

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter deals with the definition of perception, definition of factors that affect the perception, definition of independent learning, definition of learning strategies, English pronunciation, the main features of pronunciation, supra-segmental Features, suggestions in learning English pronunciation, definition of media, the types of media, Youtube Vlog, Native speaker.

A. Definition of Perception

Perception is a view that is formed from the process of seeing and experiencing the events that exist in the environment. Hamachek (1995: 199) defined perception as how individuals experience stimulation by sensory receptors, from the world around them. Meanwhile, according to Lindsay and Norman (1997) perceptions describe a person's ultimate experience of the world and the process by which sensory stimulation translates into organized experience. Thus, the perception is someone experience in a phenomenon. In the conclusion, perception is an opinion, feeling expression and a view of the learner in understanding the learning experience.

Meanwhile according to Slameto (2010) stated that perception is the process involving the entry of messages or information into the human brain. Through perception, humans are constantly in a relationship with its environment. This opinion is stressed in the process of entry of messages into the brain human. Other opinions expressed by Sugihartono that perception is the

ability of the brain in translate stimulus or process to translating stimulus into the tool human senses. Thus, summarizing from several experts mentions that the perceptions are the result from stimulus that is given to people. Looking at educational part, the researcher takes students as the subject for the stimulus.

Furthermore, those views also understand that students can also give perception as the parts of the school through discussions and lessons experienced. A good understanding from the students about their experience can help the development of learning undertaken as Jacobs et al (2004: 231) said perception as one of the most important elements in effective teaching and learning. It means that teachers of English lesson should know students' perception toward their teaching of English in order to look the extent of students' understanding of learning for repairing the way in conveying the lesson as well as the students wants. Because the teaching and learning will run well if the sensations felt by students are good. In this case, the perceptions are received from the process in learning itself. They can be changed by the additional knowledge and other strategies in its learning.

In this study, the researcher gives the statement by understanding all of the theories that perceptions are the feeling, thought, and opinion from the students when they get experienced in learning before. Besides, the researcher also said that students will give opinion to support good or bad perception about the learning. Moreover, every person has different views in dealing with a thing, and therefore must be known as the factors that influence the perceptions such as internal and external factors. They are :

1. Factors that Affect Perception

A person's diverse vision of something in his environment has an influence on what he expect and want. As explained by Hamacheck (1995: 200) that the way individuals perceive the world around them greatly influences what they focus on and what they ignore. According to Viljoen statement (2003: 6) that the description of individual internal components which as preparatory set, orientation, intensity of motivates, and familiarity of stimuli. Based on those statements, the researcher states that almost of the factors that influence perception are internal factors such as sets of preparation, set of familiarity, motivation, and range. The influence of internal components can also affect external components.

Moreover, Preparation set refers to the collection of goods that people have more likely to see according to their internal. Orientation is perspective to react to certain physical stimuli, which are often based on individual history and culture. Intensity of motives refers to individuals unmet needs. Familiarity stimulation refers to exposure to familiar stimuli individual. So, researchers can conclude clearly that internal factors such as history, culture, kindness, needs and the introduction are very influential in determining one's perspective. In addition, initial recognition by individuals from the environment is very influential on the views that lead them to something they like. As well as, by learning they will do well if they like it.

While for the external factor which influences perception as the opinion from Nichols (2007: XLI) states that perception is the faculty through which we form conceptions and beliefs about physical bodies in our environment through the use of our sense organs. Thus, the external factor is about the physical body or the researcher can take the clue for learning such as: the way in learning, the method of learning and the media of learning for the students that make sense in the students' thought. Besides, the perception of students in learning is really important the learning process can be very helpful in finding strategies, methods, styles as a solution in problems faced by students during the learning process, so students feel comfortable and happy when learning.

Therefore, in teaching and learning, students' perceptions are rules that are worthy of attention. In this case, the researcher wanted to know how the students perception in learning English pronunciation independently.

