

ABSTRACT

This research explores students' perceptions of using animated short movies as a tool to enhance their pronunciation skills in English as a Foreign Language (EFL) learning. Conducted at SMA Negeri 3 Banjar, the study employs a qualitative approach, utilizing semi-structured interviews with eleventh-grade students. To analyze the data from the interview, the researcher collected and summarized the data, followed by display, reduction, and drawing conclusions. The study aims to determine whether animated short movies can effectively assist students in improving their pronunciation and to understand their experiences and attitudes toward this teaching method. The findings indicate that students generally perceive the use of animated short movies positively. The students reported that the combination of visual and auditory stimuli in the movies made it easier to grasp pronunciation nuances, although some challenges were noted, such as the speed of dialogue and distracting background sounds. Furthermore, students noted improvements in their ability to pronounce difficult words and expressed greater confidence in their speaking skills. However, some challenges were mentioned, including the fast pace of the dialogues and differences in individual learning preferences. In conclusion, the use of animated short movies appears to be an effective and innovative tool for enhancing pronunciation skills among EFL students. The findings suggest that integrating multimedia resources into language teaching can make the learning process more dynamic and beneficial, especially in addressing the common challenges of pronunciation faced by Indonesian high school students.