

Chapter II

Literature Review

There are many theories used by the researcher in this study. In this chapter, the researcher discusses some related theories to support the study. The theories will be used for the underlying requirement to solve the problems. Since this study is to find out the hospitality marine college students' perceptions towards the pronunciation accuracy and the relationship between their perceptions and their pronunciation accuracy as well as the differences of the pronunciation accuracy of the male and female students, the literature review of the study is elaborated into several sub-chapters.

A. Perception in Language Performance

Perception is inseparable with cognition, sense, and its process in the human mind. Perception and sensing represent a unique source of how to experience something at all (Demuth, 2013: 16). Talking about perception, there are two major theories of it which are slightly different one each other. These theories are known as the bottom-up theory of perception and the top-down theory of perception. These two theories are about how ones obtain the way they learn something about the reality they meet.

The bottom-up theory of perception argues that the final percept is affected by the role of the sense as what is proposed by Gibson in Demuth (2013). He states that perception is the fact that the content and quality of sensory input which represents the cornerstone of cognition play a determinative role in influencing the final percept. In the other words, percepts are directly induced by

external objects and more or less correspond to them. Moreover, Gibson argues that one's perception is determined by optical flows – optic arrays, which he regarded as some sort of structures or patterns of light in the environment or is well-known as direct perception (*ibid*). It means that perception is structured by the world (the reality) which influence the way of one's thinking rather than the process in their cognition.

On the other hand, the top-down theory sees the perception as the end product of the interaction between stimulus and internal hypotheses, expectation, and knowledge of the observer while motivation and emotion play an important role in this process which is stated by Gregory that perception is possible only by means of mental representation, computation, or creating a picture of a given reality in which the sensory data must be organised and captured by cognitive apparatus and then interpreted on the basis of available knowledge (Demuth, 2013: 31). In the other words, the perception is not perceived as what the world serves about the thing (the given reality) but rather than the product of the cognition process which deals with several supportive factors such as emotion, prior knowledge, experiences so on.

Perception is about the interpretation of someone to something which influence one in seeing the thing. It is also applicable in acquiring the languages. Based on Belling and Mangalaars' theory of perceptions and filters (2004), both aspects that are related to the use of language drive ones' idea of hypotheses of the language. This hypotheses interact to the language performance of them. A study of Sarikaya (2013) is the example of this issue. Her study examines the self's

perception of English instructors to their pronunciation skills and pronunciation teaching practice. The English instructors are the Non-Native English Speaking Teacher (NNEST). It reveals that by having a native English speaking instructor, taking phonology classes and spending time in English speaking countries lead them to perceive themselves having the low rate of pronunciation. It tells that these factors affect their perception to score themselves having low rate of pronunciation. These factors are considered as the given reality which is processed in the NNESTs' minds that reflect their perception while the low rate pronunciation is the product of the interaction between the stimulus and internal hypotheses which influence their language performance in pronunciation.

Moreover, Walgito in Sugiyanti (2014: 18) states that there are three factors influencing someone's perception, such as:

- a. The Object : it stimulates the senses as the receptors.
- b. Senses, neurons, and its structure: as the means to response, the motoric sensory could shape the perception of a person through its interaction to the object.
- c. Attention: to shape the perception, the attention is crucial that is as the main step of a preparation of a perception.

These factors shape the individual perception which may be different from one to another even though the object is totally the same.

Why is perception important to know?

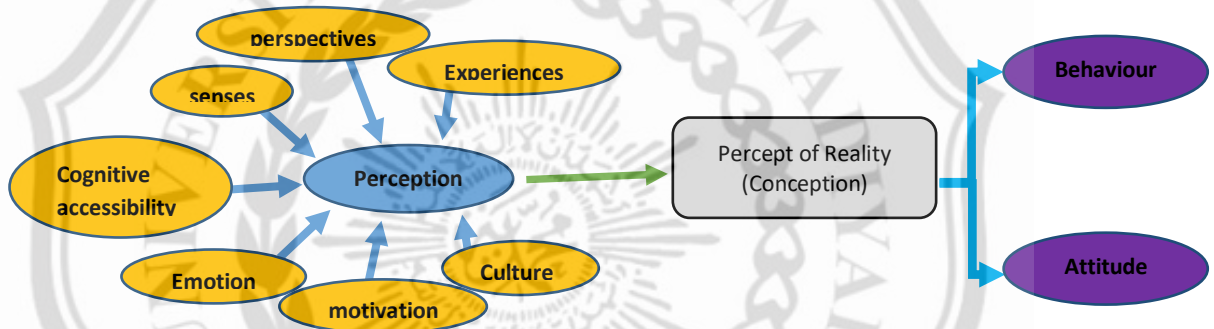
Since individual perceives the world in a subjective way, everyone has their own perception of the same thing.