B. Definition of Independent Learning

To support learning English especially in pronunciation ability, It will need the independent learning for pushing the ability of students. The concept of independent learning is related to part of other educational concepts and broader policy agendas of contemporary relevance such as personalization, child-centered of learning, and the ownership in learning. An understanding of how students learn, the theories of cognition and the practical application is very important for developing strategies for independent which is supported by a large number of members literature for example, Bransford et al. (2000), Schunk (2005) and

Reynolds et al. On the other hand, according to Meyer et al (2008), the most common independent descriptors learning is independent learning. According to Zimmerman (1986, p. 308) that when students are able to organize their own learning. Then, the students have the understanding and responsibility of the way to their learning. Therefore, students need their own time to study independently. Thus, independent learning is the learning was conducted by student with their own thinking and way to understand the materials before practicing them, specifically in pronunciation practice.

Furthermore, based on the report of The Education Endowment Foundation (EEF) (2008), it was found that the benefits of independent learning for students include: Improved academic performance, Increased motivation and confidence, Increased chances to be creative and intellectually creative, Fostered social inclusion and countered alienation from peers, Increased opportunities for completing differentiated tasks, set by the teacher. Fo this case of the study, the researcher wants to investigate how are students perception when they applying the independent learning through their goals in learning pronunciation.

In the context of independent learning, there are several lessons that are used, such as learning in improving skills, part of skills and etc. In this case, the crucial part of skills in English is pronunciation. In this era, pronunciation is the ability that is never thought specifically in some school by the teacher. Teacher too focused on 4 skills in English without thinking about pronunciation. English pronunciation is one of the most difficult skills to obtain and students must spend a lot of time improving their pronunciation (Aliaga García, 2007; Martínez-Flor et

al. 2006; Pourhosein Gilakjani, 2016). In this case, the researcher concludes that to decrease the difficulty in learning Pronunciation, the students can use the V-log to help the as the media for independent learning and the strategy that is appropriate to support it.

C. Definition Learning Strategies

1. English Learning Strategies

Based on Ellis (1994) that learning strategies are techniques, approaches or deliberates actions that students take in order to facilitate the learning and recall of both linguistic and content area of information. Thus, the strategy in learning English are the method, planning and preparation in manage and facilitate the learner's learning English. In this case, the learning strategy in English focuses in learning pronunciation.

D. English Pronunciation

Pronunciation in English is not as the important learning in several schools in Indonesia especially in MTs Negeri 6 Tulungagung although pronunciation is actually vital to be included in the learning curriculum. The observation was conducted in MTs Negeri 6 Tulungagung found there is no teaching for English Pronunciation. As Morley (1991: 51) insisted that it was necessary to teach English pronunciation in the ESL or EFL classroom, nevertheless, this important area is still neglected or ignored at many universities and colleges around the world. Cook (1996) as quoted in Pourhosein Gilakjani, 2016) defines pronunciation as the production of English sound. This English pronunciation is

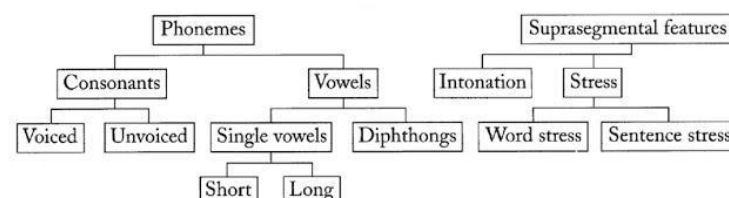
pronounced with a good compilation for repetition in pronouncing it. Because when learning English must be driven become a habit.

Then, according to Paulston & Burder (1976) Pronunciation is the production of a sound system that does not interfere with communication from the view point of a loudspeaker or listener. Learning English pronunciation will help the speaker understand what people want to say to the listener. According to Nurhayati (2015) that the learner has to know what a word sounds like (its pronunciation) and what it looks like (its spelling). Thus, the researcher concludes that pronunciation ability is the ability from someone in producing sound based on the true tone, intonation, stress and other aspect of pronunciations to make other speaker understand well about our speaking. On the other hand, the main features of pronunciation also be crucial point which include in the pronunciation, they are:

1) The Main Features of Pronunciation

In order to study how something works it is often useful to break it down into its constituent parts. The following is features of pronunciation Diagram taken from Kelly (2000:1).

