CHAPTER V

DISCUSSION

In this part presents the discussion of data findings. Here, the researcher presents the ideas in interpretating the research findings. It involves of the discussion between the finding from observation and interview along with documentation that has been described in previous chapter focussing on the students' positive and negative perception in learning English pronunciation through Native English Vlog and the strategies toward it at MTs Negeri 6 Tulungagung. Those discussions are presented below;

A.   Students' Perception When Native English Vlog is Used in Learning English Pronunciation.

The result of interview showed postive perceptions from students in MTs Negeri 6 Tulungagung. As the data, showed that the most of students prefers to give positive answer when the researcher conducting interview. Students positive perceptions are the result of the students experiences in learning English pronunciation through Native English Vlog. The result of the finding could be described in three aspects of positive perceptions such as the advantages, the motivation and the purpose of using Native English Vlog in learning English pronunciation.

In this context, the researcher combined three results of positive perceptions into three important aspects; for the aspect number one is Native English Vlog as the alternative media can help the students' cognitive in

pronuncing the English word and decrease the mother tounge, the second aspect is Native English Vlog can give the understanding about additional knowledge and vocabularies based on foreign culture and the last aspect is Native speaker can help the students' affective by applying interesting methode so that make the students motivated and feel happy.
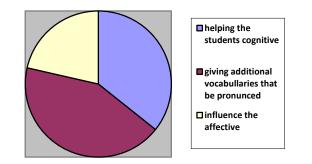

Diagram 2. Students Positive Perception in Learning Pronunciation

through Native English Vlog.

As English learner, students felt that pronunciation was a difficult lesson, and they felt the use of pronunciation in speaking of daily interaction for educational purpose became harder especially in this era. As Fraser (1999) states pronunciation is the aspect of language that receives least attention, so students needed Native English Vlog as the alternative media to help the students' cognitive in pronuncing the English word and decrease the mother tounge. The students believe that the use of Native English Vlog could make the difficulty in saying the English word become easier by following how the speech sound formed by Native speaker in order to make the Non Native speaker or the student can immitate their pronunciation by listening their sound. It means that Non

Native speaker (students) can got master in producing sounds of English through their ability in listening foreign language.

The researcher also found that the students often make error of spelling and their pronunciation before founding the Native speaker who use their mouth in producing sounds of English in the Video originally. It showed some students preferred teachers use English as well as Native speaker done.When the Native speaker practiced their speaking with the perfect pronunciation in their lesson, students got more confidence in following the intonations of words while listening their speaking carefully. In addition, according to participants of the study, most of the students also think that the understanding of Native's culture in speaking develop the habit of the students produce English sound spontaneously like what the Native speaker done. According to Merino (1997) that Native speaker is always better as a teacher of English than a teacher whose mother tounge is not English.

For this context of study, Harmer (1991) also stated that Native English teacher (speaker) are people who are supposed to provide correct pronunciation, idiomatic, utterence as well as providing the ability of acceptable language. Thus, the students also feel that Native English teacher influence the students' tounge in saying English while avoiding the effect of mother language in stage. The students also believe that by practicing the lesson of pronunciation through Native English Vlog, the ears of the students can be accustomed in listening English word. As the Zanon (2006), as cited in Florente (2016) who said that learning pronunciation by

listening to the speech of Native speakers, reading movie subtitle, re-voicing video, activities will help learners improve their language comprehension.

At the aspect of number two, the students believe that Native English Vlog make the students get additional knowledge and vocabularies based on foreign culture. This statement impacts the students belief's that Native English teacher help them in speaking with foreign language when they have to build communication with the Native speaker. This happened because 8th grade of students from MTs Negeri 6 Tulungagung got the responsibility in finishing the assignment of English examination from the school. By practicing the vocabularies from Native English Vlog, the students can addapt the English culture sounds quickly. Those statements are supported by Witkins & Wilkins (2011) opinion that Youtube Vlog (Native English Vlog) can be the way to teach culture (foreign culture) to expose students about English in the Word and to develop students vocabulary.

More over, the last aspect of positive perception is Native speaker can help the affective of the students by applying interesting methode in teaching in Video so that make the students motivated and feel happy. In this context, the students need the additional media and time in learning English to prove their English language especially English pronunciation because according to Garcia (2007), Flor (2006) and Gilakjani (2016) that English pronunciation is one of most difficult skills to obtain and students must spend a lot of time improving their pronunciation. The students also used that the media for helping their pronunciation is E-media which serve the interesting method for learning. Here,

By looking for the sources of media, the students found Native English Vlog in Youtube as their alternative media to learn pronunciation by practicing their own method. The students stated that the method of Native English teacher always makes the students motivated in learning. Method that used by Native English teacher is does not make the students get bored. While the motivation (Nurhayati,2014) is as the choice of a particular action and the effort expended on learning pronunciation and the persistence with it. It means that, the motivation comes from the students themselves because of the interest in the Native speaker's method.

