their pronunciation over time and noting improvements in fluency and clarity. They also reflected on their learning activities by reviewing materials studied, identifying areas of success and areas needing improvement, and considering feedback from peers or teachers to plan future learning strategies effectively</p>
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B. Discussion

1. University Students' Self-Directed Learning Strategies in Learning Pronunciation through Youtube English Song Lyrics Video

In the discussion section, the findings of this study shed light on several key aspects of self-directed pronunciation learning through YouTube English song lyric videos. The integration of learning goals, time management, learning strategies, managing resources, evaluation, and reflection presents a comprehensive framework for effective language learning.

First, the clear learning objectives among the participants underscored the importance of goal setting in guiding students' learning

efforts. Their objectives, which mainly focus on improving speaking skills, boosting confidence, and increasing sensitivity to accent variations, align with the fundamental need for accurate pronunciation emphasized by Hidayatullah that 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.⁹³ The convergence of these goals with the research objectives highlight the relevance and application of self-directed learning strategies in achieving desired language learning outcomes. This finding also supports previous research by Wang and Chen, who found that participants had clear goals when watching English videos on YouTube.⁹⁴ Additionally, as highlighted by Hidayatullah, the importance of clear learning objectives was reinforced by this finding, indicating that students with specific goals are more likely to allocate their time and effort effectively when learning English pronunciation through song lyric videos on YouTube. This emphasizes that clear goal setting is a crucial element in successful self-directed learning strategies.

Secondly, effective time management emerged as a crucial factor in enhancing students' pronunciation. The consistent allocation of study time and the flexibility to adapt learning routines to accommodate busy

⁹³ Ahmad Irsyad Hidayatulloh, *Self-Oriented Learning of Pronunciation through YouTube Videos: A Description of Students' Learning Experience and Pronunciation Improvement*, 2022.

⁹⁴ Wang and Chen, "Learning English from YouTubers: English L2 Learners' Self-Regulated Language Learning on YouTube." p. 11.

schedules demonstrate students' commitment to their learning objectives. This finding aligns with the principles of self-directed learning, which emphasize the importance of discipline and organization in optimizing the learning experience. Candy emphasized that one of the main dimensions of SDL is self-management, which includes the ability to organize and manage learning activities independently. The time management effectiveness demonstrated by students in this study reflects their ability to plan, organize, and maintain their study routines, which is the essence of self-management.⁹⁵ Hence, previous studies by Elsa Mentz affirmed that consistency in time management is a vital aspect of self-directed learning.⁹⁶ Our research findings are in line with these conclusions, with participants showing consistent patterns in the duration and frequency of their study sessions. This supports the idea that flexible and effective time management is key to maintaining a consistent and sustainable learning routine, enabling students to achieve their language learning goals effectively.

Additionally, the diverse learning strategies employed by the participants highlight the adaptive nature of self-directed learning. From listening and imitating to actively engaging with song lyrics, students demonstrated varied understandings of effective learning techniques. The used of online resources, such as YouTube features and external tools,

⁹⁵ Candy, P. C. (1991). *Self-direction for lifelong learning: A comprehensive guide to theory and practice*. San Francisco: Jossey-Bass.

⁹⁶ Elsa Mentz, *Self Directed Learning Research*, (South Africa : AOSIS.2017) page. 69

further enriched their learning experiences, allowing them to enhance their vocabulary comprehension and pronunciation skills. The use of online resources and external tools demonstrates students' ability to utilize the range of resources available to support their learning. This is in line with Candy's self-management concept, where individuals must be able to identify and access the right resources to achieve their learning goals.⁹⁷

Our findings are consistent with those of Eckstein, who noted that students employ a range of learning strategies based on individual preferences and the complexity of the material.⁹⁸ Moreover, the use of online resources, such as YouTube tutorials, reflects previous findings on the significant role of technology in language learning. These findings emphasize that adaptive learning strategies and the use of technology can support effective and self-directed language learning. Hence, there is no doubt that strategies can enhance language skills. Successful pronunciation learners yield good results if they employ effective strategies. As reported, strategies based on imitation, often from native speakers, combined with self-directed pronunciation practice, are used among proficient pronunciation learners.⁹⁹ This reinforces our findings,

⁹⁷ Candy, P. C. (1991). *Self-direction for lifelong learning: A comprehensive guide to theory and practice*. San Francisco: Jossey-Bass.

⁹⁸ Eckstein, G. T. (2007). *A Correlation of Pronunciation Learning Strategies with Spontaneous English Pronunciation of Adult Esl Learners*. Brigham Young University.

⁹⁹ 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.

where students utilized adaptive strategies and technology to support their learning showed improvements in their pronunciation skills. The used of technology like YouTube English song lyric video enables students to mimic native speakers and practice independently, which supports the enhancement of their language proficiency.

The evaluation and reflection process carried out by students provides valuable insight into the effectiveness of their learning strategies. The pronunciation improvements observed after several intensive study sessions highlight the real results of sustained self-directed learning efforts. By implementing self-assessments and utilizing technology tools such as voice recording, students can monitor their progress and make adjustments to their learning approach. In previous studies it has been found that evaluation and reflection in independent learning play an important role in improving language learning outcomes. For example, research by Wenden emphasizes the critical role of self-evaluation in increasing students' metacognitive awareness, which in turn strengthens the language learning process. The findings of these studies align with the findings, confirming that evaluation and reflection play a key role in improving independent language learning.¹⁰⁰ This is also in line with Candy's theory of self-directed learning, this process reflects the self-monitoring dimension, where students actively monitor

¹⁰⁰ Anita L Wenden, Metacognitive Knowledge and Language Learning, *Applied Linguistics*, Volume 19, Issue 4, December 1998, Pages 515–537, <https://doi.org/10.1093/applin/19.4.515>

and evaluate their learning progress. In addition, the use of technology such as voice recording supports the dimensions of self-management and self-modification, allowing students to organize and adapt their learning strategies effectively. Thus, continuous evaluation and reflection supported by the use of technology is key to improve learning outcomes in independent language learning, in line with the principles outlined by Candy.¹⁰¹



¹⁰¹ Candy, P. C. (1991). *Self-direction for lifelong learning: A comprehensive guide to theory and practice*. San Francisco: Jossey-Bass.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter defined the closing session with a brief explanation based on Chapter IV and made the following suggestions

A. **Conclusion**

Overall, the findings of this study underscore the efficacy of self-directed learning strategies in pronunciation enhancement through YouTube English song lyric videos. The convergence of learning goals, time management, learning strategies, managing resources, evaluation, and reflection within a cohesive framework highlights the holistic nature of self-directed language learning. These insights contribute to our understanding of effective language learning practices and provide practical implications for educators and learners seeking to optimize their language learning experiences. Further research could delve into exploring additional factors influencing students' learning outcomes and investigating the long-term impact of self-directed learning approaches on language proficiency.

Setting specific learning objectives, such as improving pronunciation and selecting flexible materials, helps students set clear goals and adapt resources to their preferences without needing a rigid system. Emphasizing consistent time management and regular study sessions provides a structured framework, encouraging engagement and sustainable routines. The study's diverse strategies, including listening, imitating, reading lyrics, and practicing

pronunciation, offer a versatile toolkit for students to tailor their learning methods to their goals.

Additionally, resource management emphasizes using tools like online dictionaries and YouTube features to enhance learning. Regular evaluation and reflection are crucial for self-assessment and continuous improvement. This study provides a roadmap for students to independently enhance their pronunciation skills using these effective tools and strategies.

B. Suggestion

After doing this research, the researcher would like to make some recommendations in this part for:

1. Teacher
 - a. Video-Based Learning: Encouraging the use of English song lyric videos on YouTube as an effective learning tool in developing English pronunciation skills. Teachers can choose videos that suit students' needs and interests.
 - b. Learning Methods Training: Providing training to teachers to understand various effective independent learning strategies, as well as how to integrate them into the existing curriculum and teaching methods.
 - c. Developing Learning Materials: Developing creative and interesting learning materials based on English song lyric videos to support learning English pronunciation in the classroom.

2. English Learner

- a. Using Digital Resources: Encouraging the use of English song lyric videos on YouTube as additional learning tools to improve English pronunciation skills independently outside the classroom.
- b. Self-Assessment: Students are advised to self-assess their progress in English pronunciation through voice recordings, comparison with the original version, and reflection on their learning experiences.
- c. Collaboration: Building a supportive learning community among fellow students to share learning strategies, resources, and feedback.

3. Future Researcher

- a. Comparative Study: Future researcher can conduct a comparative study between the effectiveness of learning English pronunciation through song lyric videos and other learning methods to identify the most effective learning strategies.
- b. Analyzing the Effectiveness of Various Resources: Future researcher can examine the use of various other digital resources in self-paced learning, such as podcasts, mobile applications, or online learning platforms, to compare their effectiveness in improving English pronunciation skills.

By implementing these suggestions, it is hoped that it can increase the effectiveness of English pronunciation learning for teachers

and students, as well as make a meaningful contribution to the development of knowledge and understanding of independent learning strategies.



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LIST OF APPENDIXES

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Appendix 1

Research Matrix

TITLE	VARIABLE	INDICATOR	RESEARCH OBJECTIVE	RESEARCH METHOD	RESEARCH QUESTION
<p>Revisiting The Use Of Youtube English Song Lyric Videos For Learning Pronunciation: A Study On University Students' Self-Oriented Learning Strategies</p>	<ul style="list-style-type: none"> • YouTube English song lyric videos 	<ul style="list-style-type: none"> • You tube English Song Lyrics Video as media • Utilizing YouTube English song lyric video to learn pronunciation • YouTube English song lyrics video combines audiovisual elements with authentic language usage to provide a multimedia learning experience. Visual presentations of lyrics synchronized with the music enable learners to connect pronunciation with intonation, rhythm and contextual meaning. Additionally, the diverse selection of songs available on YouTube gives learners the opportunity to experience different accents and pronunciation styles for a more complete learning experience. 	<ul style="list-style-type: none"> • Exploring students manner or strategies in utilizing English song lyrics on youtube as their pronunciation learning 	<p>Research Design: Qualitative</p> <p>Sampling Technique: Purposive Sampling</p> <p>Data Collection: Semi-Structured Interview Observation</p> <p>Instrument: Interview Guideline Observation Checklist</p> <p>Data Analysis: Thematic Analysis by Braun and Clark</p>	<ul style="list-style-type: none"> • How are University students' learning strategies in their self-oriented learning of pronunciation through YouTube English song lyrics video?

	<ul style="list-style-type: none"> • Self-Directed learning 	<ul style="list-style-type: none"> • According to Candy, as stated in Mentz, E., De Beer, J. & Bailey, R's book for Self-Directed Learning for the 21st Century, SDL refers to student control in situations outside the formal institutional setting. Candy refers to this as 'autodidaxy'. In this dimension, the student decides what is to be learnt, how learning activities would occur, when learning would take place, where learning activities would be conducted and how learning outcomes would be evaluated. The continuum of the autodidactic domain represents the amount of assistance the student has in making decisions about the learning experience, if any (Candy 1991).¹⁰² • Steps on doing Self-Oriented learning are setting learning goals, 			
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¹⁰² Mentz, E., De Beer, J. & Bailey, R. (eds.), 2019, *Self-Directed Learning for the 21st Century: Implications for Higher Education*, in NWU Self-Directed Learning Series Volume 1, pp. i-436, AOSIS, Cape Town.

	<ul style="list-style-type: none"> • Learning Pronunciation Strategies 	<p>planning the course of action, managing resources, monitoring the learning progress, assessing the level of achievement, generating feedback.¹⁰³</p> <ul style="list-style-type: none"> • Learning pronunciation in this context is learning how to accurately and effectively produce the sounds, stress patterns, rhythm, and intonation of a language. • Eckstein provide learning pronunciation strategy based on Kolb's learning cycle construct.¹⁰⁴ Those are, Input or Practice (concrete experience), Noticing or Feedback (reflection on observation), Hypothesis forming (abstract conceptualization), Hypothesis testing (action based on new conceptualization). 			
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¹⁰³ 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.

¹⁰⁴ Eckstein, G. T. (2007). *A Correlation of Pronunciation Learning Strategies with Spontaneous English Pronunciation of Adult Esl Learners*. Brigham Young University.

Appendix 2

Pre Research Instruments for Selecting Research Subject

A. Questionnaire

Video Lirik Lagu Bahasa Inggris di
YouTube untuk Belajar
Pronunciation [Contoh Video Lirik Lagu
Bahasa Inggris yang ada di YouTube](#)

* Menunjukkan pertanyaan yang wajib diisi

1. Email *

2. Nama *

3. NIM *

4. Kelas *

5. Angkatan *

6. No. HP/WhatsApp *

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7. Apakah anda pengguna YouTube? *

Tandai satu oval saja.

- Iya
 Tidak

8. Seberapa sering anda mengakses YouTube? *

Tandai satu oval saja.

- Sese kali
 Jarang
 Sering
 Selalu

9. Menurut anda, apakah YouTube bisa digunakan sebagai media belajar untuk memfasilitasi proses belajar otodidak anda? *

Tandai satu oval saja.

- Iya, bisa
 Tidak, YouTube tidak bisa

10. Apa yang sering anda pelajari dari YouTube? *

Tandai satu oval saja.

- Pronunciation
- Speaking
- Writing
- Grammar
- Listening
- Reading

11. Apakah Anda tahu English Song Lyrics Video yang ada di YouTube? *

Tandai satu oval saja.

- Iya, tau
- Tidak tau

12. Pernahkah Anda mengakses English Song Lyrics Video yang ada di YouTube tersebut? *

Tandai satu oval saja.

- Iya
- Tidak

13. Apakah anda menggunakan English Song Lyrics Video yang ada di YouTube tersebut untuk belajar pronunciation? *

Tandai satu oval saja.

- Iya
- Tidak

14. Jika iya, seberapa sering anda belajar pronunciation menggunakan English Song *
Lyrics Video yang ada di YouTube tersebut dalam seminggu?