Figure 1. Features of Pronunciation Diagram



Based on diagram above, Kelly (2000: 1) has divided the main features of pronunciation into two categories. The first is phonemes, there are two branches of phonemes such as consonants and vowels. The consonants consist of voiced and unvoiced while vowels consist of single vowels and diphthongs. The second category is suprasegmental features. There are two kinds of suprasegmental feature. They are intonation and stress. Stress consists of word stress and sentence stress. For the detail explanation of the phonemes and suprasegmental features, will be mentioned as follows:

a) Phonemes

In defining the pronunciation well, we must know about what phoneme is. According to Nurhayati (2011: 5), phoneme is a class of sounds. A Phoneme is one of set of sound that can be used to distinguish one sound and other sound to avoid the unambiguous way. For example, town-down /taun/-/daun. Based on Yule (2006: 44) statement that phoneme is each one of these meaning-distinguishing sounds in language. Thus, phoneme is the class sound to differ which is the one to be consonant and which is the one to be vowel. It will make the speaker can distinguish their sound in saying English. The basic phonemes of English are listed in the consonant and vowel.

b) Consonant

In the learning pronunciation, English consonants can be grouped based on the sound produced. Consonants can be divided of vocal cords, place of articulation, and manner of articulation. The description of each group is stated as follows:

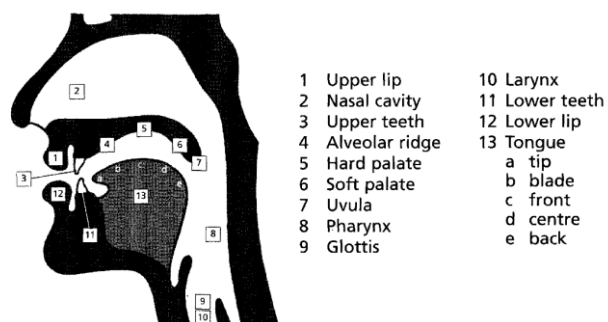
a. Vocal cords

According to Kelly (2000: 2) gives an example /f/, as in fan, and /v/, as in van. According explanation above, consonants can be divides in two kinds, they are voiced and voiceless sound. Voiceless consonant is a consonant produced without shaking of the vocal cords. The following ones are voiceless consonants [p], [t], [k], [f], [s], [ʃ], [tʃ], [h] and [θ]. Meanwhile, voiced is when the vocal cords are drawn together, the air from the lungs repeatedly pushes them apart as it passes through, and it can make the vocal cords vibrates. So, a voiced consonant is a consonant produced with vibration of the vocal cords.

b. Place of Articulation

The consonant sounds if English can also be classified according to the place of articulation. It refers to the place in the vocal tract where the air flowed. The following figure is the place of articulation (speech organ) taken from Kelly (2000:6);

Figure 2. Place of Articulation (Speech Organ)



By looking the Figure 2, Kelly (2000: 6) summarized in the following table 1;

Table 1. Place of Articulation

Bilabial	Using closing movement of both lips, e.g. /p/ and /m/.
Labiodental	Using the lower lip and upper teeth, e.g. /f/ and /v/.
Dental	The tongue tip is used either between the teeth or close to the upper teeth, e.g. /θ/ and /ð/.
Alveolar	The blade of the tongue is used close to the alveolar ridge, e.g. /t/ and /s/.
Palato-alveolar	The blade (or tip) of the tongue is used just behind the alveolar ridge, e.g. /dʒ/ and /tʃ/.
Palatal	The front of the tongue is raised close to the palate, e.g. /j/.
Velar	The back of the tongue is used against the soft palate, e.g. /k/ and /ŋ/.
Glottal	The gap between the vocal cords is used to make audible fiction, e.g. [h].

c. The Manner of Articulation

The English consonant sounds can be classified according to the manner of the articulation. It is defined as the way speech organs produced speech sounds. Based on the manner of articulations, the consonants are classified into some types. They will be explained in the following table 2 (Kelly, 2000: 6):

Table 2. Manner of Articulation

Plosive	A complete closure is made somewhere in the vocal tract, and the soft palate is also raised. Air pressure increases behind the closure, and is then released 'explosively', e.g. /p/ and /b/.
Fricative	When two vocal organs come close enough together for the movement of air between

	them to be heard, e.g. /f/ and /v/.
Affricate	A complete closure is made somewhere in the mouth, and the SOFT palate is raised. Air pressure increases behind the closure, and is then released more slowly than in plosives, e.g. /dʒ/ and /tʃ/.
Nasal	A closure is made by the lips, or by the tongue against the palate, the soft palate is lowered, and air escapes through the nose, e.g. /m/ and /n/.
Lateral	A partial closure is made by the blade of the tongue against the alveolar ridge. Air is able to flow around the sides of the tongue, e.g. /l/
Approximant	Vocal organs come near to each other, but not so close as to cause audible friction, e.g. /r/ and /w/.

