CHAPTER 2

LITERATURE REVIEW

This chapter provides an explanation of theories that underpin the study. The theories are correlated to EFL students, learning pronunciation, and pronunciation learning strategies.

2.1. EFL Students

The term "EFL students" refers to individuals who are studying English as a foreign language. These are students who are learning English as a language that is not their mother language and might even reside live in a country where English does not serve as the main language. EFL, as defined by Si (2019), is a group of individuals that study English in locales where the language is not widely used. Thus, Indonesians do not utilize English as their usual language, which making it one of the EFL countries.

EFL depicted circumstances in which students were studying English in order to communicate with any other English speakers around the globe. According to Blanche (2004), these foreign language situations are ones in which students lack preparation in communication contexts outside of the classroom. EFL students are those who originate from countries including Japan, South Korea, China, and Indonesia in which English does not serve as the main or recognized language (Si, 2019). Within those countries, regular discourse does not necessarily involve English, it can be concluded that EFL students are studying in a setting in which the vast majority of individuals do not speak English as their first language.

In view of the fact that Indonesia is one of the EFL countries, it can be concluded that EFL students, in Indonesia, do not speak English as well as native and it makes EFL students still struggling with pronunciation acquisition. However, not all EFL students are struggling with pronunciation. There are EFL students that are proficient in pronunciation, eventhough they faced the same obstacles.

2.2. Pronunciation

2.2.1. Definitions of Pronunciation

Pronunciation is a crucial aspect of acquiring oral communication. When we speak, we pronounce a letter, word according to how it sounds. From the perspective of speakers' and listeners' ears, pronunciation is the creation of a sound system that doesn't hinder interaction, the correct way to pronounce a word is called pronunciation (Gilakjani, 2012). This process is frequently discussed in terms of the accuracy or appropriateness of the speech vocalizations. It can be concluded that pronunciation is how a phrase or language is uttered.

The elements of pronunciation have a considerable impact on the way it sounds. Each element is different, regarding how it sounds. Kelly (2000, as cited in Manik, 2015) explored, there are two elements, segmental and suprasegmental features. Therefore, when students are in the process of pronunciation acquisition, students will find these two elements.

Suprasegmental features resemble the language words or sentence structure. Stress and intonation are referred to as suprasegmental features (Manik, 2015). In pronunciation, stress is a crucial component of word identification. According to Reed and Levis (2015), stress refers to the amount of power or volume that is used when a syllable is uttered in a way that gives it emphasis. Intonation is the transition of sound between both high and low tones. Reed and Levis (2015) explained that intonation is the moving upward and downward movement of tone over various syllables in a phrase. In summary, the suprasegmental feature encompasses stress and intonation as an essential phrase identity.

Segmental features can also be called as phonemes, phonemes and language are different sound. Eventhough every individual pronounces words differently, it still can be explained why every sound can be generated differently, even one sound can affect a word to have a different meaning. Reed and Levis (2015) stated, there are two categories in segmental feature,

vowel and consonant. Each vowel sounds have voices, and they can be single or combined into diphthongs by switching between one vowel sound and another triphthongs is another term used to describe the blending of triple vowel sounds. Consonant sounds can either have a voice or not there are numerous combinations of consonants that are nearly identical except for the voicing component (Reed & Levis, 2015). Therefore, segmental feature or phoneme consists vowel and consonant that have different sounds.

From the explanation above, it can be found that pronunciation is an essential aspect about the utterance of phrases and language. Pronunciation has two elements, which are suprasegmental and segmental features. Suprasegmental features are similar to language words and sentence structure that consists of stress and intonation. Segmental feature or phoneme is how every letter and word are pronounced that includes vowel and consonant sound.

2.2.2. The Importance of Learning Pronunciation

Pronunciation is a crucial component of acquiring another language since it has a big impact on how well language learners communicate, which can also have an impact on how confident they are when they speak the language. One of the fundamental criteria for students' communication competency is clear and proper pronunciation, which is also one of the key components of language learning. While poor pronunciation encourages major language challenges, good pronunciation facilitates learning (Pawlak & Szsyzka, 2018). Gilakjani (2012) stated, students, particularly, EFL students will be more effortlessly interpreted even if they make faults in other areas, like grammar, if they can employ good pronunciation. In essence, good pronunciation is an essential aspect of language learning that can ease language acquisition.