Figure 1. Perception



The reality that is served is not what it is but what people want to see it. What people think of what they see and how they behave because of it do not reflect the reality. It is the scheme of what is inside of them. As stated above that there are some factors influencing the perception of someone as the diagram below.

Figure 2. Process of Perception



The perception of someone to something could be reflected throughout behaviours and attitude toward the thing. They are formed according to the way someone perceives the reality. In this study, the reality is about the English pronunciation. It can be elaborated that perception could have a particular influence to the learning process of the English pronunciation.

This kind of perception could also happen to some students of Excellent Hospitality College in Cilacap in their process of acquiring the English. The students consider that English pronunciation is different from their mother language which affects their pronunciation in speaking the words of English. Several students argue that English pronunciation is confusing but when they

could pronounce the words of English intelligibly, they feel glad. There is an argument by one of the students who states that the pronunciation of English is little bit 'too much' in expression of the sounds and mouth. It leads him to be reluctant in speaking the intelligible words. This study tries to examine the issue and its relation to their pronunciation accuracy.

B. Pronunciation

Talking about pronunciation is also talking about the sounds because they are inseparable. There are many linguists defining the term pronunciation and its relationship to the sounds production and one of them is Burn. Based on Burns and Claire (2003: 5) pronunciation is the phonology of the language that is related to the production of the sounds of the language and the perception of both the speakers and the listeners to convey the messages of their communication. It is recognized as a fundamental ability which the learners acquire primarily because it can affect accuracy and comprehension of the listeners (Dhillon, 2016: 121). It means that in oral communication, what the interlocutors perceive from the speakers is much more because of the delivered pronunciation even though grammar and vocabulary also take parts.

In uttering a word, the speakers deal with the acceptable manner (Otlowski in Gilakjani, 2016) which connects to the intelligibility and comprehensibility of what they say. Intelligibility deals with the parallel response of the listeners to what the speakers intend to deliver by the speech passed through the transmission system (Schiavetti in Reed and Levis, 2015). While comprehensibility is a perceptual rating scale from 'I understood this sentence easily' to 'I did not

understand it at all' (Varonis and Gass in *ibid*). It can be concluded that a speaker has an acceptable pronunciation when other people can understand him/her.

Chaer (2009: 47) elaborates the process of oral communication as below.

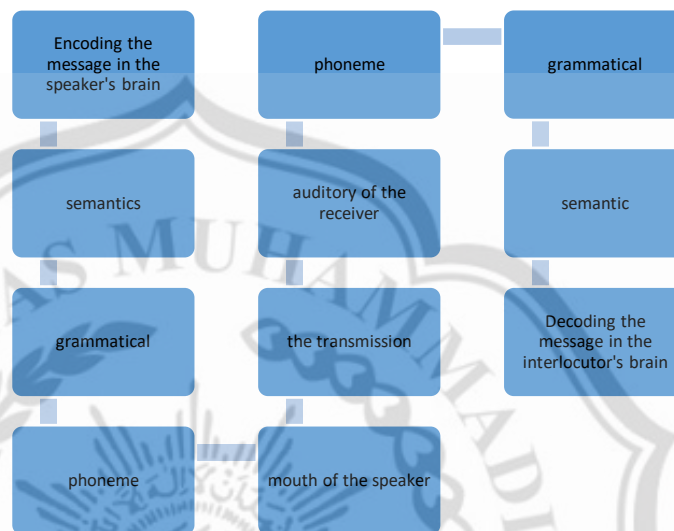


Figure3. Process of Communication

The process of oral communication proposed by Chaer involves the process of encoding the message in the speaker's brain and transferred into semantic, grammar, and phoneme. The last transformation of encoding the message is into the sounds which interpret the message to be delivered to the interlocutor. These sounds determine the success of delivering the message since what the interlocutor perceives is based on the sounds he/she understands. The misunderstanding could be happened if the sounds that the speaker chooses to describe his/her message could not be intelligible for the interlocutor. The process explains that the pronunciation of the speaker is the crucial part of the oral communication in order to have the same understanding of message both the speaker and the interlocutor.

