CHAPTER 2
LITERATURE REVIEW

This chapter presents the knowledge pertaining to the research topic that has been acquired from the pertinent literature. It presents the research-related information to facilitate comprehension of the study such as pronunciation, English pronunciation learning strategy, and Vlog as learning media. This chapter serves as the supporting theory for the study's findings.

2.1 Description of Pronunciation

Pronunciation is one of the important aspects of English that is used to communicate with others. Moreover, pronunciation can be described broadly as the production of essential sounds in two senses. First, sound is significant since it is used as part of a language's code. In this context, pronunciation refers to the production and reception of spoken sounds. Second, sound is significant because it is employed to achieve meaning in the context of use. In this sense, pronunciation in relation to acts of speaking (Dalton & Seidlhofer, 1994, p. 3). In addition, according to Richards & Schmidt (2002), pronunciation is the way a particular sound or sounds are produced, and pronunciation stresses more about the way the listener recognizes sounds. Furthermore, Prashant (2018) defined pronunciation as the act of making sounds that is used to create meaning. It can be concluded that pronunciation is the way a person utters words or sounds in a precise way to ensure that the speech can be understood easily.

Fraenkel (1984) states that there are two main steps to learning how to pronounce a language:

1. Receptive/list stage

    In this step, we learn to distinguish the significant sounds and patterns by listening to the language.

2. Productive/speaking stage

At this point, we learn to speak or to produce what we have learned before.

Moreover, there are several crucial elements in pronunciation. Ramelan (2003) isolates the elements of English pronunciation into segmental and suprasegmental features. Segmental feature refers to the sound units set up in a particular order. The sound units of utterance are displayed by the phonetic symbols (Wahyukti, 2008). Abdullah & Lulita (2018) state that segmental features contain vowels (monophthongs, diphthongs, and triphthongs) and consonants (plosives, fricatives, affricates, nasals, and approximants). Meanwhile, suprasegmental features are features of speech that typically apply to groups of segments or phonemes (Kelly, 2000). In the suprasegmental features in English, Burns (as cited in Abdullah & Lulita, 2018) there are linking (connected speech), stress, and intonation. These two features are extremely important in pronouncing good English pronunciation. Hismanoglu (2006) asserted that pronunciation is "a key to gaining full communicative competence." To sum up, segmental features and suprasegmental features are crucial to have good English pronunciation.

2.2 English Pronunciation Learning Strategy

Learning strategies are the ways used by students to enhance their learning. Using learning strategies, students can take control of their learning by increasing their language abilities, desire to learn, and confidence (Shi, 2017). Moreover, Peterson (2000) defined the Pronunciation Learning Strategies (PLS) as the actions undertaken by students to improve their own pronunciation acquisition. Thus, the students can benefit from using learning strategies in their English pronunciation.

Moreover, a study conducted by Peterson (2000), revealed pronunciation learning strategies into representing sounds in memory, practicing naturalistically, formally practicing with sounds, analyzing the sound system, using proximal articulations, finding out about target language pronunciation, setting goals and objectives, planning for a language task, self-

evaluating, using humor to lower anxiety, asking for help, and cooperating with peers. Those 12 pronunciation learning strategies, in turn, were embedded within the frame of Oxford's (1990) taxonomy of Language Learning Strategies (LLS) (Peterson, 2000; Szyszka, 2017).

Furthermore, the framework of learning pronunciation is based on Oxford (1990), as cited in Szyszka (2017). The following are:

1. Memory

There are several types of pronunciation learning strategies that students can use to improve their pronunciation mastery. One of them is memory strategy. According to Oxford (1990), memory strategy is a direct strategy that pertains to how language learners remember language, aiming to store or retrieve new information. Memory strategies include students use such as phonemic transcription or other codes in their pronunciation learning to remember how the words are pronounced, singing songs, or making rhymes about pronunciation symbols, forming associations with already known pronunciations of English and Polish words, recalling how other people pronounce the words, and repeating to increase pronunciation memorization (Szyszka, 2017).

2. Cognitive

The students can also use cognitive strategy in their pronunciation learning. This is supported by Oxford (1990), who states that cognitive strategy assists language learners in numerous ways to comprehend and use the target language. As a result, this strategy will benefit students to understand the language and the production. Szyszka (2017) stated that cognitive strategy involves students imitating their teachers or native speakers, silent and loud repetition, self-speaking, reading aloud, practicing sounds in isolation and context, detecting pronunciation mistakes, noticing and miming lip movements, focusing on pronunciation while listening and speaking, formulating and verifying pronunciation hypotheses, slowing down speech for clear pronunciation, knowing and identify different English accents, recording one's voice in order to hear

one's own pronunciation better, mentally practicing one's pronunciation before speaking, and recognizing the differences in pronunciation between Polish and English.

