

CHAPTER II

THEORETICAL BACKGROUND

A. Social Cognitive Learning Theory (SCLT)

Almost in two decades, Social Cognitive Learning Theory (Bandura, 1999) takes a part in learning theories discussed about how individuals learn. SCLT places a heavy focus on cognitive concepts. In addition, it is focused on how individuals operate their cognitive on their social experiences and how these cognitions influence behaviors and development (Nabavi, 2012). Additionally, McCormick & Martinko (2004) stated some basic assumptions of Bandura's SCLT as follows: 1) people can learn by observing others; 2) learning is an internal process that may or may not in a behavior change; 3) learning can occur without a change in behavior (observation without imitation) (as cited in Nabavi, 2012, p. 12). In short, it can be said that SCLT plays a role as the foundation of individual's learning that involves cognitive (thought) and social experiences that then influence her behavior.

Furthermore, according to Bandura's theory, there is a central concept of SCLT that could be used in investigating individual's learning that has been explained by LaMorte (2018) in one of his modules named reciprocal determinism; It refers to cognitive/personal factors (a set of learned experiences of individuals that consists of knowledge, expectations, and attitudes), behavioral (a person's actual ability to perform a behavior through essential knowledge and skills includes practice, and self efficacy which means the level of a person's confidence to perform a behavior), and environmental (external

social context, such as social interactions and access in the community). To put it briefly, this concept can lead this study in order to know how individual does learn and how she/he develops his/her own learning.

B. The Nature of English Pronunciation

Pronunciation skill is one of the crucial parts of learning foreign language, especially in learning English. Hismanoglu (2010) stated that pronunciation is an important part of learning oral skills in a second/foreign language. Besides that, findings of the English Pronunciation Teaching in Europe Survey (EPTiES) revealed that the majority of respondents rated pronunciation as a very important skill (Buss, 2015). Akyol (2012) claimed that pronunciation is an integral part and becomes one of the key requirements of communication competence because it contributes to increase learners' self confidence, expands social interactions, and avoids misunderstanding in communication process. Faizul (2012) argued that pronunciation is closely related with communication. When someone communicates with other people particularly to English native speakers, she/he should not only knows grammar and vocabulary but also has acceptable pronunciation in order to be understood (as cited in Gilakjani, 2016). For this reason, we know that English pronunciation plays an important role in learning English for making success communication.

In English pronunciation, there are two features named segmental and suprasegmental. Florez (1998) defined segmental features as the basic inventory of distinctive sounds and the way they combine to form a spoken

language. On the other hand, suprasegmental features defined as the level of individual sound production, extend across segmental and are often produced unconsciously (as cited in Nair, Krishnasamy, & de Mello, 2017, p. 34). Segmental features consist of vowels (monophthongs, diphthongs, and triphthongs) and consonants (plosives, fricatives, affricates, nasals, and approximants) (Abdullah & Lulita, 2018). While in the suprasegmental features in English, Burns (as cited in Abdullah & Lulita, 2018) outlined three types namely linking (connected speech), intonation, and stress. Both of these features are really important in making good English pronunciation. Fraser stated “with good pronunciation, a speaker is intelligible despite other errors; with poor pronunciation, a speaker can be very difficult to understand, despite accuracy in other areas” (as cited in Nair, Krishnasamy, & de Mello, 2017, p.38). In short, both of these features are crucial part in order to have good English pronunciation.

Learning English pronunciation gives some advantages for the learners; one of them is developing their communicative competence. Wong (1993) pointed out that learning about pronunciation develops learners’ abilities to comprehend spoken English (as cited in Wei 2006, p. 2). Furthermore, Gilakjani (2012) added that pronunciation is an integral part of foreign language learning since it directly affects learners’ communicative competence as well as performance. Simply, learning pronunciation will be beneficial and it is a necessary part of communicative competence.

C. Learning Strategies in English Pronunciation

The term of learning strategies have a lot of definitions. Oxford (1990) described learning strategies as “specific actions taken by the learner to make learning easier, faster, more enjoyable, more self directed, more effective, and more transferable to other situations” (as cited in Shi 2017, p.25). In addition, Chamot (2004) argued that learning strategies are the thoughts and actions that individuals use to accomplish a learning goal. Moreover, the uses of learning strategies help the students in controlling their own learning by developing language skills, increasing confidence and motivation in learning process (Shi, 2017). This reason guides EFL students use learning strategies in learning English pronunciation because through this way students can get the benefits of strategy use.

Learning strategies classified in various frameworks. Stern (1975) classified strategies as follows: 1) planning strategy, 2) active strategy, 3) emphatic strategy, 4) formal strategy, 5) experimental strategy, 6) semantic strategy, 7) practice strategy, 8) communication strategy, 9) monitoring strategy, and 10) internalization strategy (as cited in Shi 2017, p. 26). Then, the other framework of strategies has been stated by O’Malley and Chamot (1990) namely metacognitive strategies (selective attention, planning, monitoring, and evaluating learning activity), cognitive strategies (rehearsal/practice, organization, summarizing, reducing, transfer, and elaboration) and social/affective strategy (cooperation, questioning for clarification, and self-talk) (as cited in Shi 2017, p.27).

Specifically, in learning English pronunciation, EFL students could use strategies as the foundation to enhance their learning process. The successful learners are more likely to use strategies according to specific tasks, context, or different needs (Shi, 2017). Therefore, EFL students could choose their own strategies in order to develop their communicative competency particularly in learning English pronunciation.