Tandai satu oval saja.

- 1 kali
 2 kali
 3 kali
 4 kali
 5 kali
 6 kali
 7 kali

15. Sebagai mahasiswa TBl, apakah menurut anda mempelajari/belajar pronunciation *
itu penting

Tandai satu oval saja.

- Iya
 Tidak

16. Bagaimana cara anda belajar pronunciation? *

Tandai satu oval saja.

- Self-oriented learning (Belajar otodidak) salah satunya menggunakan English Song
Lyrics Video dari YouTube tersebut
 Dari Tutor/guru Bahasa Inggris
 Ikut kursus Bahasa Inggris

B. Reading Aloud Test

Reading Aloud Text to Select Best Pronunciation for Pre Research

Subject : Qualified Students

Time : 2 Minutes

Type : Reading Aloud

Purpose : This test is aimed to examine pronunciation ability

Direction: Please read aloud this passage by using voice note. Don't forget to firstly tell your name, ID student, class, and academic year when you begin recording. When done, you may directly send the voice note or audio to WhatsApp group

The next artist in this survey of American artists is James Whistler; he is included in this survey of American artists because he was born in the United States, although the majority of his artwork was completed in Europe. Whistler was born in Massachusetts in 1834, but nine years later his father moved the family to St. Petersburg, Russia, to work on the construction of a railroad. The family returned to the United States in 1849. Two years later Whistler entered the U.S. military academy at West Point, but he was unable to graduate. At the age of twenty-one, Whistler went to Europe to study despite familial objections, and he remained in Europe until his death. Whistler worked in various art forms, including etchings and lithographs. However, he is most famous for his paintings, his painting shows a side view of Whistler's mother, dressed in black and posing against a gray wall. The asymmetrical nature of the portrait, with his mother seated off-center, is highly characteristic of Whistler's work.

(Taken from: one of TOEFL reading diagnosis pre test from Longman Complete Course for The TOEFL Test book page 345)

GOOD LUCK!!!

Appendix 3

Research Instrument

A. Interview

PEDOMAN WAWANCARA

- I. Jadwal Wawancara**
 Tanggal, hari :
 Waktu mulai :
 Waktu selesai :
- II. Identitas Narasumber**
 Nama :
 Kelas :
 Nim :
 Angkatan :
- III. Pertanyaan Penelitian**

Daftar Pertanyaan

No	Steps on doing self-Oriented learning	Questions
1.	Setting Learning Goals	Mengapa anda memilih video Lirik lagu bahasa Inggris di YouTube untuk belajar pelafalan kosakata bahasa Inggris?
		Apa yang anda harapkan dapat dicapai dalam belajar pengucapan melalui video lirik lagu bahasa Inggris yang ada di YouTube tersebut?
		Berapa kali anda belajar pelafalan

		kosa kata bahasa Inggris menggunakan video Lirik lagu dalam sehari?
		Bagaimana ketika pada hari itu anda memiliki kesibukan lain atau jadwal yang padat?
		Berapa lama waktu yang anda butuhkan untuk belajar di setiap sesinya?
		Selama ini berapa kali sesi belajar pronunciation menggunakan video lirik lagu yang anda lakukan dalam sehari?
		Apakah anda memilih untuk belajar pengucapan menggunakan video lirik lagu bahasa Inggris di keramaian?
		Bagaimana cara anda memilih video lirik lagu yang akan anda gunakan untuk belajar pronunciation?
2.	Planning the course of action	Sebelum anda belajar, apa saja yang anda siapkan untuk menunjang proses pembelajaran?
		Sejauh ini, berapa cara yang sudah anda gunakan untuk belajar pelafalan kosa kata bahasa Inggris melalui video lirik lagu bahasa Inggris di YouTube tersebut?
		Bagaimanaa cara anda mengimplementasikan cara tersebut ke dalam proses belajar anda?

3.	Managing Resources	Apakah anda membutuhkan atau bahkan menggunakan platform lain selain YouTube untuk membantu jalannya proses belajar?
		Berdasarkan cara belajar anda selama ini, bagaimana cara anda mengelola berbagai macam pilihan lagu yang berbeda dari segi genre hingga aksen, dan dialek yang terdapat di YouTube untuk digunakan sebagai bahan belajar pengucapan?
		Apakah ada jadwal tersendiri untuk lagu -lagu yang berbeda itu?
		Bagaimana cara anda mengelola fitur-fitur yang terdapat di YouTube seperti fitur kecepatan pemutaran, fitur ulang, dan jeda, dll?
4.	Monitoring the learning progress	Berdasarkan pengalaman anda sejauh ini, setelah berapa kali sesi belajar, anda merasakan ada peningkatan dalam pelafalan kosa kata bahasa Inggris anda?
		Bagaimana anda bisa tau adanya peningkatan tersebut?
		Bagaimana anda mengukur kemajuan anda dalam perbaikan pengucapan setelah menggunakan video lirik lagu bahasa Inggris tersebut?
5.	Assessing the level of achievement	Sejauh ini, apakah anda sudah mencapai target yang anda inginkan?

		Apakah anda menjadi lebih percaya diri untuk berbicara dalam bahasa Inggris?
		Apakah anda pernah menggunakan alat untuk menguji pelafalan kosa kata bahasa Inggris?
		Apakah lawan bicara anda memahami apa yang anda ucapkan ketika berbicara dalam bahasa Inggris?
6.	Generating Feedback	Pernahkah anda mendapat validasi dari teman atau guru anda bahwa anda mempunyai pelafalan bahasa Inggris yang bagus?
		Apakah anda meminta feedback dari orang lain?
		Apakah anda juga melakukan evaluasi atau refleksi untuk kegiatan belajar anda menggunakan video lirik lagu bahasa Inggris? Bagaimana cara anda melakukannya?

B. Open Questionare

Open Questionare Question:

Hello! Nama saya Eka Risky Wahyuni, saya adalah salah satu mahasiswi di (FTIK) Fakultas Tarbiyah dan Ilmu Keguruan, tepatnya di prodi Tadris Bahasa Inggris angkatan 2020. Saat ini saya sedang melakukan penelitian di prodi Tadris Bahasa Inggris dan judul penelitian saya adalah “University Students’ Self-Directed Learning Strategies in Learning Pronunciation Through YouTube English Song Lyric Video”. Untuk kepentingan penelitian ini, saya mohon ketersediaanya untuk mengisi setiap pertanyaan dengan sejujur-jujurnya. Pengisian form hanya bisa dilakukan sekali untuk mengantisipasi double data. Jawaban yang akan anda berikan pada penelitian ini tidak akan mempengaruhi nilai akademik anda.

Mohon perhatian : Quesionnaire ini hanya untuk mahasiswa/mahasiswi Tadris Bahasa Inggris yang terpilih sebagai subject untuk penelitian ini dan sebelumnya sudah melewati sesi interview.

Nama Lengkap:

NIM:

Kelas:

- TBI 01
- TBI 02
- TBI 03

Angkatan:

- 2020
- 2021
- 2022
- 2023

1. Mengapa anda memilih untuk belajar pengucapan menggunakan lirik lagu bahasa Inggris di YouTube? Dan apa tujuan yang ingin anda capai?
2. Bagaimana cara anda menentukan lagu yang akan digunakan untuk belajar pengucapan dari banyaknya pilihan video lirik lagu yang berbeda dari segi makna, genre, dan aksen?
3. Apakah anda menggunakan alat tambahan seperti kamus atau aplikasi penerjemah untuk membantu proses belajar pengucapan menggunakan

video lirik lagu bahasa Inggris? Jika iya, bagaimana anda menggunakannya?

4. Apa strategi yang anda gunakan untuk belajar pengucapan menggunakan video lirik lagu bahasa Inggris yang ada di YouTube? Dan bagaimana cara anda menerapkan strategi tersebut?
5. Apa yang anda lakukan jika anda menemukan kosa kata atau frasa yang sulit untuk anda ucapkan dengan benar saat menyanyikan lagu?
6. Bagaimana anda menyeimbangkan antara menghafal lirik lagu dan fokus pada pelafalan kosa kata dengan benar?
7. Apakah anda juga memanfaatkan fitur yang tersedia di YouTube seperti fitur ulang dan jeda? Jika iya, bagaimana anda menggunakannya dalam proses belajar pengucapan anda?
8. Apakah anda merasa lebih percaya diri dalam berbicara bahasa Inggris setelah menggunakan metode ini untuk belajar pengucapan? Bagaimana cara anda mengetahuinya?
9. Berapa banyak waktu yang anda alokasikan setiap harinya untuk belajar Pengucapan menggunakan video lirik lagu bahasa Inggris di YouTube?
10. Bagaimana anda mengukur kemajuan anda dalam perbaikan pengucapan setelah menggunakan video lirik lagu bahasa Inggris?
11. Sejauh ini, Apakah anda sudah berhasil mencapai tujuan atau target yang anda Inginkan? Bagaimana anda mengukur Pencapaian anda tersebut?
12. Apa yang anda lakukan untuk mengevaluasi atau merefleksi kegiatan belajar pengucapan anda menggunakan video lirik lagu bahasa Inggris?
13. “Feedback dari orang lain itu tidak penting untuk proses belajar anda”, bagaimana tanggapan anda akan hal tersebut?

Jika saya membutuhkan jawaban anda lebih lengkap terkait jawaban yang sudah anda berikan, bersediakah anda untuk saya hubungi?

- YA, bersedia
- TIDAK, tidak bersedia

Blueprint Instrumen Penelitian

No	Aspek yang Diteliti	No Item	Jumlah
1.	Setting Learning Goals	1, 9	2
2.	Planning the Course of Action	4, 5, 6	3
3.	Managing Resources	2, 3, 7	3
4.	Monitoring the Learning Progress	10	1
5.	Assessing the Level of Achievement	8, 11	2
6.	Generating Feedback	12, 13	2
		Total :	13

Appendix 4

Participants' Initial Name List

No	Name	Code
1	Anika Hikamul Asror	AHA
2	Farah Malikaz Zumala	FMZ
3	Nahda Ainun Sofia	NAS

Appendix 5

Research Instrument Validation Sheet

A. For Interview

LEMBAR VALIDASI

Validitas Pedoman Wawancara Siswa

JUDUL PENELITIAN:

Revisiting The Use Of Youtube English Song Lyric Videos For Learning
Pronunciation: A Study On University Students' Self-Oriented Based Learning
Strategies

Nama Validator : Praptika Septi Familia, S.Pd. M.Pd.
NIP : 198809032023212029
Jabatan : Dosen
Instansi : UIN Kiai Haji Achmad Siddiq Jember
Tanggal Pengisian :

A. Pengantar

Lembar validasi ini digunakan untuk memperoleh penilaian Ibu terhadap pedoman Wawancara Siswa yang dikembangkan dari indikator. Saya ucapkan terima kasih atas kesediaan Ibu menjadi validator mengisi lembar validasi ini.

B. Petunjuk Pengisian

- Ibu validator dimohon untuk memeriksa kesesuaian indikator dengan pertanyaan wawancara. Kemudian memberikan tanda ceklis (✓) pada kolom yang disediakan dengan keterangan skala penilaian sebagai berikut,
SS = Sangat Sesuai
S = Sesuai
CS = Cukup Sesuai
KS = Kurang Sesuai
TS = Tidak Sesuai
- Ibu validator dimohon untuk memberikan kritik dan saran perbaikan pada baris yang telah disediakan.

C. Penilaian

No	Kriteria Penilaian	Skala Penilaian					Saran atau Perbaikan
		SS	S	CS	KS	TS	
1.	Pedoman wawancara dirumuskan dengan jelas		✓				beberapa urutan pertanyaan perlu diperbaiki
2.	Pedoman wawancara						

	mencakup:						
	a. Setting Learning Goals	✓					
	b. Planning the course of action	✓					
	c. Managing Resources	✓					
	d. Monitoring the learning progress	✓					
	e. Assessing the level of achievement	✓					
	f. Generating Feedback	✓					
3.	Batasan Pedoman wawancara dapat menjawab tujuan penelitian		✓				
4.	Pedoman wawancara menggunakan bahasa yang sesuai dengan kaidah bahasa yang baik dan benar			✓			terdapat campuran bahasa
5.	Menggunakan bahasa yang mudah dipahami dan dimengerti		✓				
6.	Menggunakan bahasa yang komunikatif		✓				
7.	Pedoman wawancara bebas dari pernyataan yang dapat menimbulkan penafsiran ganda			✓			ada

8.	Pedoman wawancara dapat menggali aspek-aspek yang ingin diteliti		✓				
----	--	--	---	--	--	--	--

D. Komentar Umum dan Saran

.....
 Diterima pertanyaan perlu direvisi bila bahasa dan urutannya
 agar informasi yang digali dapat lebih


E. Kesimpulan

Berdasarkan penilaian yang telah dilakukan, maka kesimpulan penilaian ini dinyatakan:

1. Layak digunakan untuk penelitian tanpa revisi.
2. Layak digunakan untuk penelitian setelah revisi sesuai saran.
3. Tidak layak digunakan untuk penelitian.

Mohon diberi tanda silang (x) pada nomor yang sesuai dengan kesimpulan.

Jember, 1 Maret 2024
 Validator


 Praptika Septi Fenilia, S.Pd, M.Pd.
 NIP. 198809032023212029

UNIVERSITAS ISLAM NEGERI
 KIAI HAJI ACHMAD SIDDIQ
 JEMBER

B. For Open Questionare

LEMBAR VALIDASI

Validitas Lembar Questioner

JUDUL PENELITIAN:

Revisiting The Use Of Youtube English Song Lyric Videos For Learning

Pronunciation: A Study On University Students' Self-Directed Learning

Strategies

Nama Validator : Praptika Septi Femilia, S.Pd. M.Pd.
 NIP : 198809032023212029
 Jabatan : Dosen
 Instansi : UIN Kiai Haji Achmad Siddiq Jember
 Tanggal Pengisian :

A. Pengantar

Lembar validasi ini digunakan untuk memperoleh penilaian Ibu terhadap pertanyaan questioner yang dikembangkan dari indikator. Saya ucapkan terima kasih atas kesediaan Ibu menjadi validator mengisi lembar validasi ini.