3. Compensation

The other strategy that students can use in pronunciation learning is the compensation strategy. Oxford (1990) argued that this strategy helps students use the new language for either comprehension or production despite limitations in knowledge. In addition, Szyszka (2017) asserted that compensation strategy refers to students' methods for overcoming a lack of language competence. Hence, this strategy can encourage students to continue using the target language regardless of their knowledge that the target language is still inadequate. As Szyszka (2017) claimed, compensation strategy encompasses avoiding terms with problematic pronunciation, employing gestures and facial expressions to help with difficult word pronunciation, substituting uncertain word pronunciation with other words and synonyms, and seeking assistance from dictionaries, electronic devices, and other works of reference.

4. Metacognitive

In this strategy, the students coordinate their own learning (Oxford, 1990). Further, Szyszka (2017) described a metacognitive strategy related to students' planning, monitoring, and self-evaluation in their language learning, and this includes studying English pronunciation and its rules, concentrating on model sounds and taking them up, planning for performance in pronunciation.

5. Affective

Affective strategies relate to emotions, motivations, and attitudes during (or about) learning English (Oxford, 1990). Thus, this strategy is intended to encourage students to become more proficient in English pronunciation. Affective strategy involves retaining a sense of humor in the face of pronunciation mistakes, experimenting with Polish and English

accents, motivating oneself, and focusing more on pronunciation after obtaining compliments (Szyszka, 2017).

6. Social

This strategy pertains to ways students acquire the language through interacting with native speakers or the target language (Oxford, 1990). Further, these strategies include requesting a pronunciation check from someone else, speaking English and learning pronunciation with someone else, and teaching pronunciation to others (Szyszka, 2017). In short, this strategy may increase student interaction in their pronunciation learning because the students communicate with each other, and the students have the possibility to learn about the English speakers' culture.

In addition, implementing strategy in students' pronunciation learning can help them during the learning process and improve their pronunciation. Szyszka (2015), in her study, found that good English pronunciation learners frequently listened to recordings, TV, movies, or music, spoke aloud or silently to themselves in English, imitated native speakers, focused on pronunciation while listening, looked for opportunities to interact with others in English, recognized different English accents, mentally practiced pronunciation before speaking, and requested others for feedback on pronunciation and they mostly agreed that pronunciation strategies help English pronunciation. Moreover, Muhammed & Othman (2018) examined how pronunciation learning tactics affect Kurdish EFL learners' accuracy. They found that Kurdish students' PLS, such as personal practice to obtain a native-like pronunciation, silently repeating difficult words until they are memorized, recording their voices while producing new words and listening to them etc. (in favor of the covert rehearsal model), improved pronunciation.

Furthermore, Permatasari (2019) interviewed EFL learners about their pronunciation strategies and found that the most used imitating and resourcing strategies (dictionaries, movies, etc.) help the learners learn pronunciation. Besides, in another study, Baranyi-Dupák (2022) employed

PLS while shadowing and found that three students said it worked, proving that repeated practice improves pronunciation. Thus, using the strategy in students' learning can enhance their pronunciation.

2.3 Description of Vlog as Learning Media

Technology offers students a variety of media to learn English. Technology can be utilized as a tool or media to potentially support, enhance, and help language acquisition (Lomicka & Lord, 2019). Baran (2007, as cited in Lestari, 2019) argues that Vlog is one of the recent media technologies that introduced new ways of communication through publicly produced media. A vlog is a video and audio of a personal journal posted on social media (Watkins & Wilkins, 2011). Moreover, Anil (2016) describes a Vlog as a combination of video and a blog (a blog is a mix of web and log). She added that through video, users can record their ideas concerning various topics and post them to Vlogs. Additionally, Vlogs are used to share information with others that is either personal or social (Smith & Maté, 2010). In short, Vlog is a blog that uses video as the main source, and it serves as a platform for anyone who wants to share knowledge or experience.

The presence of Vlogs can be useful media for language learning purposes. The integration of Vlogs in language learning facilitates students in acquiring the target language (Anil, 2016). Moreover, Rakhmanina & Kusumaningrum (2017) added that Vlog offers comfortable and personal sites for people to practice the target languages. Vlogs are shared on mediums that enable the video format, including Instagram, WhatsApp, YouTube and others (Fidan & Debbağ, 2018). Additionally, Mulyani & Sartika (2019) claimed that in YouTube-based videos, students can see, hear and imitate the native speaker language so that the pronunciation of the words can resemble exactly like the native speaker. Thus, using Vlogs in language learning can give students opportunities to pronounce the words in English properly by watching and listening to the English Vloggers and imitating how they pronounce the words

or sounds in English. By doing that, the students may also acquire an English accent through listening to the native speakers' Vlogs.

Additionally, there are numerous kinds of Vlogs: (1) Daily: the blogger creates a video describing his/her activity. (2) Travelling: presenting about travel where everyone can enjoy the wonderful scenery and share the intriguing tourism object, the price, and other useful information. (3) Food: talking about unique, delicious, and well-known food around. (4) Gaming: this kind of Vlog is used by gamers to play suggested games. (5) Beauty: usually shows how to put on makeup. (6) Review and unboxing: Bloggers will display a package they receive from an online shop, and typically, they advertise it (Kuncoro et al., 2018, as cited in Anrasiyana et al., 2022). Further, there are diverse types of the contents of Vlog. The contents covered in Vlog are also varied, ranging from those that present motivational, inspiring, humorous, and heart-touching videos that make viewers attached to Vlogs and consistently watch the newest video from their favorite Vloggers (Anugerah et al., 2019). According to Hou (2019), examples of English Vloggers are Zoella, Benthany Mota, and Estee Lalonde.