To be intelligible and comprehensible in uttering the English words, the learners of English need to recognize the all crucial English phoneme contrasts to improve their ability to understand other speakers (Jahandar et. al, 2012: 3). By understanding the other speakers, the EFL learners may imitate the way they pronounce the words to make their pronunciation acceptable for others. According to James in Gilakjani (2016), acceptable pronunciation can be understood based on the following basic levels:

1. Level 1 : what the speaker is saying is not understandable to people. It means that the speaker uses the wrong sounds when producing English words or uses the wrong prosodic features when producing English sentences.
2. Level 2: what the speaker is saying can be understandable to people but the speaker's pronunciation is not acceptable to listen to because he/she has a strange and heavy accent.
3. Level 3: people understand the speaker and the speaker's English is acceptable to listen to.

These levels of pronunciation are associated with the pronunciation accuracy of the speakers' vocabulary selection as well as grammar used to deliver what they intend to.

1. Pronunciation Accuracy

The pronunciation learning for adults has been the topic of research since many years ago. The research is not only about their sounds of a language pronunciation or the strategy used in the instruction but also about the goal of

learning it. Lightbrown & Spada (2013: 71) state that the goal which has been long debated is whether it is intelligibly or native-like pronunciation. There are two opposing sides of these ideologies. Levis (2005) elaborates them, the nativeness principle and the intelligibility principle. The nativeness principle supports the idea that the non-native speakers can attain and desire to attain native-like speech but this principle is started to lose its hold as research on the critical period for learning-language surfaced. The critical period hypothesis (CPH) has been proposed to clarify the reason why adult language learners are unable to achieve native-like proficiency (Thu, 2009: 1). This critical period of second language learning defines the range of age which are able to achieve native-like pronunciation that is when the learners start to learn the language before puberty while it is almost impossible to attain it if they learn the language after puberty and there is a possibility for them to retain their native accents during their learning (Hartshorne et.al, 2018: 1).

Adults' ability to percieve and segment sounds of L2 has deteriorated since adults' brain area for language learning has ben lateralized so language learning is less fruitful in comparison to children (Ellis in Thu, 2009:1). In addition, the concept of native-like accent is entirely relative because English is a global language spoken by many different people and to decide which accent to be followed is oversetting.

The intelligibility principle emphasizes on the accuracy of pronunciation in which accurate pronunciation involves discovering how sounds are articulated and pronounced for each letter or group of letters when vocalizing a word and to

follow what is accepted as standar by native speaker (Jahandar et.al, 2012: 1). Moreover, to obtain accuracy of pronunciation of a language means to recognize the phonological characteristics of speech production of a language and is not necessarily to obtain native-like accents (*ibid*: 2). Levis (2005) argues that intelligibility pronunciation is not to be 100 percent accurate like the native-speakers but to get the matched response of the native speaker interlocutor in a communication.

In having intelligible pronunciation, a learner of EFL may consider the features of the pronunciation of the English words. According to Burns and Claire (2003: 5-8), the various features that make up the production of sounds in English are divided into segmental and supra-segmental features.

1. Segmental (micro) level

It relates to sounds at the micro level which includes specific sounds within words. The consonant sounds, the vowel sounds, the voice quality and body language are included in this level.

a. The Vowel Sounds of English

This category or sounds is normally made with a voiced aggressive air stream, without any closure or narrowing such as would result in the noise component characteristic of many consonant sounds; moreover, the escape of the air is characteristically accomplished in an unimpeded way over the middle line of the tounge (Gimson in Dhillon, 2016: 124).

Vowels are made by voiced air passing through different mouth-shapes; the differences in the shape of the mouth are caused by different position of the tongue and the lips (Connor in Dhillon, 2016: 124).