B. Petunjuk Pengisian

- Ibu validator dimohon untuk memeriksa kesesuaian indikator dengan pertanyaan questioner. Kemudian memberikan tanda ceklis (✓) pada kolom yang disediakan dengan keterangan skala penilaian sebagai berikut,
 SS = Sangat Sesuai
 S = Sesuai
 CS = Cukup Sesuai
 KS = Kurang Sesuai
 TS = Tidak Sesuai
- Ibu validator dimohon untuk memberikan kritik dan saran perbaikan pada baris yang telah disediakan.

C. Penilaian

No	Kriteria Penilaian	Skala Penilaian					Saran atau Perbaikan
		SS	S	CS	KS	TS	
1.	Pertanyaan questioner dirumuskan dengan jelas		✓				
2.	Batasan Pertanyaan questioner dapat menjawab tujuan penelitian			✓			tambahkan mediator utk setiap statement
4.	Menggunakan bahasa	✓					

	yang sesuai dengan kaidah bahasa yang baik dan benar					
5.	Menggunakan bahasa yang mudah dipahami dan dimengerti		✓			
6.	Menggunakan bahasa yang komunikatif	✓				
7.	Pertanyaan questioner bebas dari pernyataan yang dapat menimbulkan penafsiran ganda	✓				
8.	Pertanyaan questioner dapat menggali aspek-aspek yang ingin diteliti		✓			

D. Komentar Umum dan Saran

Tambahkan blueprint agar setiap indikator sesuai dg indikator penelitian

Kesimpulan

Berdasarkan penilaian yang telah dilakukan, maka kesimpulan penilaian ini dinyatakan:

1. Layak digunakan untuk penelitian tanpa revisi.
- ② Layak digunakan untuk penelitian setelah revisi sesuai saran.
3. Tidak layak digunakan untuk penelitian.

Mohon diberi tanda silang (x) pada nomor yang sesuai dengan kesimpulan.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER

Jember, Maret 2024

Validator


Praptika Sepi Femilia, S.Pd. M.Pd.
NRP.198809032023212029

Appendix 6

Interview

Interview 1: with AHA (Anika Hikamul Asror)

- I. Jadwal Wawancara
 - a. Tanggal, hari : 20 Maret 2024
 - b. Waktu mulai : 11.30
 - c. Waktu selesai : 13.00
- II. Identitas Narasumber
 - a. Nama : Anika Hikamul Asror
 - b. Kelas : PBI 2
 - c. Nim : 204101060002
 - d. Angkatan : 2020
- III. Transkrip Wawancara

Setting Learning Goals	
Peneliti :	Mengapa anda memilih video Lirik lagu bahasa Inggris di YouTube untuk belajar pelafalan kosakata bahasa Inggris?
Siswa :	Oke, jadi aku lebih suka nonton video lirik lagu bahasa Inggris di YouTube buat belajar. Menurutku itu cara yang paling asyik. Lagu-lagu bisa bikin aku lebih terlibat, jadi proses belajarnya jadi lebih seru gitu. Terus, dalam lagu, kata-kata biasanya dipake dalam konteks yang jelas, jadi lebih gampang buat ngerti artinya dan cara ngucapinnya. Dan ya, lagu-lagu punya variasi pelafalan yang beragam, jadi bisa banget bantu aku untuk lebih paham tentang beda-beda aksen dan gaya ngomong. Plus, kalo aku sering ngulang lagu yang aku suka, itu bener-bener bantu aku inget dan memperbaiki cara ngomong kata-kata yang susah. Lagian, di YouTube kan banyak banget pilihannya, jadi gampang banget buat diakses. Jadi, buatku, belajar pelafalan lewat video lirik lagu itu asyik banget, nggak terlalu formal, tapi tetap efektif.

Peneliti :	Apa yang anda harapkan dapat dicapai dalam belajar pengucapan melalui video lirik lagu bahasa Inggris yang ada di YouTube tersebut?
Siswa :	Dalam belajar lewat video lirik lagu bahasa Inggris di YouTube, yang aku harapkan adalah bisa ngerasa skill ngomongku makin bagus. Gitu aja sih, biar ngomongnya lebih lancar dan nggak belepotan. Selain itu, pengen juga makin peka sama variasi aksen, biar nggak kaget pas ketemu orang ngomong dengan aksen yang beda-beda. Terus, pastinya pengen nambah kosakata juga, tapi dengan cara yang lebih asyik, kan lagu-lagu bisa bikin belajar jadi lebih seru. Jadi, intinya, harapannya sih bisa jadi lebih pandai dan pede dalam berbahasa Inggris, sambil tetap menikmati proses belajarnya.
Peneliti :	Berapa kali anda belajar pelafalan kosa kata bahasa Inggris menggunakan video Lirik lagu dalam sehari?
Siswa :	Setiap hari, biasanya aku mengalokasikan sekitar 30 menit hingga 1 jam buat belajar kosakata bahasa Inggris lewat video lirik lagu. Jadi, bisa dibilang aku nyicil waktu sekitar setengah jam sampai satu jam buat belajar dari video lirik lagu itu. Tapi kadang-kadang tergantung juga sama jadwalku dan kesibukan di hari itu. Jadi, kadang bisa lebih sedikit, atau bahkan lebih banyak, tergantung seberapa banyak waktu luang yang aku punya.
Peneliti :	Lalu bagaimana ketika pada hari itu anda memiliki kesibukan lain atau jadwal yang padat?
Siswa :	Pada hari-hari yang padat atau sibuk, aku tetap berusaha untuk menyisihkan sedikit waktu untuk belajar pelafalan kosakata bahasa Inggris lewat video lirik lagu. Mungkin durasinya aku kurangi, contohnya hanya 15 atau 20 menit,

	tapi aku tetap berusaha untuk konsisten melakukannya. Kalau memang nggak bisa sama sekali, aku bakal mencari waktu belajar di lain kesempatan, misalnya saat istirahat makan siang atau sebelum tidur. Intinya, aku berusaha untuk tetap konsisten dan fleksibel dalam menjadwalkan waktu belajar, meskipun ada kesibukan lain yang harus dihadapi.
Peneliti :	Berapa lama waktu yang anda butuhkan untuk belajar di setiap sesinya?
Siswa :	Biasanya, aku memerlukan sekitar 30 menit hingga 1 jam untuk setiap kali belajar dengan video lirik lagu bahasa Inggris. Waktu segitu cukup buatku buat dengerin lagunya, ngikutin liriknya, dan latihan ngomongin kosakata yang susah atau baru buatku. Aku percaya bahwa konsistensi itu lebih penting daripada durasi yang panjang, jadi aku berusaha buat setiap sesi belajar seefektif mungkin dalam waktu yang terbatas itu.
Peneliti :	Apakah anda yakin itu akan cukup?
Siswa :	Sebenarnya, durasi yang pas buat belajar pelafalan kosakata bahasa Inggris dengan video lirik lagu itu bisa beda-beda tergantung pada preferensi dan tingkat kenyamanan masing-masing orang. Buat aku sendiri, waktu belajar sekitar 30 menit hingga 1 jam setiap sesi udah cukup efektif. Tapi kalo memungkinkan dan butuh belajar lebih lama, tentu aja aku bisa atur sesuai dengan waktu yang ada. Pokoknya, yang paling penting adalah konsistensi dan fokus selama belajar, daripada lamanya waktu yang dipake.
Peneliti :	Selama ini berapa kali sesi belajar pronunciation menggunakan video lirik lagu yang anda lakukan dalam sehari?

Siswa :	Biasanya, saya melakukan satu atau dua sesi belajar pronunciation menggunakan video lirik lagu dalam sehari.
Peneliti :	Apakah anda memilih untuk belajar pengucapan menggunakan video lirik lagu bahasa Inggris di keramaian?
Siswa :	Tentu, aku lebih suka belajar pelafalan menggunakan video lirik lagu bahasa Inggris di tempat yang tenang, di mana aku bisa berkonsentrasi tanpa gangguan. Jadi, nggak, aku nggak milih untuk belajar di tempat yang ramai atau berisik. Aku percaya kalo suasana yang tenang membantu aku fokus sepenuhnya pada belajar dan meningkatkan efektivitas proses pembelajaranku.
Peneliti :	Lalu bagaimana cara anda memilih video lirik lagu yang akan anda gunakan untuk belajar pronunciation?
Siswa :	Tentu, biasanya aku pilih lagu-lagu yang lagi populer atau lagu-lagu yang emang aku suka aja. Kalo udah nemu lagu yang pas, biasanya aku pastiin dulu kalo videonya ada lirik yang jelas dan gampang dibaca. Terus, ya, aku juga suka liat komentar atau rekomendasi dari orang-orang di YouTube, kadang bisa dapet saran lagu yang oke dari situ. Jadi, intinya sih, aku pilih yang enak didengerin dan punya lirik yang jelas biar lebih gampang buat belajar.
Planning the Course of Action	
Peneliti :	Sebelum anda belajar, apa saja yang anda siapkan untuk menunjang proses pembelajaran?
Siswa :	Sebelum belajar, aku pastiin dulu kalo aku punya akses internet dan perangkat yang dibutuhkan, kayak laptop atau smartphone, buat buka YouTube. Selain itu, aku juga siapin daftar lagu-lagu yang pengen aku dengerin dan pelajari. Aku cari area yang nyaman dan tenang di rumah atau di tempat lain buat fokus belajar. Aku selalu punya buku catatan atau

	<p>kertas di sekitar buat catet hal-hal penting yang mungkin aku temuin pas belajar. Terakhir, aku pake earphone biar bisa dengerin lagu-lagu dengan lebih jelas dan fokus tanpa gangguan dari suara di sekitar.</p>
Peneliti :	<p>Sejauh ini, berapa cara yang sudah anda gunakan untuk belajar pelafalan kosa kata bahasa Inggris melalui video lirik lagu bahasa Inggris di YouTube tersebut?</p>
Siswa ;	<p>Sejauh ini aku udah mencoba beberapa cara untuk belajar pelafalan kosakata bahasa Inggris lewat video lirik lagu di YouTube. Pertama, ya, aku dengerin lagunya berulang-ulang sambil coba tiru pengucapan kata-katanya. Terus, sambil dengerin lagunya, aku juga baca liriknya biar lebih paham gimana kata-katanya diucapin. Kadang-kadang aku catat juga kosakata baru yang aku denger di lagu, terus ulangi terus sampai hafal. Terakhir, aku juga cari-cari video tutorial di YouTube tentang pelafalan bahasa Inggris, biar dapet tips tambahan. Jadi, gitu cara-cara santai yang udah aku coba untuk belajar pelafalan kosakata bahasa Inggris lewat video lirik lagu di YouTube.</p>
Peneliti :	<p>Bagaimanaa cara anda mengimplementasikan cara tersebut ke dalam proses belajar anda?</p>
Siswa :	<p>Di setiap video itu kan pasti ada kosa kata atau frasa baru atau yang terkesan sulit gitu kan, nah itu selalu aku catet di buku catetan aku, aku catet cara pengucapannya dan artinya. Nah...setelah selesai baru aku fokuskan ke pengucapan per kata nya dulu, caranya itu aku dengerin lagu sambil lihat liriknya, sambil ngikutin dalam hati juga, aku fokuskan ke intonasi, vokal, dan konsonannya, kalau misalnya ada kata yang agak sulit pengucapannya, aku pause videonya, terus aku repeat, gitu terus sampek lancar. Habis itu, baru aku</p>

	melakukan teknik shadowing, aku mengulangi setiap baris lagu sesegera mungkin setelah mendengarnya. Ini akan membantu meningkatkan fluensi dan intonasi. Itu wes, nanti diulang-ulang aja gitu sampek lancar.
Managing Resources	
Peneliti :	Apakah anda membutuhkan atau bahkan menggunakan platform lain selain YouTube untuk membantu jalannya proses belajar?
Siswa :	Iyah, aku biasanya pakek U-dictionary atau google translate buat cek meaning of the words yang aku ngaka tau.
Peneliti :	Berdasarkan cara belajar anda selama ini, bagaimana cara anda mengelola berbagai macam pilihan lagu yang berbeda dari segi genre hingga aksen, dan dialek yang terdapat di YouTube untuk digunakan sebagai bahan belajar pengucapan?
Siswa :	Aku buat daftar putar yang berisi lagu-lagu yang mau aku pelajari berdasarkan genre, aksen, atau dialek tertentu. Makanya, aku bisa ngatur lagu-lagu itu sesuai kebutuhan belajar aku dan mudah buat akses nya saat belajar.
Peneliti :	Apakah ada jadwal tersendiri untuk lagu -lagu yang berbeda itu?
Siswa :	Nggak, aku nggak punya jadwal khusus buat lagu-lagu yang berbeda. Aku lebih milih untuk pilih lagu berdasarkan mood dan suasana hati aku saat itu. Tapi, aku usahain di daftar putar aku ada variasi lagu dari berbagai genre, aksen, dan dialek biar aku bisa terbiasa dengan beragam gaya pengucapan. Terus, aku bakal pilih lagu dari daftar putar itu sesuai dengan keinginan atau kebutuhan belajar aku saat itu. Jadi, aku lebih fleksibel dalam memilih lagu, dan biasanya aku pilih lagu sesuai dengan apa yang aku butuhin atau suka saat itu.

