

ABSTRACT

SALSABILA FARHANY AL BADRI: Investigating Pre-service Teachers' Pronunciation Teaching Techniques to Young Learners.

The purpose of this research is to analyze what type of pronunciation teaching techniques preferred use to young English for Foreign Language (EFL) learners and the reasons why it is chosen. Using a qualitative method with case study design, the data of this research was collected by doing observation, document analysis, and interview. Furthermore, purposive sampling was also used to decide two pre-service teachers of Islamic State University Sunan Gunung Djati Bandung as participants of this research. Both of them are chosen based on the similarity of pronunciation content in their Teaching English for Young Learners (TEYL) courses' teaching demonstration or practice.

Through the research conducted and discussions, the result of this research points out that both of the pre-service teachers used repetition drill or listen and imitate technique in their classroom activity. Both of them was also combined the technique with several children songs while conveying the subject material. The reasons behind its chosen are because of their beliefs that (1) learning pronunciation needs practice and ideal model, (2) the technique is expected to be able to increase young learners' listening skills, and (3) it helps them to memorize the vocabulary and correct their own pronunciation indirectly.

In conclusion, this research shows that pre-service teachers were preferred to use listen and imitate or repetition drill to teach pronunciation to young learners because of their beliefs about 'learning by doing' concept that can help the young learners to build habit and improve their pronunciation ability.

Keywords: *pronunciation, pronunciation teaching technique, young learners.*