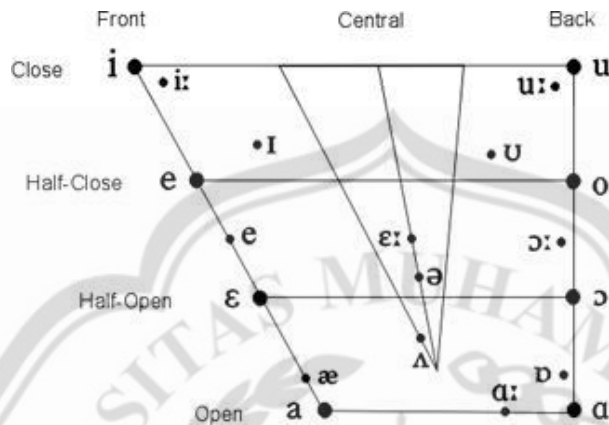


Figure4. Vowel Chart

The English Diphthongs

A diphthong is a glide from one vowel to another, and the whole glide acts like one of the long, simple vowel (Connor in Dhillon, 2016: 125). Diphthongs can be divided into two groups, namely: rising and centering diphthongs.

Rising diphthongs.

The rising diphthongs are those ending in high vowels such as /ɪ/ and /ʊ/. The English rising diphthongs are: /eɪ/, /aɪ/, /ɔɪ/, /aʊ/, and /oʊ/ (for strong form) or /əʊ/ (for weak form). Examples:

| Graphemes | British | American |
|-----------|-----------|----------|
| Came | /'kɛɪm/ | /'kɛm/ |
| Great | /'grɛɪt/ | /'grɛt/ |
| | /'ɔ:ɔɪld/ | /'σɔld/ |

Centering diphthongs.

The English centering diphthongs are those ending in /ə/ such as: /eə/, /ɪə/, and /ʊə/. For examples:

| Graphemes | British | American |
|------------------|----------------|-----------------|
| Hair | /'heə/ | /'her/ |
| Weird | /'wɪəd/ | |
| Sure | /'ʃʊə/ | /'ʃʊr/ |

b. The Consonant Sounds of English

Consonants are sounds that are produced by an obstruction of an air-stream either in the pharynx or in the vocal tract. There are 24 consonant phonemes in Received Pronunciation (RP) and in most other accents of English (Skandera& Burleigh, in Dhillon, 2016: 123). Consonant is regarded as a typical speech sound that is articulated either with complete or partial closure of the air stream in the mouth cavity by means of certain speech organ. The features of consonants can be determined by three main aspects, they are: place of articulation, manner of articulation and vibration of the vocal cords.

A place of articulation deals with the speech organ involved in the production of the consonant. Based on this category, the consonants can be classified into bilabial (articulate by the lower and the upper lips), labio-dental (articulated by the lower lip and the upper teeth), alveolar (articulated by the tip of the tongue and the teeth ridge), post alveolar (articulated by the tip of the tongue and the back part of the teeth ridge), palate alveolar (articulated by the blade of the tongue and the teeth ridge), palatal (articulated by the front of the tongue and the hard palate), velar (articulated by the back of the tongue and the soft palate), and glottal (articulated in the glottis).

Manner of the articulation deals with the way how the speech organs are moved in the production of the consonants. Based on the movement of the speech

organs or how the air stream is blocked by the speech organs, the consonant can be classified into: plosive (the air stream completely blocked and suddenly released and produces explosion), affricative (the air stream is completely blocked and slowly released, and produces a hissing sounds), nasal (the air stream in the mouth cavity is completely blocked and released through the nose), lateral (the air stream is released through either both side of the tongue). Fricative (the air stream is released through narrow passage formed by the articulators and produced a hissing sound), and semi vowel (the speech organ are moved or glided from a weakly articulated vowel position to the other position).

The vocal cord may be held wide apart or closed completely. Besides, they may be held loosely together so that they vibrate when the air passes between them. During the production of the consonants, there might be more or less vibration of the vocal cords. When a stronger vibration is made during its production, the consonant is then classified as a voiced consonant (vd), but if the vocal cord make less vibration, the sound produced is classified as voiceless consonant (vl). When the vocal cord are tightly closed so that no air can escape at all, and they are then suddenly opened, a glottal stop [ʔ] will be heard.