Peneliti :	Bagaimana cara anda mengelola fitur-fitur yang terdapat di YouTube seperti fitur kecepatan pemutaran, fitur ulang, dan jeda, dll?
Siswa :	Di YouTube, aku lebih santai dalam mengelola fitur-fiturnya. Misalnya, kalo lagunya terlalu lambat, tinggal aku naikin kecepatannya biar lebih cepat. Kalo ada bagian lagu yang pengen diulang, ya tinggal klik tombol ulang aja, sederhana gitu. Terus, kadang-kadang juga butuh istirahat sebentar, jadi aku tekan tombol jeda buat istirahat sebentar sebelum melanjutkan belajar. Jadi, ya, gitu aja, cara santai aku ngatur fitur-fitur di YouTube waktu belajar. Oh iya...! Fitur jeda juga bisa aku manfaatin kalo aku mau meniru pelafalan penyanyinya. Misalnya, kalo penyanyinya ngomongin kata-kata dengan cepat atau susah dipahami, aku bisa tekan tombol jeda buat ngasih waktu ekstra buat aku menirukan pengucapannya dengan lebih teliti. Jadi, fitur jeda emang bener-bener membantu dalam menangkap pelafalan yang akurat.
Monitoring the Learning Progress	
Peneliti :	Berdasarkan pengalaman anda sejauh ini, setelah berapa kali sesi belajar, anda merasakan ada peningkatan dalam pelafalan kosa kata bahasa Inggris anda?
Siswa :	Peningkatan dalam pelafalan kosakata bahasa Inggris aku biasanya terjadi setelah beberapa sesi belajar yang konsisten. Secara pribadi, aku mulai merasakan perbaikan setelah sekitar 5 hingga 10 sesi belajar intensif.
Peneliti :	Bagaimana anda bisa tau adanya peningkatan tersebut?
Siswa :	Jadi, aku biasanya bisa ngerasa kalo pelafalan bahasa Inggris aku mulai membaik setelah beberapa kali latihan yang keras. Misalnya, kadang-kadang aku bisa dengerin rekaman suara

	sendiri dan ngerasa, "Hah, kok kedengerannya lebih bagus ya?". Atau, temen-temen aku mungkin bisa ngasih komentar kayak, "Eh, sekarang kamu ngomongnya lebih jelas lho!". Gitu, sih, cara santai aku ngerasain peningkatan dalam pelafalan kosa kata bahasa Inggris.
Peneliti :	Bagaimana anda mengukur kemajuan anda dalam perbaikan pengucapan setelah menggunakan video lirik lagu bahasa Inggris tersebut?
Siswa :	Oke, jadi cara santai aku ngecek kemajuan dalam perbaikan pengucapan setelah pake video lirik lagu itu bisa macem-macem. Misalnya, kadang-kadang aku rekam suara sendiri pas lagi nyanyi lagu, trus bandingin sama suara penyanyi aslinya. Atau, bisa juga tanya temen atau keluarga buat ngasih tau apakah pelafalan aku udah lebih baik atau masih perlu diperbaiki. Terus, ya, kadang-kadang juga cuma perasaan sendiri aja kalo udah mulai lebih percaya diri dalam ngomong bahasa Inggris. Jadi, gitu, sih, cara santai aku ngukur kemajuan belajar.
Assessing the Level of Achievement	
Peneliti :	Sejauh ini, apakah anda sudah mencapai target yang anda inginkan?
Siswa :	Sejauh ini, rasanya udah nyampe sebagian dari target yang pengen aku capai dalam belajar pelafalan pake video lirik lagu. Aku merasa udah ada kemajuan dalam memperbaiki cara aku ngomong dan jadi lebih pede kalo lagi ngobrol pake bahasa Inggris. Tapi, aku juga sadar masih banyak banget yang harus aku pelajari dan tingkatin. Makanya, aku tetep komit buat terus belajar dan mengembangkan kemampuan aku lebih lanjut. Semangat terus!
Peneliti :	Apakah anda menjadi lebih percaya diri untuk berbicara

	dalam bahasa Inggris?
Siswa :	Iya nih, setelah aku belajar pelafalan pake video lirik lagu, aku merasa jadi lebih PD buat ngobrol dalam bahasa Inggris. Sering latihan fokus ke cara ngomong kata-kata dan frasa-frasa dari lagu-lagu bener-bener bantu aku ningkatin kemampuan ngomongku. Sekarang, kalo berinteraksi sama penutur asli bahasa Inggris atau dalam situasi sehari-hari, rasanya udah lebih nyaman dan yakin. Jadi, aku jadi punya keberanian lebih buat ngunjapin diri aku dalam bahasa Inggris tanpa mikirin kesalahan pelafalan.
Peneliti :	Apakah anda pernah menggunakan alat untuk menguji pelafalan kosa kata bahasa Inggris?
Siswa :	Iya, biasanya aku makek Google translate
Peneliti :	Bagaimana bisa Google translate digunakan untuk alat penguji pelafalan?
Siswa :	Google Translate itu biasanya dipakai buat nerjemahin kata atau kalimat antar bahasa. Meskipun bukan alat khusus buat latihan pelafalan, tapi ada fitur di situ yang bisa dipakai buat cek pelafalan kita dalam bahasa Inggris. Caranya simpel, tinggal masukin kata atau kalimat dalam bahasa Inggris, terus klik ikon mikrofon, lalu mulai merekam suara kita membaca kata atau kalimat itu. Google Translate akan membandingkan pelafalan kita dengan yang benar, dan memberi tahu kita hasilnya. Jadi, walaupun sederhana, fitur ini bisa membantu kita memeriksa dan memperbaiki pelafalan kita.
Generating Feedback	
Peneliti :	Pernahkah anda mendapat validasi dari teman atau guru anda bahwa anda mempunyai pelafalan bahasa Inggris yang bagus?
Siswa :	Kebanyakan validasi dari temen-temen

Peneliti :	Apakah anda meminta feedback dan orang lain?
Siswa :	Kadang, karena feedback itu penting juga. Biasanya aku ngajak komunikasi kakak tingkat yang aku kenal lebih pro menggunakan bahasa inggris, nah setelah selesai komunikasi, baru aku tanya pendapat dia tentang pronunciation dan speaking aku itu gmn, udah bagus apa belum, atau ada ngak yang perlu diimprovisasi.
Peneliti :	Apakah anda juga melakukan evaluasi atau refleksi untuk kegiatan belajar anda menggunakan video lirik lagu bahasa Inggris?
Siswa :	Setelah belajar menggunakan video lirik lagu bahasa Inggris, biasanya aku lakukan evaluasi sederhana. Aku lihat apakah pelafalanku makin bagus dari sebelumnya, apa saja yang bikin aku kesulitan, dan apa yang berhasil aku pelajari dengan baik. Lalu, aku buat rencana apa yang perlu diperbaiki atau dicoba lagi ke depannya. Intinya, aku cek seberapa jauh kemajuanku dan apa yang perlu aku lakukan selanjutnya.
Peneliti :	Nah cara anda melihat atau mengetahui pelafalan anda makin bagus dari sebelumnya, apa saja yang bikin anda kesulitan, dan apa yang berhasil anda pelajari dengan baik itu bagaimana?
Siswa :	Saya biasanya cek kemajuan pengucapan saya dengan bandingin rekaman sebelumnya. Dengerin perbedaan suara, intonasi, dan kata-kata yang susah diucapkan. Kalau ada yang bikin bingung, fokusnya ke situ. Kelancaran ngomong menunjukin kemajuan, dan aku catat juga perkembangan dalam nangkap berbagai aksen dan intonasi.

Interview 2: with FMZ (Farah Malikaz Zumala)

I. Jadwal Wawancara

- a. Tanggal, hari : 22 Maret 2024
- b. Waktu mulai : 20.00
- c. Waktu selesai : 21.30

II. Identitas Narasumber

- a. Nama : Farah Malikaz Zumala
- b. Kelas : PBI 2
- c. Nim : 202101060035
- d. Angkatan : 2020

III. Transkrip Wawancara

Setting Learning Goals	
Peneliti :	Mengapa anda memilih video Lirik lagu bahasa Inggris di YouTube untuk belajar pelafalan kosakata bahasa Inggris?
Siswa :	Aku pilih video lirik lagu bahasa Inggris di YouTube karena merasa belajar melalui musik bisa jadi pengalaman yang seru dan menarik. Lagu-lagu biasanya punya kosakata yang beragam, yang bantu aku nambah kosa kata bahasa Inggris. Terus, dengan mengikuti lirik lagu, aku bisa latihan pengucapan dan intonasi dengan lebih efektif.
Peneliti :	Apa yang anda harapkan dapat dicapai dalam belajar pengucapan melalui video lirik lagu bahasa Inggris yang ada di YouTube tersebut?
Siswa :	Iya, tujuan utamaku adalah meningkatkan kemampuan pengucapan bahasa Inggrisku melalui video lirik lagu di YouTube. Aku yakin dengan fokus pada aspek ini, aku bisa mencapai perubahan yang berarti dalam kemampuan berbicara bahasa Inggrisku.
Peneliti :	Apakah anda tidak mempunyai tujuan untuk agar memiliki speaking yang baik?

Siswa :	Tentu banget, tujuanku sebenarnya cuma pengen jago ngomong bahasa Inggris secara total. Tapi, aku memilih fokus di pengucapan aja karena yakin bahwa dengan nyicil bagian ini, aku bakal lebih oke dalam mencapai tujuan itu. Dengan benerin cara ngomongku, aku juga berharap bisa jadi lebih jago dalam komunikasi secara umum.
Peneliti :	Berapa kali anda belajar pelafalan kosa kata bahasa Inggris menggunakan video Lirik lagu dalam sehari?
Siswa :	Biasanya, aku berusaha untuk nyempetin waktu setiap hari buat belajar cara ngomong kosakata bahasa Inggris lewat video lirik lagu. Tapi, tergantung juga sama kesibukan dan jadwalku. Kalo lagi padat, mungkin cuma bisa nyempetin satu sesi belajar. Tapi, kalo lagi lumayan senggang, bisa aja aku bikin beberapa sesi belajar, kayak 2 sampe 3 sesi dalam sehari. Jadi, frekuensiku belajar biasanya antara satu sampe 3 sesi per hari.
Peneliti :	Lalu bagaimana ketika pada hari itu anda memiliki kesibukan lain atau jadwal yang padat?
Siswa :	Ketika aku punya kesibukan lain atau jadwal yang padat, aku tetep usahain buat nyisihin waktu buat belajar pengucapan kosakata bahasa Inggris lewat video lirik lagu, meskipun mungkin cuma sebentar. Aku coba atur jadwalku dengan cerdas biar masih bisa nyempetin setidaknya satu sesi belajar, walaupun singkat. Kalo emang gak mungkin banget buat nyisihin waktu pada hari itu, aku bakal coba ganti dengan waktu belajar di hari-hari berikutnya. Yang penting buatku adalah konsistensi dalam belajar, meskipun dalam jumlah yang lebih sedikit kalo lagi sibuk.
Peneliti :	Berapa lama waktu yang anda butuhkan untuk belajar di setiap sesinya?

Siswa :	Durasi belajar di setiap sesi bisa bervariasi tergantung pada beberapa faktor, kayak kompleksitas lagunya, fokusku pada pengucapan tertentu, dan berapa lama waktunya. Tapi, biasanya aku cenderung untuk nyisihin sekitar 1 jam setiap sesi buat belajar pengucapan kosakata bahasa Inggris lewat video lirik lagu.
Peneliti :	Selama ini berapa kali sesi belajar pronunciation menggunakan video lirik lagu yang anda lakukan dalam sehari?
Siswa :	Biasanya, aku lakukan satu sampai dua sesi belajar pengucapan pake video lirik lagu dalam sehari. Tapi, itu bisa beda-beda tergantung sama kesibukan dan jadwalku. Kalo lagi padat, mungkin cuma bisa nyempetin satu sesi belajar, tapi kalo lagi longgar, bisa aja dua sesi atau lebih. Yang penting buatku adalah konsistensi dalam belajar, meskipun jumlah sesinya beda-beda tiap harinya.
Peneliti :	Apakah anda memilih untuk belajar pengucapan menggunakan video lirik lagu bahasa Inggris di keramaian?
Siswa :	Biasanya, aku suka belajar pengucapan dengan video lirik lagu di lingkungan yang tenang dan terisolasi biar bisa fokus total sama materi yang lagi aku pelajari.
Peneliti :	Lalu bagaimana cara anda memilih video lirik lagu yang akan anda gunakan untuk belajar pronunciation?
Siswa :	Aku biasanya pilih video lirik lagu berdasarkan lirik yang jelas, kualitas audio yang oke, genre musik dan artis yang aku suka, serta popularitas lagunya.
Planning the Course of Action	
Peneliti :	Sebelum anda belajar, apa saja yang anda siapkan untuk menunjang proses pembelajaran?

Siswa :	Sebelum belajar, aku biasanya siapin komputer atau handphone, pastiin juga koneksi internet lancar, bawa notebook atau catatan, earphone atau headphone, dan cari tempat yang tenang buat fokus belajar.
Peneliti :	Sejauh ini, berapa cara yang sudah anda gunakan untuk belajar pelafalan kosa kata bahasa Inggris melalui video lirik lagu bahasa Inggris di YouTube tersebut?
Siswa ;	Sampai sekarang, aku udah coba beberapa cara buat belajar pelafalan kosa kata bahasa Inggris lewat video lirik lagu di YouTube. Aku dengerin dengan serius dan tiru cara penyanyinya ngomong, sambil nyimak liriknya buat match-in dengan pengucapan yang pas. Terus, aku latihan ngomongin kata-kata yang susah, catat juga kata-kata baru, dan pakai fitur pengulangan buat latihan lebih intensif.
Peneliti :	Bagaimanaa cara anda mengimplementasikan cara tersebut ke dalam proses belajar anda?
Siswa :	Dalam proses belajarku, aku terapin pendekatan yang terstruktur. Aku mulai dengan dengerin lagu-lagu yang aku pilih dengan saksama, perhatiin banget cara penyanyi ngomongnya dan sesuaiin dengan lirik yang ditampilkan. Sambil dengerin, aku aktif meniru pengucapan penyanyi, berusaha nyesuaiin intonasi dan ritme mereka. Kalo ada kata-kata yang susah, aku latihan ngomonginnya berulang-ulang sampe aku ngerasa nyaman. Aku juga catet kata-kata atau frasa baru yang aku pelajari dan perhatiin pengulangan mereka di lagu-lagu selanjutnya. Kalo perlu, aku pake fitur pengulangan buat fokus lebih intens di pengucapan kata-kata yang susah. Dengan cara ini, aku bisa sesuaiin belajar aku dengan lagu-lagu yang aku dengerin, pastiin aku aktif banget dalam memperbaiki pengucapanku.