c) Vowel

After describing consonants, let's continue to know what vowel is. Kelly (2000: 29) describes that vowels are articulated when a voiced airstream is shaped using the tongue and the lips to modify the overall shape of the mouth. Jones in Nurhayati (2011: 10), vowels are speech-sounds in which the air stream can pass freely through and out of the mouth. (e.g. [a:], [i:], [u:], [o:], etc.). An additional term used is triphthongs which describes the combination of three vowel sounds (like /aʊə/ in *our* or *power*). From the theories above, the conclusion is that vowel as speech sound with the free flow of air when we produce the sound e.g. [a], [i], [u], [e], [o].

d) Diphthong

There is one important point beside vowel and consonant in understanding pronunciation which is diphthong. According to Kelly (2000: 34), diphthong might be a combination of vowel sounds that there is a glide (or movement of the tongue, lips and jaw) from one pure vowel sound to another. If we listen the word 'house' /haʊs/ (the diphthong in this word is /aʊ/), we can hear that the /a/ part of the sound is longer than the final /u/ part. In diphthong, there is combination from two vowels or two consonants. Then, when the first vowel and the second will be formed, the second vowel will be longer than the first vowel.

2) Suprasegmental Features

Suprasegmental features are features of speech which generally apply to groups of segments, or phonemes (Kelly, 2000: 3). The features that are important in English are intonation and stress.

a. Intonation

The term intonation refers to the way the voice goes up and down in pitch when we are speaking. It is a fundamental part of the way we express our own thoughts and it enables us to understand those of other (Kelly, 2000: 86). Thus, intonation is the way in speak the voice from the mouth.

b. Stress

The second feature of suprasegmental feature of pronunciation is stress. According to Jones (1983, as cited in Nurhayati, 2011: 70), stress is the degree of force with which a sound or syllable is uttered. One of the syllables in each word will sound louder than others. The syllables indicated in capitals are the stressed

syllables (Kelly, 2000: 66). Every stressed syllable, in a word in isolation, also has a change in the pitch. The pitch of the sound (how high or low) is controlled by muscles which slacken and lengthen the cords for low tones, and shorten the cords, pulling them taut, for high-pitched tones (Kelly: 4). Thus, the researcher takes the general aspect of pronunciation and looking in intonation and stress for the study.

E. Suggestions for Strategy in Learning English Pronunciation

There are a lot of useful suggestions for EFL students to help their English pronunciation. Students should understand that understandability is more important than fast speech (Rasekhi Kolokdaragh, 2010). Thus, students use some media for learning pronunciation in low speech by drilling vocabularies. Besides, students should familiarize both American and British English and the students also should be able to understand both varieties of pronunciation. By giving the example of audio visual media as the media of independent learning for the students, the students can hear and learn the pronunciation in low speech by applying various strategies such as: drilling, applying dictionary and etc. Thus, media must be defined clearly as follows.

F. Media

According to G. Henrico (2010) that the word “media” derives meaning from the Latin word “medium” which means in the middle. In media entrepreneurship the media, refers to traditional mass communication system for helping human speech as the technologies. The traditional divides in two types; they are traditional publishing (newspaper, periodicals, or books) and traditional

electronic media (broadcasting, broadband, cable, or satellite), motion pictures, video gaming, video blog, recorded music, advertising, and adaption of the internet for any of these medium.

Media is devices for communicating and interacting with the large number of audiences in various languages. There two kinds of media such as the traditional publishing or printed media like newspaper, magazines, booklets and brochures, house magazine, periodical direct mallers and traditional electronic media (electronic media) like television, radio, film and video on internet. Here, in this study, the media used in learning pronunciation state in the below of explanation of media. Thus, the media for the learning pronunciation is video specifically using Native English Vlog.

