

PREFACE

Pronunciation is a crucial aspect of learning English as a foreign language (EFL) that enables learners to achieve comfortable intelligibility. In the Indonesian context, the challenge of pronunciation becomes more complex due to the differences in the phonological systems between Indonesian and English. This study aims to explore junior high school students' experiences learning pronunciation through video-based shadowing in an EFL classroom. Videos, as authentic visual and audio materials, provide natural pronunciation models within meaningful contexts.

This study is relevant to English teachers regarding innovative classroom strategies and provides useful insights for curriculum developers. The findings of this study are intended to provide insights into students' pronunciation learning experiences. This study was motivated by a deep need to understand how EFL learners experience and make sense of pronunciation learning when shadowing techniques are integrated with video in a classroom setting.

This thesis presents the theoretical background of the study and details the qualitative case study methodology, which includes data collection through semi-structured interviews. The researchers sincerely invite readers to consider the insights this study offers for understanding students' lived experiences in pronunciation learning through video-based shadowing.

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