Managing Resources	
Peneliti :	Apakah anda membutuhkan atau bahkan menggunakan platform lain selain YouTube untuk membantu jalannya proses belajar?
Siswa :	Aku sering pakek kamus online atau aplikasi kamus buat memeriksa arti dan pengucapan kata-kata baru.
Peneliti :	Berdasarkan cara belajar anda selama ini, bagaimana cara anda mengelola berbagai macam pilihan lagu yang berbeda dari segi genre hingga aksen, dan dialek yang terdapat di YouTube untuk digunakan sebagai bahan belajar pengucapan?
Siswa :	Dalam mengelola berbagai pilihan lagu di YouTube untuk belajar pengucapan, aku punya pendekatan yang fleksibel dan terbuka. Aku suka menjelajahi berbagai genre musik dan ragam aksen atau dialek yang ada di lagu-lagu di YouTube. Aku yakin dengan memperluas variasi ini, aku bisa terbiasa dengerin dan menyesuaikan diri dengan berbagai gaya pengucapan yang berbeda.
Peneliti :	Apakah ada jadwal tersendiri untuk lagu -lagu yang berbeda itu?
Siswa :	Biasanya, aku gak bikin jadwal spesifik buat setiap lagu yang mau aku dengerin. Tapi, kadang-kadang aku pilih lagu berdasarkan mood atau minat aku pas itu. Misalnya, kalo lagi pengen eksplorasi aksen tertentu, aku cari lagu-lagu dengan aksen yang sesuai. Atau kalo lagi pengen perbaiki pengucapan di genre musik tertentu, aku fokus di lagu-lagu dalam genre itu. Jadi, secara umum, aku fleksibel dalam pilih lagu berdasarkan kebutuhan dan minat aku saat itu tanpa jadwal yang kaku.
Peneliti :	Bagaimana cara anda mengelola fitur-fitur yang terdapat di YouTube seperti fitur kecepatan pemutaran, fitur ulang, dan

	jeda, dll?
Siswa :	Dalam mengatur fitur-fitur di YouTube seperti kecepatan pemutaran, pengulangan, dan jeda, aku gunain sesuai dengan kebutuhan belajar aku. Misalnya, aku bisa pause untuk ulangin bagian yang sulit dari lagu, atau pakai fitur ulang kalo aku mau latihan pengucapan berkali-kali. Aku juga bisa atur kecepatan pemutaran buat sesuaikan tempo lagu dengan kebutuhan aku. Dengan begini, aku bisa memaksimalkan proses pembelajaran aku melalui video lirik lagu di YouTube.
Monitoring the Learning Progress	
Peneliti :	Berdasarkan pengalaman anda sejauh ini, setelah berapa kali sesi belajar, anda merasakan ada peningkatan dalam pelafalan kosa kata bahasa Inggris anda?
Siswa :	Sebenarnya, tiap orang bisa mengalami peningkatan pelafalan bahasa Inggris dengan tempo yang berbeda. Dari pengalamanku, peningkatan yang kentara sering terjadi setelah beberapa sesi belajar yang intensif, mungkin sekitar 5 sampai 12 sesi. Ini bisa karena semakin seringnya latihan dan paparan pada bahasa Inggris, semakin cepat pelafalan bisa membaik.
Peneliti :	Bagaimana anda bisa tau adanya peningkatan tersebut?
Siswa :	Biasanya, aku sadar kalo pelafalanku bahasa Inggris makin membaik dengan beberapa cara. Pertama, aku lihat seberapa lancar dan jelas aku bisa ngomongin kata-kata dan frasa yang dulu susah buatku. Terus, aku juga perhatiin apakah aku lebih gampang ngertiin dan meniru pengucapan yang bener dari lagu-lagu yang aku pelajari.
Peneliti :	Bagaimana anda mengukur kemajuan anda dalam perbaikan pengucapan setelah menggunakan video lirik lagu bahasa

	Inggris tersebut?
Siswa :	Oke, jadi, saya biasanya ngecek kemajuan pengucapan saya setelah pakai video lirik lagu bahasa Inggris dengan cara dengerin rekaman suara saya sendiri. Saya liat apakah udah lebih lancar dan jelas ngomongnya, terus seberapa bagus saya bisa meniru pengucapan penyanyi dalam lagu-lagu yang saya pelajari. Jadi, begitu saya bisa kasih tau sendiri seberapa jauh kemajuannya.
Assessing the Level of Achievement	
Peneliti :	Sejauh ini, apakah anda sudah mencapai target yang anda inginkan?
Siswa :	Ya, aku merasa udah cukup lumayan mencapai beberapa target yang aku inginkan dalam memperbaiki pengucapan bahasa Inggris lewat video lirik lagu di YouTube. Meski belum sempurna, tapi udah ada kemajuan yang cukup kentara dalam kemampuanku ngomongin kata-kata dan frasa-frasa dalam bahasa Inggris. Aku masih terus berusaha buat nambah kemampuan aku lebih jauh lagi dengan rajin berlatih dan eksposur yang lebih banyak ke materi pembelajaran.
Peneliti :	Apakah anda menjadi lebih percaya diri untuk berbicara dalam bahasa Inggris?
Siswa :	Ya, tentu! Sekarang aku jauh lebih pede untuk ngobrol dalam bahasa Inggris. Dulu, mungkin agak ragu dan kaku, tapi sekarang, setelah banyak latihan, aku merasa lebih santai dan percaya diri dengan kemampuan bicaraku dalam bahasa Inggris. Jadi, bisa dibilang ada peningkatan yang lumayan besar dalam rasa percaya diriku.
Peneliti :	Apakah anda pernah menggunakan alat untuk menguji pelafalan kosa kata bahasa Inggris?
Siswa :	Oke, pernah sih. aku suka coba fitur rekaman suara di

	<p>aplikasi kamus online atau app belajar bahasa Inggris. Terus, suka juga pakai Google Translate, lho. Dia bisa dengerin pengucapan kata-kata dalam bahasa Inggris. Gitu deh, dengan dengerin dan bandingin sama yang bener, bisa latihan pelafalan biar makin bagus. Meskipun nggak selalu sempurna, tapi pake alat-alat kayak gitu, bisa bantu aku terus-menerus naikin kemampuan pelafalanku.</p>
Generating Feedback	
Peneliti :	Pernahkah anda mendapat validasi dari teman atau guru anda bahwa anda mempunyai pelafalan bahasa Inggris yang bagus?
Siswa :	Kebanyakan validasi dari temen-temen
Peneliti :	Apakah anda meminta feedback dan orang lain?
Siswa :	Ya, seringnya sih aku dapat validasi dari teman atau guru bahwa pelafalanku bahasa Inggris udah mulai membaik. Mereka kasih feedback positif soal bagaimana aku bisa ngomongin kata-kata sama frasa-frasa dalam bahasa Inggris dengan lebih lancar dan jelas. Terus, mereka juga sering kasih saran atau koreksi yang bantu aku buat terus naikin kemampuan pengucapanku. Jadi, ini bikin aku lebih yakin kalau aku udah berada di jalur yang benar dalam memperbaiki pelafalanku dalam bahasa Inggris.
Peneliti :	Apakah anda juga melakukan evaluasi atau refleksi untuk kegiatan belajar anda menggunakan video lirik lagu bahasa Inggris?
Siswa :	Jelas! Seringkali, aku nge-review lagi apa yang udah aku pelajari, biasanya dengan ngeliat lirik lagu yang udah aku pelajari atau rekaman suara aku sendiri waktu lagi latihan. Aku tulis hal-hal yang udah berhasil aku pelajari dan yang masih butuh diperbaiki. Terus, aku pikirin gimana pelajaran

	itu bantu aku secara keseluruhan. Aku juga usahain minta feedback dari teman atau guru kalo bisa, trus aku pikirin juga saran-saran mereka buat perbaikan ke depannya. Ini bikin aku bisa ngerti kemajuan aku dan rencanain cara buat terus-menerus ngeperbaiki cara aku ngomong bahasa Inggris.
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Interview 3: with NAS (Nahda Ainun Sofia)

I. Jadwal Wawancara

- a. Tanggal, hari : 24 Maret 2024
- b. Waktu mulai : 16.00
- c. Waktu selesai : 17.30

II. Identitas Narasumber

- a. Nama : Nahda Ainun Sofia
- b. Kelas : PBI 2
- c. Nim : 202101060035
- d. Angkatan : 2021

III. Transkrip Wawancara

Setting Learning Goals	
Peneliti :	Mengapa anda memilih video Lirik lagu bahasa Inggris di YouTube untuk belajar pelafalan kosakata bahasa Inggris?
Siswa :	Karena saya memang suka nyanyi ya Ms. Jadi belajar pronunciaation dari video lirik lagu ini is the best choise. Karena mudah dan ngak bikin puyeng.
Peneliti :	Apa yang anda harapkan dapat dicapai dalam belajar pengucapan melalui video lirik lagu bahasa Inggris yang ada di YouTube tersebut?
Siswa :	Tujuan yang mau saya capai ya biar bisa pronounce words dengan benar. Biar bisa lebih percaya diri waktu ngomong pakek bahasa Inggris. Ya..improve di bagian speaking gitu, soalnya banyak juga kosa kata baru yang didapat di setiap

	lagunya.
Peneliti :	Berapa kali anda belajar pelafalan kosa kata bahasa Inggris menggunakan video Lirik lagu dalam sehari?
Siswa :	Sehari, saya biasanya meluangkan waktu untuk belajar pelafalan kosa kata bahasa Inggris menggunakan video lirik lagu sebanyak dua hingga tiga kali. Itu adalah frekuensi yang saya temukan cukup efektif untuk menjaga konsistensi dalam latihan pengucapan saya.
Peneliti :	Berapa lama waktu yang anda butuhkan untuk belajar di setiap sesinya?
Siswa :	Waktu yang saya habiskan untuk belajar di setiap sesi biasanya berkisar antara 30 hingga 60 menit. Saya menemukan bahwa durasi tersebut memberikan saya cukup waktu untuk fokus pada latihan pengucapan tanpa merasa terlalu lelah atau kehilangan konsentrasi.
Peneliti :	Apakah anda memilih untuk belajar pengucapan menggunakan video lirik lagu bahasa Inggris di keramaian?
Siswa :	Enggak ms, saya lebih sering belajar di kamar karena bisa lebih fokus
Planning the Course of Action	
Peneliti :	Sebelum anda belajar, apa saja yang anda siapkan untuk menunjang proses pembelajaran?
Siswa :	Saya nyiapin meja belajar, buku tulis buat oret-oretan, pen, dan headset Ms.
Peneliti :	Sejauh ini, berapa cara yang sudah anda gunakan untuk belajar pelafalan kosa kata bahasa Inggris melalui video lirik lagu bahasa Inggris di YouTube tersebut?
Siswa ;	Ada tiga cara Ms, yang pertama selalu take a notes, kedua saya ulang-ulang videonya sambil baca lirik, yang ketiga saya tiruin pengucapan per kata nya Ms

Peneliti :	Bagaimanaa cara anda mengimplementasikan cara tersebut ke dalam proses belajar anda?
Siswa :	Hemmm...saya nyatet lirik lagunya, terus nanti saya analisis kosa kata barunya, terjemahannya, sama part of speech nya apa ms, terus ada tuh kadang slang word gitu ms, nah...itu saya catet. Terus...saya juga ngulang-ngulang videonya sambil saya lihat lirik, saya ikutan nyanyi juga, kalau ada kata yang agak sulit buat dilafalkan, videonya saya pause dulu, terus saya niruin pengucapannya berkali-kali, kalau udah bisa, baru lanjut. Aku biasanya sampek hafal liriknya ms.
Managing Resources	
Peneliti :	Apakah anda membutuhkan atau bahkan menggunakan platform lain selain YouTube untuk membantu jalannya proses belajar?
Siswa :	Iya ms, aku pakek Google Translate buat cek arti kosa kata sama paart of speech dari kata yang aku temui itu.
Peneliti :	Berdasarkan cara belajar anda selama ini, bagaimana cara anda mengelola berbagai macam pilihan lagu yang berbeda dari segi genre hingga aksen, dan dialek yang terdapat di YouTube untuk digunakan sebagai bahan belajar pengucapan?
Siswa :	Sebenarnya, saya tidak memiliki jadwal yang kaku untuk lagu-lagu yang saya pilih untuk belajar. Saya lebih memilih untuk tetap fleksibel dan terbuka terhadap berbagai macam lagu yang tersedia di YouTube. Namun, terkadang saya cenderung memilih lagu-lagu dengan variasi yang berbeda setiap kali saya belajar, untuk memastikan saya terus terpapar dengan beragam gaya dan aksen berbicara.
Peneliti :	Bagaimana cara anda mengelola fitur-fitur yang terdapat di