During the learning process, some students tend to use Vlog as an option to support their learning English. This is because students who utilize Vlog believe the expression and content of the video are more fascinating and genuine than any written blog (Safitri & Khoiriyah, 2017). Besides, the students can select a topic that is related to the content that fascinates them, and they will then feel comfortable with the activities. Regarding learning English pronunciation, Vlog serves as a supporting media and role model for learners to study pronunciation independently by watching and listening to the English Vlogs. Furthermore, Safitri & Khoiriyah (2017) assert Vlogs offer information straight from the native speakers, and it is in video format which is beneficial. They also stated that students can enjoy their learning because Vlog is more engaging, detailed, and visually stunning. This is in line with Pratiwi & Triprihatmini (2018), who claimed videos can be used as an audiovisual

stimulus for language practice and output by the students. Thus, Vlogs offers several benefits to help students learn English pronunciation.

2.4 Study of the Relevant Research

Several studies have been conducted on this topic; some research focused on using Vlogs as learning media to improve students' English skills, seeking information on students' perceptions of using English Vlogs to develop speaking skills (Safitri & Khoiriyah, 2017). By employing a qualitative research methodology and using observation, interview, and documentation as the research instruments to collect data from 5 students in the English Education Department at Universitas Islam Indonesia, the findings showed that students had positive perceptions of using English Vlog because they perceived that E-Vlog plays authentic media, is the fastest medium for improving speaking skill, as well as develop listening abilities, pronunciation and increase new vocabulary. The study also revealed the students' techniques to improve their speaking skills by using Vlog that is students imitating native speakers, pausing the video when they didn't understand a word and checking the dictionary, trying to speak English, and recording it, and following the conversation or words on English Vlogs to communicate with friends, is improve students' speaking skills.

The other research addressed the effectiveness of using Vlogs as learning media and its impacts on the students' learning achievements, specifically to students' fluency and public speaking skills. The research conducted by Mufidah & Roifah (2020) employed a qualitative method as the research design and two data collection techniques, such as observation and a speaking assessment rubric. The data from 1 class of students from the English-speaking subject English study program at the University of Trunojoyo Madura were analyzed using qualitative analytic strategies. The findings showed that Vlog as a learning media helps students improve their fluency and public speaking skills because it makes learning engaging and fun for students to practice

speaking more and increase good presentation in students' speaking performance.

In addition, Lingga et al., (2021) conducted a study on Vlogs on social media to improve English speaking skills of EFL students. The participants of this study were 65 students of the Information Technology Department of Politeknik Negeri Tanah Laut. The data were collected through interview transcripts and class observation. The findings indicated that Vlog on social media significantly enhances students' English-speaking ability. The frequency level of proficiency criteria of students in cycle 1 is still average in vocabulary and pronunciation and poor level in grammar, fluency, and content. Meanwhile, the frequency levels improve in cycle 2; that is, every criterion rises to a good level.

Ersan et al., (2022) have researched eleventh grade SMK Negeri 1 Arjasa on improving students' speaking ability by using Vlog media. This study used a classroom action research design and pre and post-tests as well as a questionnaire with Likert scale as research instruments. The questionnaire is made from a theory of perception. The data collected from the test were analyzed using descriptive statistics that is SPSS version 26. The findings show that students' achievement improved from the beginning to the end of the second cycle. The average at the beginning condition was 65.76, and during the last cycle of the investigation, it rose to 80.30.

Furthermore, the study conducted by Arifatin et al., (2023) used a quantitative method as the research design and a pretest and posttest as the data collection technique. This study examines the students' performance in speaking of 33 students of the Management Department of Universitas Muhammadiyah Lamongan through digital Vlog media. The data collected from the pre-test and posttest were analyzed using SPSS 25. The results showed that speaking performance among students is enhanced by performing in a digital Vlog. The data indicate that 33 students are participating in this study; the lowest score from the pretest is 47, and the maximum score is 71. Meanwhile, in the post-test, the students' minimal score improved from the

previous round; it was 68, and the maximum score was 98. The results also revealed that students were motivated to improve their fluency and accuracy concerning tenses and pronunciations.

The studies above have numerous dissimilarities, for instance, the research context, the theory used, the research participants, and the research methodology. Moreover, those studies examine the benefits of using Vlogs as learning media to improve students' speaking skills. However, in this research, the researcher focuses on how students learn English pronunciation through Vlogs. Yudar et al., (2020) claimed pronunciation is a crucial component of speaking skills. Further, they argued that studying pronunciation enhances the students' ability to understand oral language. Therefore, the researcher conducted this study to investigate how students in an English education department of a university in Tasikmalaya, Jawa Barat, learn English pronunciation through Vlogs outside of the classroom independently to increase their pronunciation using different research focus, participants, and theory.