

ABSTRACT

Elin Herlina (2014): “The Use of “Casper” Cartoon Film as a Teaching Media to Improve Students’ Pronunciation Ability” (A Quasi Experimental Study at the Eight Grade of SMP Muslimin Panyawungan Cileunyi Bandung)

Pronunciation is one of elements of the language that has big contribution for better English speaking. Pronunciation is very important to learn, because with good pronunciation, our English can more clearly and easily to understand. But, nowadays, the process of teaching pronunciation is still monotonous, because many teachers only focuss on worksheet without considering whether the process is successful or not. Indirectly, this problem requires teachers to be as creative as possible in teaching pronunciation. Therefore, the process of teaching pronunciation needs an appropriate media that can be applied in teaching pronunciation. One of the media that can be applied is by using casper cartoon film media that can attract students’ attention and interest in teaching pronunciation.

The objective of this research is to know (1) students’ pronunciation ability before using “Casper” cartoon film as a teaching media in class, (2) students’ pronunciation ability after using “Casper” cartoon film as a teaching media, (3) the effectiveness of cartoon film on students’ pronunciation ability as a teaching media at eight grade of SMP Muslimin Panyawungan Cileunyi Bandung.

The method used in this research is quasi experimental. The researcher used *the one-group pre-test-post-test design*. It means that the researcher just measures one group with a pre-test, implemented a series of treatment, and then measured the same variable, as was measured with the pretest, with a posttest. The population of this research is all 8th grade of SMP Muslimin Panyawungan Cileunyi Bandung. The samples involved in this research were 30 students of class VIII A.

The result of analysis for students’ pronunciation ability can be drawn that the mean score of pre-test is 63.83 and the mean score of post-test is 73.9. It means that the students’ English pronunciation ability after being taught by using Casper cartoon film is better than the students’ English pronunciation ability before being taught by using Casper cartoon film. Moreover, the statistical analysis of t-test show that the t_{count} is 15.26 and t_{table} is 2.41. It means that t_{count} is higher than t_{table} and the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. H_1 accepted if $t_{count} > t_{table}$. it means that “Casper” cartoon film as a teaching media is effective in improving the students’ pronunciation ability. Based on the result of the data above, it can be concluded that Casper cartoon film as a teaching media is a good media to improve students’ English pronunciation ability and it gives a significant influence towards students’ English pronunciation ability. Therefore, it is clear that the use of Casper cartoon film in improving students’ English pronunciation ability is suggested. The researcher hopes the research will be useful for language teachers, administrators, curriculum developers, and others interested and involved in the study of teaching. The use of Casper cartoon film can help and motivate the students to add knowledge in pronunciation.

DECLARATION

I hereby certify that this paper is completely my own work. I am fully aware that I have quoted some statements and ideas from other sources, and they properly acknowledge in the texts.



Bandung, December 2014

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PREFACE

Alhamdulillahirbbil'alamiin, all praises to be Allah. Thanks for your guidance and power to accomplish this challenging paper in my final grade study at UIN Sunan Gunung Djati Bandung and the title of my paper is **“The Use of “Casper” Cartoon Film as a Teaching Media to Improve Students’ Pronunciation Ability”** (A Quasi Experimental Study at the Eight Grade of SMP Muslimin Panyawungan Cileunyi Bandung).

This paper submitted to the English Education Department at the faculty of *Tarbiyah* and Teacher training of State Islamic University *Sunan Gunung Djati* Bandung as partial fulfillment of the requirement for S1 Scholar Degree Thesis.

I hope this research can give significant information for the readers, give a great contribution for the educational practitioners. I hope this paper will be useful and meaningful.



Bandung, December 2014

Elin Herlina

ACKNOWLEDGEMENT

In accomplishing my paper, I was supported by Allah SWT who has given the easy way for me and for people around me. I would like to say thank for them:

1. Allah SWT for his unstoppable love and guidance. Thanks for every help you give me, when I am stuck to pass the problem. Thanks for everything your love to me God.
2. Drs. H. Mumu Abdurrahman, M.Pd. as the Head of English Education Department.
3. My first supervisor Dra. Hj. Aan Hasanah, M.Ed. You always help me and suggest me to do the best. Thanks for her guidance, her patience in advising me.
4. Muhammad Aminuddin, M.Pd. As my second supervisor. He is a great supervisor to me thanks a bunch for him for guiding me from the first beginning till the paper has done.
5. Mr. Hafidz and Mr. Sam'un as administration staff of English Education Department, who had helped me to make my paper easier.
6. All lectures and all staffs of English Education Department, thanks for everything you gave to me.
7. My entire lectures in UIN Sunan Gunung Djati Bandung who had given me a lot of lesson and knowledge.
8. The Principal, teachers, staffs, and students of SMP Muslimin Panyawungan Cileunyi Bandung.
9. My parents, my inspiration, my power and everything. My mother is all I have, she always be the woman in my life for all time. Her love is like food to my soul she always be there for me and care about me every time that I need.
10. My brother and sister, thanks for your love and care to me.

11. My Beloved Dede Rusmana who always inspiring and giving me motivation to finish this paper. Thank you so much.

12. My Anaconda Team (Prince Heriz Onika Maraj, Irna Syahrini, Aris Prabuwijaya, Doddy Cantiks). You guys are amazing. It is a blessing having you as my partner in creating a funny and happy atmosphere.

13. My best friends (Fany, Eneng, Uun, Tiwi, Singgih, Husni, Oka, Saepul, Oky, Nunu, Taufik, Ugi) and my entire classmate of PBI.A and PBI. B 2010. I will never forget you all for every moment we passed together.

Last, but far from least, I would like to thank to all of you that cannot be mentioned one by one here, who have supported, motivated, suggested, and helped me in finishing this paper, May Allah Bless you all. Amiin.



Bandung, December 2014

Elin Herlina

MOTTO AND DEDICATION

- ⇒ *Great minds have purposes, little minds have wishes*
- ⇒ *If you can imagine it you can create it. If you can dream it, you can become it*



*For my Father and Mother, My brother Irwansyah, Iyan Sopian, TB. Harimurphy, My Sister
Ami Pujianti and all my big family.*

From my efforts although can't repay all of your efforts and prays.

With love, with hope...

AUTOBIOGRAPHY



My name is **Elin Herlina**. I was born in Bogor on 09 November 1991. I am the oldest child of four brother and sister. My mother is Sopiah and my father is Dady Haryadi. For me myself, my families are the light of my life.

My Educational Background

- Kindergarten School of Bima Nusantara Bogor, 1996-1997
- Elementary School of 04 Kadaka Bogor, 1997-2003
- Junior High School of 01 Papanggungan Bogor, 2003-2006
- MA Ummul Quro Al-Islami Boarding School Bogor, 2006-2010
- State Islamic University Sunan Gunung Djati Bandung, English Education Department 2010-2014

Organizational Experience:

- Choir member of English Education Department (2010-2013)