	YouTube seperti fitur kecepatan pemutaran, fitur ulang, dan jeda, dll?
Siswa :	Hemm...biasanya pake fitur ulang itu kalau ada yang kelewat atau kurang jelas gitu, jadi aku klik back dua kali. Untuk yang jeda aku pakek kalau pas aku mau niruin pengucapan per kata atau per baris lagunya.
Monitoring the Learning Progress	
Peneliti :	Berdasarkan pengalaman anda sejauh ini, setelah berapa kali sesi belajar, anda merasakan ada peningkatan dalam pelafalan kosa kata bahasa Inggris anda?
Siswa :	Sejauh pengalaman saya, saya biasanya merasakan peningkatan dalam pelafalan kosa kata bahasa Inggris setelah beberapa sesi belajar yang konsisten. Ini bisa terjadi setelah sekitar 6 hingga 12 sesi belajar, tergantung pada seberapa sering saya latihan dan seberapa intensitasnya latihan saya. Pada saat itu, saya mulai merasa lebih percaya diri dan mampu mengucapkan kata-kata dengan lebih jelas dan lancar daripada sebelumnya.
Peneliti :	Bagaimana anda mengukur kemajuan anda dalam perbaikan pengucapan setelah menggunakan video lirik lagu bahasa Inggris tersebut?
Siswa :	Saya biasanya mengukur kemajuan saya dalam perbaikan pengucapan dengan beberapa cara. Pertama, saya membandingkan rekaman diri saya sendiri saat berlatih dengan rekaman pengucapan asli yang saya dengar dari video lirik lagu. Saya mencoba untuk menyesuaikan pengucapan saya agar sesuai dengan yang saya dengar dalam lagu tersebut. Kedua, saya meminta umpan balik dari teman atau keluarga yang dapat memperhatikan perbedaan dalam pengucapan saya seiring waktu. Mereka dapat memberi saya

	<p>masukannya yang berharga tentang kemajuan saya dan area yang masih perlu diperbaiki. Terakhir, saya juga mencoba untuk mengukur kemajuan saya dengan mencatat kata-kata atau frasa-frasa yang dulunya sulit diucapkan dengan benar namun sekarang telah saya kuasai dengan baik. Dengan cara ini, saya dapat melihat perkembangan saya dari waktu ke waktu.</p>
<p>Assessing the Level of Achievement</p>	
Peneliti :	<p>Sejauh ini, apakah anda sudah mencapai target yang anda inginkan?</p>
Siswa :	<p>Sejauh ini, saya rasa telah membuat beberapa langkah maju dalam perbaikan pengucapan bahasa Inggris saya. Meskipun belum mencapai seluruh target yang saya inginkan, saya merasa senang dengan progres yang telah saya buat. Saya akan terus melanjutkan latihan dengan santai dan tetap bersikap positif untuk mencapai sisa target saya di masa mendatang.</p>
Peneliti :	<p>Apakah anda menjadi lebih percaya diri untuk berbicara dalam bahasa Inggris?</p>
Siswa :	<p>Saya merasa telah menjadi lebih percaya diri dalam berbicara dalam bahasa Inggris seiring dengan meningkatnya kemampuan pengucapan saya.</p>
Peneliti :	<p>Bagaimana anda mengukur tingkat kepercayaan diri anda?</p>
Siswa :	<p>Saya mengukur tingkat kepercayaan diri saya dalam berbicara bahasa Inggris dengan memperhatikan perasaan dan respons saya dalam situasi komunikasi berbahasa Inggris. Ketika saya merasa lebih nyaman dan percaya diri dalam menyampaikan gagasan atau berinteraksi dengan orang lain dalam bahasa Inggris, saya menganggap itu sebagai indikator bahwa kepercayaan diri saya meningkat.</p>

	Saya juga memperhatikan apakah saya lebih berani untuk mengambil bagian dalam percakapan atau situasi berbicara dalam bahasa Inggris tanpa rasa ragu atau ketakutan yang berlebihan.
Peneliti :	Apakah anda pernah menggunakan alat untuk menguji pelafalan kosa kata bahasa Inggris?
Siswa :	Tentu! Saya pernah coba beberapa alat atau aplikasi buat ngecek pelafalan bahasa Inggris. Misalnya Google Translate atau Duolingo, gitu. Nah, di situ ada fitur buat merekam suara kita trus dibandingin sama suara aslinya. Lumayan lah buat latihan dan ngasih tahu kita apa yang perlu diperbaiki.
Peneliti :	Apakah lawan bicara anda memahami apa yang anda ucapkan ketika berbicara dalam bahasa Inggris?
Siswa :	Iyah temen-temen saya selalu paham. Saya juga ngajar les privat, dan ngajarnya full English ms, ya alhamdulillah mereka paham yang saya jelaskan.
Generating Feedback	
Peneliti :	Pernahkah anda mendapat validasi dari teman atau guru anda bahwa anda mempunyai pelafalan bahasa Inggris yang bagus?
Siswa :	Iyah temen-temen tentor saya beberapa kali bilang kalau speaking saya bagus, kan kalau speaking nya bagus itu berarti pronunciationnya juga bagus, klo ngk bagus, bakal amburadul speakingnya.
Peneliti :	Apakah anda meminta feedback dan orang lain?
Siswa :	Iyah ms, ya kayak ke kakak tingkat atau temen saya yang lebih jago bahasa Inggris nya. Saya ajakin komunikasi bahasa Inggris, terus saya mintain masukan gitu.
Peneliti :	Apakah anda juga melakukan evaluasi atau refleksi untuk kegiatan belajar anda menggunakan video lirik lagu bahasa

	Inggris?
Siswa :	Karena saya suka nyanyi dan suara saya lumayan bagus lah ms, jadi saya karaoke an dong, nanti sambil saya record, nah terus habis itu saya dengerin ulang, kalau misal ada yang kurang pas, ya saya pelajari lagi.



Appendix 7

Open Questionnaire

Kuesioner Penelitian

Hello!

Nama saya Eka Risky Wahyuni, saya adalah salah satu mahasiswi di (FTIK) Fakultas Tarbiyah dan Ilmu Keguruan, tepatnya di prodi Tadris Bahasa Inggris angkatan 2020. Saat ini saya sedang melakukan penelitian di prodi Tadris Bahasa Inggris dan judul penelitian saya adalah "University Students' Self-Directed Learning Strategies in Learning Pronunciation Through YouTube English Song Lyric Video". Untuk kepentingan penelitian ini, saya mohon ketersediaanya untuk mengisi setiap pertanyaan dengan sejujur-jujurnya. Pengisian form hanya bisa dilakukan sekali untuk mengantisipasi double data. Jawaban yang akan anda berikan pada penelitian ini tidak akan mempengaruhi nilai akademik anda.

Mohon perhatian : Questionnaire ini hanya untuk mahasiswa/mahasiswi Tadris Bahasa Inggris yang terpilih sebagai subject untuk penelitian ini dan sebelumnya sudah melewati sesi interview.

Nama Lengkap *

Anika Hikamul Asror

NIM *

204101060002

Kelas *

- TBI 01
- TBI 02
- TBI 03

Angkatan *

- 2020
- 2021
- 2022
- 2023

1. Mengapa anda memilih untuk belajar pengucapan menggunakan lirik lagu bahasa Inggris di YouTube? Dan apa tujuan yang ingin anda capai? *

Saya memilih belajar pengucapan melalui lirik lagu bahasa Inggris di YouTube karena saya merasa lebih santai dan menyenangkan. Tujuan saya sederhana: untuk bisa bicara bahasa Inggris dengan lebih lancar dan jelas. Lagi pula, dengan cara ini, saya bisa lebih familiar dengan berbagai aksen dan cara berbicara yang berbeda-beda.

2. Bagaimana cara anda menentukan lagu yang akan digunakan untuk belajar pengucapan dari banyaknya pilihan video lirik lagu yang berbeda dari segi makna, genre, dan aksen? *

Saya biasanya memilih lagu berdasarkan beberapa faktor. Pertama-tama, saya memilih lagu yang saya sukai, karena akan lebih mudah bagi saya untuk terlibat dan termotivasi dalam pembelajaran. Selain itu, saya mencari lagu yang memiliki tempo dan ritme yang cocok untuk latihan pengucapan, dengan kata-kata yang jelas dan mudah dimengerti. Saya juga mencoba memilih lagu-lagu yang dinyanyikan oleh penyanyi dengan aksen yang berbeda-beda, sehingga saya dapat terbiasa dengan variasi aksen dalam bahasa Inggris. Terkadang saya juga mencoba memilih lagu yang memiliki lirik yang bervariasi, sehingga saya bisa belajar tentang kosakata dan frase yang berbeda. Overall, saya mencoba untuk menjaga variasi dan fleksibilitas dalam pemilihan lagu agar pembelajaran saya tetap menarik dan efektif.

3. Apakah anda menggunakan alat tambahan seperti kamus atau aplikasi penerjemah untuk membantu proses belajar pengucapan menggunakan video lirik lagu bahasa Inggris? Jika iya, bagaimana anda menggunakannya? *

Seringkali saya mengandalkan aplikasi U-Dictionary atau Google translate untuk membantu saat belajar pengucapan menggunakan video lirik lagu bahasa Inggris. Misalnya, jika saya menemui kata yang tidak familiar, saya akan mencarinya di aplikasi penerjemah untuk memahami artinya. Dengan begitu, saya bisa lebih memahami konteks lirik lagu dan meningkatkan pengucapan saya dengan lebih baik.

4. Apa strategi yang anda gunakan untuk belajar pengucapan menggunakan video lirik lagu bahasa Inggris yang ada di YouTube? Dan bagaimana cara anda menerapkan strategi tersebut? *

Cara saya simpel: dengar lagu, ikuti lirik, tirukan, rekam, evaluasi. Semoga pelan-pelan bisa lebih baik!

5. Apa yang anda lakukan jika anda menemukan kosa kata atau frasa yang sulit untuk anda ucapkan dengan benar saat menyanyikan lagu? *

Kalau ada kata atau frasa yang susah, biasanya saya catat dulu. Terus, saya latihan terus sampai bisa. Kadang juga cari artinya atau lihat cara pengucapannya di internet. Intinya, terus berlatih tanpa terlalu khawatir detailnya. Yang penting, progresnya jalan terus.

6. Bagaimana anda menyeimbangkan antara menghafal lirik lagu dan fokus pada pelafalan kosa kata dengan benar? *

Biasanya, saya mulai dengan menghafal lirik lagu secara keseluruhan untuk mendapatkan pemahaman umum tentang bagaimana lagu tersebut terdengar dan dirasakan. Setelah itu, saya fokus pada pelafalan kosa kata dengan lebih rinci. Jadi, secara umum, saya lebih condong untuk menghafal lirik secara keseluruhan terlebih dahulu sebelum memperbaiki pelafalan per kata yang sulit.

7. Apakah anda juga memanfaatkan fitur yang tersedia di YouTube seperti fitur ulang dan jeda? Jika iya, bagaimana anda menggunakannya dalam proses belajar pengucapan anda? *

Ya, saya sering gunakan fitur ulang untuk mendengarkan bagian yang susah, dan fitur jeda saat saya mau fokus pada pelafalan yang sulit. Itu membantu saya untuk latihan dengan lebih efektif.

8. Apakah anda merasa lebih percaya diri dalam berbicara bahasa Inggris setelah menggunakan metode ini untuk belajar pengucapan? Bagaimana cara anda mengetahuinya? *

Iya, saya jadi lebih yakin saat ngobrol bahasa Inggris setelah metode belajar ini. Cara saya tahu, karena saya ngerasa kemampuan pengucapan saya makin bagus dan bisa ngomong dengan lebih lancar. Teman-teman juga sering bilang kalau mereka ngerasa aku udah makin jago bahasa Inggrisnya. Jadi, semuanya bikin aku lebih percaya diri.

9. Berapa banyak waktu yang anda alokasikan setiap harinya untuk belajar Pengucapan menggunakan video lirik lagu bahasa Inggris di YouTube? *

Saya biasanya luangkan sekitar 30 menit hingga 1 jam tiap hari buat belajar pengucapan lewat video lirik lagu di YouTube. Tapi kadang-kadang bisa lebih lama atau lebih pendek tergantung dari kesibukan saya hari itu.

10. Bagaimana anda mengukur kemajuan anda dalam perbaikan pengucapan setelah menggunakan video lirik lagu bahasa Inggris? *

Untuk melihat kemajuan dalam perbaikan pengucapan saya setelah menggunakan video lirik lagu bahasa Inggris, saya biasanya mendengarkan rekaman suara saya sendiri sebelumnya dan membandingkannya dengan yang baru. Saya juga mencatat kata-kata atau frase yang dulunya sulit diucapkan, dan saya perhatikan apakah saya bisa melafalkannya dengan lebih baik sekarang. Selain itu, jika ada teman atau orang lain yang memberi umpan balik positif tentang perbaikan pengucapan saya, itu juga menjadi indikasi kemajuan yang saya buat.

11. Sejauh ini, Apakah anda sudah berhasil mencapai tujuan atau target yang anda Inginkan? *
Bagaimana anda mengukur Pencapaian anda tersebut?

Sampai sekarang, saya cukup puas dengan kemajuan yang saya buat dalam belajar pengucapan melalui video lirik lagu bahasa Inggris. Saya mengukur pencapaian saya dengan melihat seberapa baik saya bisa mengucapkan kata-kata yang dulunya sulit bagi saya. Meskipun belum mencapai semua tujuan, saya melihat adanya perbaikan yang cukup signifikan.

12. Apa yang anda lakukan untuk mengevaluasi atau merefleksikan kegiatan belajar pengucapan anda menggunakan video lirik lagu bahasa Inggris? *

Biasanya, saya mengevaluasi cara belajar pengucapan saya dengan melihat kemampuan saya mengucapkan kata-kata yang sulit dan mencatat perkembangan yang telah saya buat. Saya juga meminta pendapat teman atau orang lain yang mendengarkan saya berbicara dalam bahasa Inggris. Ini membantu saya untuk menyesuaikan dan meningkatkan cara belajar saya agar lebih efektif.

13. "Feedback dari orang lain itu tidak penting untuk proses belajar anda", bagaimana tanggapan anda akan hal tersebut? *

Menurutku, feedback dari orang lain penting banget dalam belajar. Dengan dengerin pendapat mereka, kita bisa lihat kelebihan dan kekurangan kita, serta dapet saran buat memperbaiki diri. Jadi, menurutku, feedback itu penting banget buat kemajuan kita dalam belajar.

Jika saya membutuhkan jawaban anda lebih lengkap terkait jawaban yang sudah anda berikan, bersediaah anda untuk saya hubungi? *

- YA, bersedia
- TIDAK, tidak bersedia

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UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Kilonotes

Kuesioner Penelitian

Hello!

