

ABSTRACT

Gita Yulia Wardhani, 1142040048. Teaching English Pronunciation to Junior High School through Animation Videos (A Case Study of the Seventh Grade Students at MTS Ma'arif Jatinangor) in the Academic Year 2018/2019.

Nowadays, the development of technology leads students to have many resources to learn English both inside the class and even in daily communication. Some teaching media can be used to get students' interest in learning English pronunciation. For example, using video (Audio-visual media). In this paper, the authors tried to reveal teaching English pronunciation to junior high school through animation videos.

Specifically, the purposes of this research are: 1) to find out the process of using animation videos to teach English pronunciation. 2) to find out the students' responses on the implementation animation videos to teach English pronunciation.

The research used a qualitative method, particularly a case study. The use of this method is concerned to explore the students' experience of watching animation videos about pronouncing sound /i:/ and /ɪ/, while the data came from the students', observation and interview. This qualitative study involved forty-one students of seventh-grade class at MTS Ma'arif Jatinangor and six students were chosen randomly for the interview.

The results of the study reveal that using animation videos is suitable to be used in the process of teaching English pronunciation to junior high school students. The findings showed that it is not only there are positive findings but also negative findings. Positively, the students were interested and enthusiastic to learn English pronunciation by using animation videos. On several occasions, the students follow the pronunciation from the videos spontaneously. Most of students felt that they are easier to distinguish how to pronounce words with sound /i:/ or /ɪ/. Moreover, they also knew how to pronounce English native-like because the videos were obtained from BBC channel (the native source itself). Negatively, there were challenges in the process of teaching English pronunciation through animation videos. The challenges were the difficulty to manage class condition and the class facility was provided by the school less usable.

Therefore, it is recommended that (1) teachers apply animation videos in teaching English pronunciation; (2) to promote students' enthusiastic to learn English pronunciation, it is important to use another alternative media in the class, such as using animation videos; and (3) future researchers may conduct the same kind of research with different sample and condition.