Regarding from the result of data analysis the students' positive perception in learning pronunciation through Native English Vlog at MTs Negeri 6 Tulungagung, it strongly supported by the previous study which give positive perception for the result of the student's speaking. The article written by Safitri and Khoiriyah (2017) entitled "*Student Perceptions about the Use of English Vlogs (Video Blogs) to Enhance Speaking Skill*" explain in their thesis that the students have positive perceptions in using English Vlog in learning English. The students got advantages when the speaker in English Vlog used English language with their ownculture. The students got better understanding in speaking skills. It was same as this study that the learning pronunciation through Native English Vlog make the students have positive perception toward it.

Besides of positive perceptions of the study, The result of interview also showed negative perception such as Native English Vlog make the students got difficulty in following the pronunciation because the effect of depth of mother

tounge of students. It is supported by Baker (1992:126) that advanced students find that they can improve all aspects of their proficiency in English except their pronunciation, and mistakes which have been repeated for years are impossible to eradicate. It is indicated that the contrast of pronunciation of English make Non Native Speaker can not learn pronunciation quickly although the source of learning comes from Native speaker. Besides, the students also believe that Native speaker in the Youtube Vlog usually use the Native Culture of the country. It causes the confuse of the students in Indonesia because the contrast of culture of language.

Secondly, sometimes, the use of Native English Vlog can not be accessed because the problem of internet access for watching it. The data from interview explainned that the limited of connection of internet access in the school make the students can not connected the Native English Vlog for their learning although there is WiFi connection.

B. The Students Strategies in Learning English Pronunciation through Native English Vlog

Based on the data finding, there were several strategies from the students in learning pronunciation through Native English Vlog. On the other hand, the strategies by students also can inspire the teacher in implicating the new strategies in teaching pronunciation. Those strategies are assembled in three kinds of strategies;
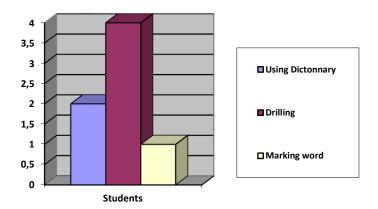
Diagram 3. The Student's Strategy in Learning Pronunciation through Native

English Vlog

1. The use of dictionary

From the explanation above, the students utilized dictionary in learning spelling and find the meaning of the words to make the sentences. It could make the students eaier in practicting the sound with other people if they understand the meaning and the way for pronuncing it. Besides, the students declared that the students use the dictionary in helping the students immitate the correct pronunciation from Native Speaker in Vidio specifically in spelling the word one by one. The students claimed that the most of the word from Native speaker are difficult to say if there is no repetation in playing the video. The form of dictionary can be online or offline depends on the students want. Thus, the dictionary can help the students in mastering pronunciation by learning the spelling of the words saying by Native speaker..

2. The use of drilling technique and practice the Word

From the explanation above, the purpose of this strategy is to helping students' pronunciation practice in stress, intonation, linking reduction, etc. It also

draw attention to constrastive analysis of words and structure. Thus, the drilling technique would bring the pronunciation ability of the students better than before. The repetation showed to the students the way in stressing and immitating intonation as like as the Native speaker expressed in the Native English Vlog. Here, the students use the drilling technique depends on their own way and ability. One of the students used the subtittle and the others on chose turn off the subtittle. Meanwhile, according to Ruiter & Dang (2005) that the tool for learning pronunciation is drilling which is the act of repeating an utterance with or without variation several times in succession.

3. The use of Mark for difficult word be pronunced

In writing the notes of difficult word, the students used paper and pencomes from Native English Vlog. The means of paper is the empty paper in writing the notes. The notes would be taking by the students if there were the difficult word in saying which come from the Native Speaker in the Vlog. The students believe the ability in writing will support their learning of English pronunciation. Based on the data of observation and interview, the researcher got data that the students did the activity in writing several word in paper. In the field note showed that the students wrote the difficult word to pronunced on the paper. In this case, the use of paper as the strategy can be implied for the students who like in writing.