Nama saya Eka Risky Wahyuni, saya adalah salah satu mahasiswi di (FTIK) Fakultas Tarbiyah dan Ilmu Keguruan, tepatnya di prodi Tadris Bahasa Inggris angkatan 2020. Saat ini saya sedang melakukan penelitian di prodi Tadris Bahasa Inggris dan judul penelitian saya adalah "University Students' Self-Directed Learning Strategies in Learning Pronunciation Through YouTube English Song Lyric Video". Untuk kepentingan penelitian ini, saya mohon ketersediaanya untuk mengisi setiap pertanyaan dengan sejujur-jujurnya. Pengisian form hanya bisa dilakukan sekali untuk mengantisipasi double data. Jawaban yang akan anda berikan pada penelitian ini tidak akan mempengaruhi nilai akademik anda.

Mohon perhatian : Questionnaire ini hanya untuk mahasiswa/mahasiswi Tadris Bahasa Inggris yang terpilih sebagai subject untuk penelitian ini dan sebelumnya sudah melewati sesi interview.

Nama Lengkap *

Farah Malikaz Zumala

NIM *

202101060035

Kelas *

- TBI 01
- TBI 02
- TBI 03

Angkatan *

- 2020
- 2021
- 2022
- 2023

1. Mengapa anda memilih untuk belajar pengucapan menggunakan lirik lagu bahasa Inggris *
di YouTube? Dan apa tujuan yang ingin anda capai?

Aku memilih belajar pengucapan menggunakan lirik lagu bahasa Inggris di YouTube karena aku merasa lebih menyenangkan dan menarik dibandingkan metode belajar lainnya. Tujuan aku adalah untuk meningkatkan kemampuan pengucapan bahasa Inggris saya secara lebih alami dan tidak formal.

2. Bagaimana cara anda menentukan lagu yang akan digunakan untuk belajar pengucapan *
dari banyaknya pilihan video lirik lagu yang berbeda dari segi makna, genre, dan aksen?

Biasanya aku pilih lagu berdasarkan apa yang aku suka dengar. Aku lebih suka lagu yang liriknya jelas dan bisa aku pahami dengan mudah. Selain itu, aku juga suka lagu-lagu yang beat-nya enak dan cocok dengan suasana hati aku. Aku nggak terlalu mikirin genre atau aksen sih, yang penting lagunya enak didengar dan bisa membantu aku belajar pengucapan bahasa Inggris dengan lebih asyik.

3. Apakah anda menggunakan alat tambahan seperti kamus atau aplikasi penerjemah untuk *
membantu proses belajar pengucapan menggunakan video lirik lagu bahasa Inggris? Jika
iya, bagaimana anda menggunakannya?

iya, kadang-kadang aku pakai kamus online atau aplikasi penerjemah buat ngebantu aku. Misalnya kalo ada kata-kata yang belum aku pahami, aku coba cari artinya pake aplikasi itu. Biasanya aku tinggal ketik aja kata yang aku ga ngerti, terus aplikasinya bakal kasih tau artinya. Jadi, bisa bantu banget buat ngertiin maksud dari lirik lagu yang lagi aku pelajari.

4. Apa strategi yang anda gunakan untuk belajar pengucapan menggunakan video lirik lagu bahasa Inggris yang ada di YouTube? Dan bagaimana cara anda menerapkan strategi tersebut? *

Nah, strategi aku simpel aja sih. Pertama, aku dengerin lagunya dengan teliti sambil baca liriknya. Terus, aku coba tiru cara penyanyi itu ngomong kata-kata yang sulit. aku selalu mencatat juga, aku juga sering ulang-ulang bagian yang susah supaya bisa dikuasai. Kadang-kadang aku rekam suara aku sendiri buat aku dengerin lagi, biar bisa dibandingin sama penyanyi aslinya. Jadi, itu cara aku untuk belajar pengucapan pake video lirik lagu di YouTube. Santai aja sih, asal serius.

5. Apa yang anda lakukan jika anda menemukan kosa kata atau frasa yang sulit untuk anda ucapkan dengan benar saat menyanyikan lagu? *

Aku ulang-ulang sampai bisa dulu

6. Bagaimana anda menyeimbangkan antara menghafal lirik lagu dan fokus pada pelafalan kosa kata dengan benar? *

Ya, jadi, aku lebih fokus ke pelafalan kosa kata ketimbang menghafal liriknya secara langsung. Ketika aku dengar lagu, aku coba fokus dulu pada bagaimana penyanyi melafalkan setiap kata dengan benar. Kalau ada kata yang sulit, aku ulang-ulang sampai aku bisa melafalkannya dengan benar. Baru setelah itu, aku coba menghafal liriknya. Jadi, pelafalan kosa kata itu prioritas utamaku, tapi tentu saja aku juga mencoba menghafal liriknya seiring waktu.

7. Apakah anda juga memanfaatkan fitur yang tersedia di YouTube seperti fitur ulang dan jeda? Jika iya, bagaimana anda menggunakannya dalam proses belajar pengucapan anda? *

Ya, aku sering memanfaatkan fitur-fitur seperti ulang dan jeda di YouTube. Ketika aku menemui bagian lagu yang sulit, aku sering memutar ulangnya beberapa kali sampai aku bisa mengikutinya dengan baik. Juga, aku menggunakan fitur jeda ketika aku perlu waktu lebih untuk mengulang kata atau frasa yang sulit. Jadi, fitur-fitur itu membantu proses pembelajaranku melalui video lirik lagu di YouTube.

8. Apakah anda merasa lebih percaya diri dalam berbicara bahasa Inggris setelah menggunakan metode ini untuk belajar pengucapan? Bagaimana cara anda mengetahuinya? *

Setelah menggunakan metode ini, aku merasa lebih percaya diri saat berbicara bahasa Inggris, terutama dalam mengucapkan kata-kata yang sebelumnya sulit.

9. Berapa banyak waktu yang anda alokasikan setiap harinya untuk belajar Pengucapan menggunakan video lirik lagu bahasa Inggris di YouTube? *

aku biasanya menghabiskan sekitar satu jam setiap hari untuk belajar pengucapan dengan menonton video lirik lagu bahasa Inggris di YouTube.

10. Bagaimana anda mengukur kemajuan anda dalam perbaikan pengucapan setelah menggunakan video lirik lagu bahasa Inggris? *

aku biasanya memperhatikan bagaimana aku bisa mengucapkan kata-kata atau frasa-frasa yang sebelumnya sulit dengan lebih lancar dan jelas. Selain itu, aku juga merekam dan membandingkan suara aku dengan penyanyi aslinya.

11. Sejauh ini, Apakah anda sudah berhasil mencapai tujuan atau target yang anda Inginkan? *
Bagaimana anda mengukur Pencapaian anda tersebut?

Oke, jadi sampai sekarang, kayaknya udah ada kemajuan gitu dalam belajar pengucapan. Aku bisa ngerasa kalo pelafalan aku udah lebih baik dari sebelumnya. Aku biasanya ngukurinya dari cara aku ngomong dan rasa percaya diri aku waktu ngobrol dalam bahasa Inggris. Meskipun belum sampe 100% target, tapi aku udah cukup puas dengan progres yang udah aku capai.

12. Apa yang anda lakukan untuk mengevaluasi atau merefleksi kegiatan belajar pengucapan anda menggunakan video lirik lagu bahasa Inggris? *

Untuk mengevaluasi cara belajarku, biasanya aku dengerin ulang rekaman suaraku sendiri waktu lagi nyanyi lagu. Terus aku bandingin sama lagu aslinya dari penyanyinya. Kadang-kadang juga aku rekam sendiri waktu lagi ngomong dalam bahasa Inggris dan dengerin lagi buat liat kemajuanku. Aku juga suka ngeliat feedback dari teman-teman atau guru bahasa Inggrisku kalo mereka ngasih masukan. Pokoknya gitu lah, sambil terus-menerus refleksi dan cari cara buat lebih baik lagi.

13. "Feedback dari orang lain itu tidak penting untuk proses belajar anda", bagaimana tanggapan anda akan hal tersebut? *

Menurut aku sih, feedback dari orang lain itu penting banget buat proses belajar. Mereka bisa ngasih saran atau masukan yang bisa bikin aku jadi lebih baik. Jadi ya, menurut aku sih, feedback itu nggak bisa dianggap remeh.

Jika saya membutuhkan jawaban anda lebih lengkap terkait jawaban yang sudah anda berikan, bersediakah anda untuk saya hubungi? *

- YA, bersedia
- TIDAK, tidak bersedia

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Kilonotes

Kuesioner Penelitian

Hello!

Nama saya Eka Risky Wahyuni, saya adalah salah satu mahasiswi di (FTIK) Fakultas Tarbiyah dan Ilmu Keguruan, tepatnya di prodi Tadris Bahasa Inggris angkatan 2020. Saat ini saya sedang melakukan penelitian di prodi Tadris Bahasa Inggris dan judul penelitian saya adalah "University Students' Self-Directed Learning Strategies in Learning Pronunciation Through YouTube English Song Lyric Video". Untuk kepentingan penelitian ini, saya mohon ketersediaanya untuk mengisi setiap pertanyaan dengan sejujur-jujurnya. Pengisian form hanya bisa dilakukan sekali untuk mengantisipasi double data. Jawaban yang akan anda berikan pada penelitian ini tidak akan mempengaruhi nilai akademik anda.

Mohon perhatian : Questionnaire ini hanya untuk mahasiswa/mahasiswi Tadris Bahasa Inggris yang terpilih sebagai subject untuk penelitian ini dan sebelumnya sudah melewati sesi interview.

Nama Lengkap *

Nanda Ainun Sofia

NIM *

211101060014

Kelas *

TBI 01

TBI 02

TBI 03

Angkatan *

- 2020
- 2021
- 2022
- 2023

1. Mengapa anda memilih untuk belajar pengucapan menggunakan lirik lagu bahasa Inggris di YouTube? Dan apa tujuan yang ingin anda capai? *

Jadi karena suka nyanyi, saya menemukan belajar pronunciation dari video lirik lagu bahasa Inggris di YouTube akan sangat menyenangkan. Tujuan saya biar bisa ngomong Inggris lebih percaya diri dan lebih baik.

2. Bagaimana cara anda menentukan lagu yang akan digunakan untuk belajar pengucapan dari banyaknya pilihan video lirik lagu yang berbeda dari segi makna, genre, dan aksen? *

Biasanya saya pilih lagu yang familiar dan cocok dengan selera musik saya. Lagu-lagu yang memiliki lirik yang jelas dan mudah dipahami juga lebih menarik bagi saya. saya juga suka mencoba lagu-lagu dengan aksen yang berbeda-beda untuk melatih pendengaranku terhadap variasi aksen dalam bahasa Inggris, tetapi saya tetap fleksibel.

3. Apakah anda menggunakan alat tambahan seperti kamus atau aplikasi penerjemah untuk membantu proses belajar pengucapan menggunakan video lirik lagu bahasa Inggris? Jika iya, bagaimana anda menggunakannya? *

Ya, kadang-kadang saya menggunakan aplikasi penerjemah untuk memahami arti kata-kata yang kurang saya mengerti dalam lirik lagu.

4. Apa strategi yang anda gunakan untuk belajar pengucapan menggunakan video lirik lagu bahasa Inggris yang ada di YouTube? Dan bagaimana cara anda menerapkan strategi tersebut? *

Pertama, saya biasanya dengerin lagu itu dulu, fokus sama pengucapan dan intonasi per katanya. saya juga mencatat lirik lagu dan mencari tau terjemahannya. Terus, saya ulang-ulang beberapa bagian yang pengucapannya susah, sambil coba nyanyiin sendiri. Kadang saya juga rekam suara sendiri buat dibandingin dengan suara penyanyi aslinya. Nah, pas lagi nyoba pengucapannya, saya sering pakai fitur ulang dan jeda di YouTube buat kontrol tempo dan melatih ritme pembicaraan.

5. Apa yang anda lakukan jika anda menemukan kosa kata atau frasa yang sulit untuk anda ucapkan dengan benar saat menyanyikan lagu? *

Kalau saya nemuin kata-kata atau frase yang susah, saya biasanya ulang-ulang berkali-kali sambil mencoba mengucapkannya dengan benar. Terus, kadang saya juga cari terjemahan dan arti dari kata-kata yang susah itu, supaya saya bisa lebih paham bagaimana seharusnya mengucapkannya dengan benar.

6. Bagaimana anda menyeimbangkan antara menghafal lirik lagu dan fokus pada pelafalan kosa kata dengan benar? *

Saya biasanya mulai dengan mendengarkan lagu dan mencoba menghafalkan liriknya. Setelah itu, saya fokus pada pelafalan kosa kata yang sulit atau yang perlu diperbaiki. Jadi, saya mencoba menyeimbangkan antara menghafal lirik dan memperbaiki pelafalan kosa kata secara bersamaan.

7. Apakah anda juga memanfaatkan fitur yang tersedia di YouTube seperti fitur ulang dan jeda? Jika iya, bagaimana anda menggunakannya dalam proses belajar pengucapan anda? *

Iya, saya menggunakan fitur ulang dan jeda di YouTube. Ketika saya menemukan bagian lagu yang sulit untuk diucapkan, saya menggunakan fitur jeda untuk memberi waktu ekstra untuk mengulang bagian tersebut. Sementara fitur ulang saya gunakan untuk mengulang bagian lagu yang ingin saya pelajari lebih lanjut, termasuk pengucapan kosa kata yang sulit. Itu membantu saya fokus dan memperbaiki pelafalan saya dengan lebih efektif.

8. Apakah anda merasa lebih percaya diri dalam berbicara bahasa Inggris setelah menggunakan metode ini untuk belajar pengucapan? Bagaimana cara anda mengetahuinya? *

Ya, saya merasa lebih percaya diri dalam berbicara bahasa Inggris setelah menggunakan metode ini untuk belajar pengucapan. Saya mengetahuinya karena sekarang saya dapat mengucapkan kata-kata dengan lebih lancar dan jelas, dan saya tidak lagi merasa ragu-ragu saat berbicara dalam bahasa Inggris. Saya juga lebih percaya diri dalam menyanyikan lagu-lagu berbahasa Inggris karena saya merasa mampu mengikuti pengucapan dengan lebih baik.