1. Youtube Vlog

Before the definition of Native English Vlog, the definition of Youtube Vlog must be stated before. Here, based on (Christian, 2009) YouTube Vlog has three categories namely Web blogs, video blogs, or video log and these are parts of YouTube media are considered a social media platform (DeWitt et al., 2013).. YouTube Vlog is a very popular application with various videos that support it. While the YouTube Vlog itself is a video or video containing selected content and daily activities. YouTube Vlog is a catalyst for reflection on real people or personalities (Christian, 2009). Thus, the researcher concludes that Youtube Vlog is the Video includes about activity, horror, Education, conversation, and other varoious type that presented in Youtube Media by Vlogger as the speaker.

Importantly, Youtube media are the potential media for teaching and learning English (DeWitt et al, 2013). In this case, YouTube can support teaching in English. As in Alwehaibi's study (2015) that YouTube technology in terms of its impact on the development of EFL student learning content. Thus, Youtube Video is the Video media that will be taken or watched from Youtube. In this case, the researcher want to shows that YouTube Vlog as the media in learning for students especially in English pronunciation in general type of Native English Vlog. The examples of Native English Vlog in Youtube is the channel "Learning English with Lucy who the British English speaker". Here, Native English Vlog can be defined as Video Blogging in English language and the speaker of the content of video is native speaker.

G. Native Speaker

Native Speaker is someone who speaks English as his mother tongue, also called mother tongue, first language, or L1 (Medgyes:2001) states that ". Additionally, Bloomfield states that," the first language humans learn to speak is the Native language; it is the native speaker of this language. Mahboob (2009) also concluded that native English was seen as a "white person" who was born and raised in inner-circle countries, such as America Countries, United Kingdom, Australia and Canada. Thus, Native Speaker is someone who was born on the Native Countries and using English for communication since she was born.

H. Previous Studies

Previous studies are the results of research from previous researchers. Firstly, study conducted by Safitri and Khoiriyah in (2017) From the Department

of English Education, Indonesian Islamic University, Yogyakarta, Indonesia entitled **“Student Perceptions about the Use of English Vlogs (Video Blogs) to Enhance Speaking skill”** which focused research on perceptions of speaking to Improve Speaking Skills with various strategies. The Samples taken were 5 students from the Department of English Education Indonesian Islamic University. This type of research is qualitative research. The results showed that students perceptions about using English Vlog to improve good speaking skill through various strategies.

Different from the first previous study, the second study is from Pamungkas, Sumardi and Rochsantiningsih (2017) entitled **“Improving Students Pronunciation Using Video Dubbing”**. This research conducted by The researcher used video dubbing which focused on improving speaking skills and pronunciation with different subjects consisting of class X that involve of 20 students, 14 female students and 6 male students from Vocational High Schools in the city of Madiun, East Java province. This research uses quantitative methods and gives the result that video dubbing can improve the ability to speak and pronounce the research.

Lastly, the previous study from Ariana (2015) entitled **The Improvement of English Pronunciation through YouTube Videos** from English Education Department, Faculty of Teacher Training and Education Muhammadiyah University of Makassar. Here, the researcher used quantitative approach. The result of this study, there is the significance different by using YouTube Videos in teaching pronunciation. In the other word there is the improvement of the

students' pronunciation through YouTube Videos in teaching and learning process.

Comparing with the study that researcher conducted, Safitri and khoiriyah focusses in Speaking skill rather than in pronunciation. Besides, the researchers also take the samples from English Education in University rather than Junior High School students. Here, the media and the type of research is same as the researcher that conducted. Secondly, the sample of the second research is from Senior High School and the type of research is quantitative research. Besides, the similarity from this research is the Video as the media for learning and the focuss on is on the pronunciation. Lastly, the different from the third research are in the type of the research because Arina use quantitative research. Then, the samples of the study is students in University of Makassar.

All of the previous studies as the inspiration for the researcher to conduct this researcher by the title **“Students’ Perception and Their Strategies in learning English Pronunciation through Native English Vlog at MTs Negeri 6 Tulungagung**. The researcher only focuses on students' perceptions of the 8th grade in pronunciation learning and their strategies through Native English Vlog at MTs Negeri 6 Tulungagung. In contrast to previous studies, this study uses Native English Vlog, namely Vlog with Native speaker as the teacher. Besides that, here the researchers also used the questionnaire instead of observation as what the previous researcher had done. The design of this study is using Descriptive qualitative research design.