Pronunciation is one of the most important factors in determining whether non-native speakers are perceived as being proficient in English, particularly EFL students. Pawlak and Szsyka (2018) explored, pronunciation accuracy can greatly enhance comprehension and reduce misunderstandings

between speakers of different languages. Correct pronunciation can also boost EFL students' confidence when speaking in a foreign language. Abdalla et al. (2020) found that EFL students who received pronunciation training felt more confident and motivated when speaking the language. Therefore, learning pronunciation can make EFL students be understood more, proper pronunciation can enhance EFL students' self-confidence and motivation when they perform English speaking.

Pronunciation is linked to cultural understanding. Students, specifically EFL students, who can pronounce words correctly are more likely to appreciate the cultural nuances and historical context behind language use. Levis et al. (2016) explored students, especially EFL students, who had higher accuracy in their pronunciation were more likely to use culturally appropriate language in their conversations. Thus, learning pronunciation is crucial to understand cultural appropriateness because from the pronunciation mistakes that are minimalized, EFL students tend to appreciate historical context even more.

Pronunciation learning is important because there are numerous benefits. EFL students' speaking can be better comprehended, good pronunciation can improve EFL students' confidence and motivate them when they speak English. In addition, EFL students can be more respected due to cultural appropriation that they possess.

2.3. Pronunciation Learning Strategies

2.3.1. Definition of Pronunciation Learning Strategies

Pronunciation learning strategies are any approach, tool, or method used by students to facilitate, speed up, or improve their pronunciation learning. To put it briefly, learning techniques are selected and applied to assist students in achieving their learning objectives. Learning strategies have a great deal of potential for improving the acquisition of oral English as a second language and English as a foreign language. Good skilled language students utilize strategies to help them master necessary abilities

(Rokozewska, 2012). Therefore, it is intended that the learning process would be more effective if students are using pronunciation learning strategies.

Moreover, students that use pronunciation learning strategies improve their own pronunciation mastery. Szsyzka (2015) stated, strategies are instruments for active, self-directed involvement, which would be crucial for establishing communicative competence, they are particularly significant for language learning. Pronunciation learning strategies lead to increased confidence and enhanced proficiency. Pronunciation learning strategies are students' deliberate actions and thinking processes for understanding and acquiring more control over a variety of pronunciation-related factors. Thus, pronunciation learning strategy is an essential thing to enhance EFL students' pronunciation mastery because it increases confidence and enhances proficiency.

Pronunciation learning strategies are important because it improves students' pronunciation mastery, increases students' self-confidence and proficiency. Students can learn pronunciation easier with pronunciation learning strategies. Therefore, pronunciation learning strategies need to be implemented by EFL students to facilitate their pronunciation learning.

2.3.2. Types of Pronunciation Learning Strategies

Pronunciation learning strategies are fundamental to EFL students' learning process. The pronunciation learning strategies used are adapted from Oxford (1990) about language learning strategies. Oxford (1990, as cited in Rokozewska, 2012) described six main categories of pronunciation learning strategies adapted, with the elaboration of some sub-indicators related to each category. There are Memory Strategy, Cognitive Strategy, Compensation Strategy, Metacognitive Strategy, Affective Strategy, and Social Strategy.

a. Memory Strategy

Memory strategy assist students in making connections between pronunciation or concepts in other languages, which helps fresh knowledge

about pronunciation stay in memory for a long time. The examples of Metacognitive Strategy are representing sounds in memory, reviewing well, employing action, and rote learning (Rokoszewska, 2012).

b. Cognitive Strategy

Cognitive strategy is when students are able to process and utilize pronunciation through cognitive processes for learning it or to complete a task involving it. The examples of Cognitive Strategy are practicing pronunciation, receiving and sending messages on pronunciation, analyzing and reasoning, and creating structure for input and output (Rokoszewska, 2012).