9. Berapa banyak waktu yang anda alokasikan setiap harinya untuk belajar Pengucapan menggunakan video lirik lagu bahasa Inggris di YouTube? *

Saya biasanya mengalokasikan sekitar 30 hingga 60 menit setiap harinya untuk belajar pengucapan menggunakan video lirik lagu bahasa Inggris di YouTube. Namun, terkadang saya bisa menghabiskan lebih banyak waktu jika ada lagu yang ingin saya pelajari dengan lebih teliti.

10. Bagaimana anda mengukur kemajuan anda dalam perbaikan pengucapan setelah menggunakan video lirik lagu bahasa Inggris? *

Saya mengukur kemajuan saya dalam perbaikan pengucapan dengan mendengarkan rekaman suara saya sendiri saat menyanyikan lagu-lagu tersebut. Saya juga memperhatikan apakah saya mampu mengucapkan kata-kata dengan lebih jelas dan lancar dari sebelumnya. Terkadang saya juga meminta pendapat dari teman atau keluarga untuk memberi masukan tentang perbaikan pengucapan saya.

11. Sejauh ini, Apakah anda sudah berhasil mencapai tujuan atau target yang anda Inginkan? * Bagaimana anda mengukur Pencapaian anda tersebut?

Saya senang melihat perkembangan saya dalam belajar pengucapan melalui video lirik lagu bahasa Inggris di YouTube. Saya merasa semakin percaya diri dalam berbicara bahasa Inggris, dan kemampuan saya dalam mengucapkan kata-kata secara jelas terasa semakin meningkat. Meskipun belum mencapai target sepenuhnya, saya yakin bahwa saya sudah hampir untuk mencapai tujuan tersebut.

12. Apa yang anda lakukan untuk mengevaluasi atau merefleksikan kegiatan belajar pengucapan anda menggunakan video lirik lagu bahasa Inggris? *

Untuk mengevaluasi dan merefleksikan kegiatan belajar pengucapan saya menggunakan video lirik lagu bahasa Inggris, saya biasanya melakukan beberapa hal. Pertama, saya mencatat kosa kata atau frasa yang masih sulit untuk diucapkan dengan benar dan berusaha untuk memperbaikinya dalam sesi belajar berikutnya. Saya juga mendengarkan rekaman suara saya sendiri saat menyanyikan lagu untuk melihat kemajuan pengucapan saya dari waktu ke waktu. Selain itu, saya kadang-kadang meminta teman atau keluarga untuk memberikan umpan balik terhadap pengucapan saya, meskipun hal ini tidak selalu saya lakukan. Dengan cara ini, saya dapat mengetahui area mana yang masih perlu diperbaiki dan mengukur kemajuan saya dalam belajar pengucapan bahasa Inggris.

13. "Feedback dari orang lain itu tidak penting untuk proses belajar anda", bagaimana tanggapan anda akan hal tersebut? *

saya kurang setuju, seperti yang sudah saya bilang bahwa saya juga meminta feedback dari orang lain untuk mengevaluasi kegiatan belajar saya

Jika saya membutuhkan jawaban anda lebih lengkap terkait jawaban yang sudah anda berikan, bersediakah anda untuk saya hubungi? *

- YA, bersedia
- TIDAK, tidak bersedia



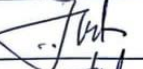

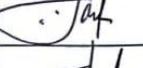
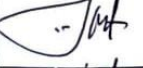

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Google Formulir

Appendix 8

Research Journal

Uncovering University Students' Self-Directed Learning Strategies in Learning Pronunciation through YouTube English Song Lyric Video

No	Day/Date	Activity	Signature
1	25 th of December 2023- 21 st of February 2024	The researcher conducted pre-research activity to select research subject by delivering online questionnaire by google form and reading aloud test by WhatsApp group	
2	19 th of March 2024	The researcher confirmed the research permission	
3	20 th of March 2024	The researcher interviewed the first student as the research subject	
4	22 nd of March 2024	The researcher interviewed the second student as the research subject	
5	24 th of March 2024	The researcher interviewed the third student as the research subject	
6	1 st of April 2024	The researcher delivered open questionnaire by google form to all research subjects	
7	17 th of April 2024	The researcher asked a letter of research finishing	

Researcher



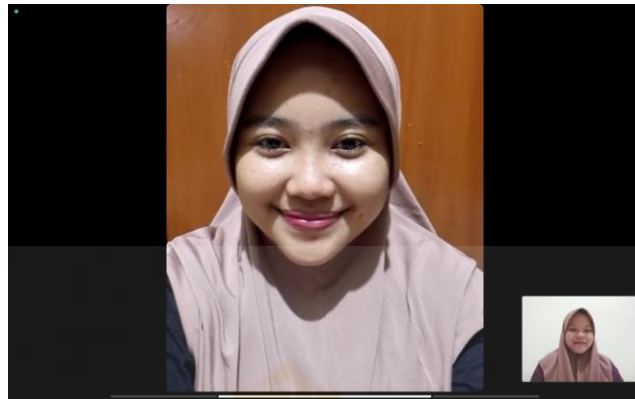
Eka Risky Wahyuni

Jember, 16th of April 2024

Head of English education program



Dewi Nurul Oomarivah, M.Pd.
NIP. 197901272007102003

Appendix 9

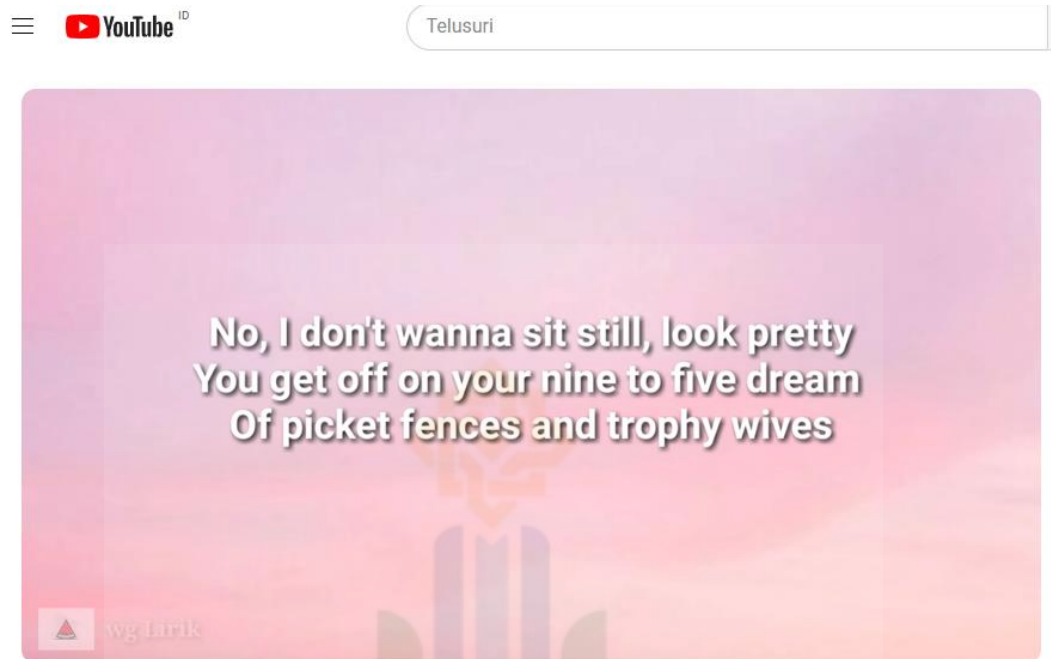
Interview Session with FMZ (Farah Malikaz Zumala)



Interview Session with AHA (Anika Hikamul Asror)



Interview Session with NAS (Nahda Ainun Sofia)

Appendix 10 YouTube English Song Lyric Video

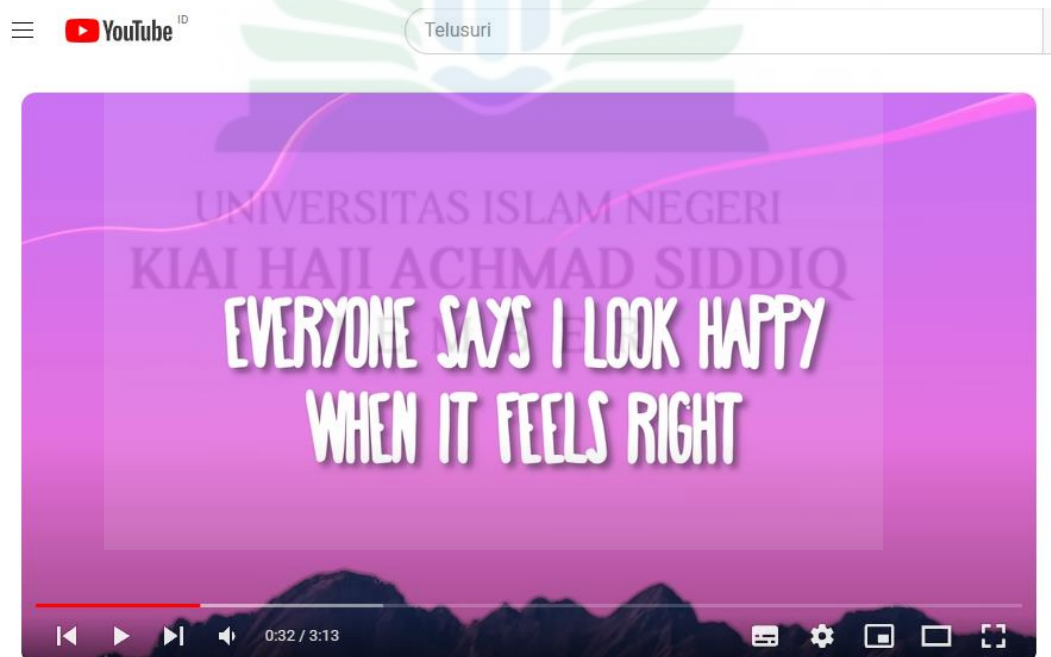
The image shows a YouTube video player interface. At the top left is the YouTube logo. To its right is a search bar containing the text "Telusuri". The video player area has a pinkish-red background with white lyrics centered on the screen. In the bottom left corner of the video area, there is a small logo for "wg Lirik".

☰ YouTube^{ID}

No, I don't wanna sit still, look pretty
You get off on your nine to five dream
Of picket fences and trophy wives

wg Lirik

Daya - Sit Still Look Pretty (lyrics)



The image shows a YouTube video player interface. At the top left is the YouTube logo. To its right is a search bar containing the text "Telusuri". The video player area has a purple background with white lyrics centered on the screen. At the top of the video area, the text "UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ" is visible. At the bottom of the video area, there is a video player control bar showing the progress at 0:32 / 3:13 and various control icons.

☰ YouTube^{ID}

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ

EVERYONE SAYS I LOOK HAPPY
WHEN IT FEELS RIGHT

0:32 / 3:13

Miley Cyrus - Angels Like You

Appendix 11



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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 Website:www.http://ftik.uinkhas-jember.ac.id Email: tarbiyah.iainjember@gmail.com

Nomor : B-6036/In.20/3.a/PP.009/03/2024

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala FTIK UIN KHAS JEMBER

Jl. Mataram No. 01, Karang Miuwo, Mangli, Kec. Kaliwates, Kabupaten Jember, Jawa Timur

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : 204101060004
 Nama : EKA RISKY WAHYUNI
 Semester : Semester delapan
 Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "University Students Self-Directed Learning Strategies in Learning Pronunciation through YouTube English Song Lyric Video" selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak/Ibu Dr. H. Abdul Mu'is, M.Si.

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 19 Maret 2024

Dekan,

Ket. Dekan Bidang Akademik,



KHOTIBUL UMAM

Appendix 12



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
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SURAT KETERANGAN
 Nomor : B. 215/Un.22/3.a/PP.00.9/04/2023

Yang bertanda tangan di bawah ini,

Nama : Dr. Khotibul Umam, M.A
 NIP : 197506042007011025
 Jabatan : Lektor Kepala/ Wakil Dekan Bidang Akademik
 FTIK UIN KHAS Jember

dengan ini menerangkan bahwa

Nama : Eka Risky Wahyuni
 NIM : 204101060004
 Program Studi : Tadris Bahasa Inggris
 Semester : VIII
 Judul Penelitian : Uncovering University Student's Self-Directed Learning Strategies in Learning Pronunciation through YouTube English Song Lyric Video

benar-benar telah menyelesaikan penelitian mulai 1 Maret 2024 sampai dengan 10 Mei 2024 di Fakultas Tarbiyah dan Ilmu Keguruan Jember UIN Kiai Haji Achmad Siddiq Jember.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Jember, 20 Mei 2024

Dekan,
 Wakil Dekan Bid. Akademik,



Khotibul Umam

Appendix 13



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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SURAT KETERANGAN LULUS CEK TURNITIN

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

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 Judul Karya Ilmiah : Uncovering University students' Self-directed Learning Strategies in Learning Pronunciation Through YouTube English Song Lyric Video
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(LAILY YUNITA SUSANTI)

Appendix 14**STATEMENT OF AUTHENTICITY**

The undersigned below:

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SRN : 204101060004
Major : Tadris Bahasa Inggris
Faculty : Tarbiyah dan Ilmu Keguruan
Institution : UIN Kiai Haji Achmad Siddiq

Stated that this thesis untitled "Uncovering University Students' Self-Directed Learning Strategies in Learning Pronunciation through YouTube English Song Lyric Video" is truly my original work. It does not incorporate any material previously written by another person except those indicate in quotation and references. Do the fact, I am only person who is responsible for the thesis if there is any objection or claim for other.

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J E M B E

Jember, 25th of May 2024


Eka Risky Wahyuni
204101060004

Appendix 15**CURRICULUM VITAE**

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 Senior High School : MA Nurul Jadid

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