c. Compensation Strategy

Compensation strategies help students compensate for knowledge gaps in learning pronunciation. The examples for compensation strategy are guessing intelligently and overcoming limitations in pronunciation (Rokoszewska, 2012).

d. Metacognitive Strategy

Metacognitive strategies assist students to maintain their overall pronunciation learning process by identifying, planning, organizing, monitoring, and evaluating. The examples of Metacognitive Strategy are centring one's learning, arranging and planning one's learning, and evaluating one's learning (Rokoszewska, 2012).

e. Affective Strategy

Affective strategies enable students to manage with their emotions, motivations, and attitudes when learning pronunciation. The examples of Affective Strategy are reducing your anxiety and encouraging yourself (Rokoszewska, 2012).

f. Social Strategy

Social strategy is how students engage with others while learning the target of pronunciation and becoming familiar with the target culture.

The examples of Social Strategy are asking questions and cooperation with others (Rokoszewska, 2012).

Pronunciation learning strategies have a major effect on the procedure of learning pronunciation in addition to improving students' language competency, confidence, and enthusiasm. Szyszka (2017) explored, employing excellent pronunciation learning strategies may improve the cognitive, social, and emotional aspects of pronunciation learning, making a student more independent and productive. According to Permatasari (2019), learning pronunciation inside the class might surely encourage students' independence in the event that they wanted to improve their pronunciation on their own when not in the classroom. As a result, these strategies are useful for helping deliver instruction of pronunciation since EFL students ought to be conscious of what they are doing to enhance their pronunciation and not always rely on teachers for assistance.

From the explanation above, pronunciation learning strategies have many advantageous impacts to EFL students in learning pronunciation, EFL students that have a good pronunciation mastery that already applied pronunciation learning strategies can influence other EFL students that have not applied or perceived pronunciation language strategies. Therefore, pronunciation errors that still can be found in EFL students are minimalized.

2.4. Study of Relevant Research

The researcher reviewed and studied earlier studies that are relevant before deciding to conduct this study. Most of the studies investigated the language learning strategies that are used by EFL students that do not have a good pronunciation mastery. The first study was conducted by Rahmah and Rosyid (2018), they studied on how impactful pronunciation learning strategies can be, with 30 EFL students that do not have a decent pronunciation mastery as the participants. For the result, cognitive strategy is a strategy that is most applied among six strategies (memory-related strategy, cognitive strategy, compensatory strategy,

metacognitive strategy, affective strategy, and social strategy), the research concludes that using pronunciation learning strategies has a major effect on pronunciation learning and performance, especially for student that do not have a decent pronunciation mastery.

The second study was conducted by Permatasari (2019) that investigated EFL students' direct strategies used in pronunciation class. Permatasari (2019) explored the fact that the majority of EFL students lack proper pronunciation teaching, which causes them to experience the effects of incorrect English pronunciation. EFL students' strong non-native accents as well as the way they pronounce specific vowels and consonants frequently faced problems and obstacles. The subject of the study was 23 EFL students who registered for a pronunciation class. Based on the result of this research, it can be concluded that all of the participants applied almost all pronunciation learning strategies to learn pronunciation. They applied Memory, Cognitive and Compensation strategies. As the result, students used those techniques because of a particular influence that encouraged them to do so, the use of the students' pronunciation learning strategies is influenced by a number of aspects, including their learning goals, the sort of assignment they are given, the subject matter of the material they are learning, the lecturers' teaching methods, and their personal learning preferences.

Taladngoen et al. (2020) also conducted the similar topic about whether EFL students with varying levels of English pronunciation proficiency use the English pronunciation learning strategies in any distinctive ways. The participants were 270 EFL students that were currently in the second semester. The findings indicated that there were three pronunciation mastery groups: good, moderate, and low. While the moderate and poor participant groups tended to favor the affective and social pronunciation learning strategies, the good participant groups tended to favor the cognitive pronunciation learning strategy. As a result, these

EFL students have a range of pronunciation abilities and apply a variety of pronunciation learning strategies, due to the availability and accessibility of online tools like Google Translate, they use them to demonstrate pronunciation.