Based on the above explanation, the English consonants can be drawn as in the following chart:

| | | PLACE OF ARTICULATION | | | | | | | | | | | |
|---------|----|-----------------------|----------|--------|--------------|--------|----------|----------|---------------|-----------------|---------|----------|----------|
| | | | Bilabial | Dental | Labio dental | Dental | Alveolar | alveolar | Post alveolar | Palato alveolar | Palatal | Velar | Glottal |
| Plosive | vl | | P | | | | T | | | | | K | ʔ |
| | vd | | B | | | | D | | | | | G | |

| | | | | | | | | | | |
|------------|----|----------|----------|----------|----------|----------|-----------|----------|----------|----------|
| Affricate | vl | | | | | | tʃ | | | |
| | vd | | | | | | dʒ | | | |
| Nasal | vl | | | | | | | | | |
| | vd | M | | | N | | | | ŋ | |
| Lateral | vl | | | | | | | | | |
| | vd | | | | L | | | | | |
| Fricative | vl | | F | θ | S | | ʃ | | | h |
| | vd | | V | ð | Z | R | ʒ | | | |
| Semi Vowel | vl | | | | | | | | | |
| | vd | W | | | | | | j | | |

Figure 6. The English Consonants Chart

2. Supra-segmental (macro) level

It relates to linking (the way the last sound of one word is joined the first sound of the next word), intonation (the melody of the language – the way the voice goes up and down according to the context and meaning of the communication), word stress (the prominence given to certain words in an utterance). English is a stress-timed language which means that English tends to stress one or two syllables and slur the rest of the word or sentence while many other languages, such as Bahasa Indonesia, are syllable-timed languages and this elaborates English sounds are often unclear to some speakers of other languages (Derwing, 2010: 28).

Considering the fact that L2 learners use English more often among Non-Native Speakers (NNSs) than among the native-speakers (Jenkins in Abubakar and Abdullah, 2015: 144), commonly the students of hospitality marine colleges in Indonesia still need to learn about segmental English for their intelligible pronunciation of English rather than the supra-segmental English. Jenkins in Jahandar (2012: 3) also found out that most of errors that caused un-intelligibility

were segmental, a substantial minority consisted of intonational errors and, of these, almost all related to misplaced nuclear stress, particularly contrastive stress, either alone or combined with segmental errors. It means that for the Indonesian EFL learners, they still have the difficulties to distinguish the stress or intonation of the words in the sentences to perform the correct ones.

C. First Language Interference

The problem of the foreign language acquisition is usually regarded to the first language of the learners. In Indonesia, there are many tribal languages spoken by the Indonesian learners as their mother tongue while Bahasa Indonesia is tended to be the second language of them eventhough Bahasa Indonesia is the main language used in the schools. The followings are the the aspects of Bahasa Indonesia and Javanese Language as the tribal language spoken in Java.

1. Bahasa Indonesia

Between Bahasa Indonesia and English which is considered as the most frequent foreign language spoken in Indonesia, there are several differences especially in the way of pronunciation. As mentioned above, the differences of Bahasa Indonesia and English are not only in the level of segmental but also in supra-segmental. This condition interferes the learners in pronouncing the words.

Thus, undeniably, there is always the phenomenon known as ‘mother tongue interference’ when the learners learn to pronounce English language words which indicates the misunderstanding of the true meaning through the mispronunciation of the words (Kim et.al, 2017: 723). Moreover, they argue that in English, many spelling of the words do not reflect their pronunciation and many words may start

with the same letter but pronounced differently in different words which leads to the impossibility to predict with certainty the sound of a written English word from its spelling or the spelling of a spoken English word from its sound (*ibid*: 724). In Bahasa Indonesia which is known as the non-tonal language (Peishi, 2018: 3), the pronunciation of the words is clear and according to the spellings of the words.

Peishi (2018: 10-17) explains that Bahasa Indonesia consists of vowels, diphthong, consonants and clusters as below:

a. Vowel

In Bahasa Indonesia, there are six sounds of vowels such as /ʌ/, /e/, /i/, /u/, /o/, and /ɔ/. These vowels are produced as

/ʌ/ is a middle, lowvowel, and not round sound

/e/ is a front, mediumvowel, and not round sound

/i/ is a front, highvowel, and not round sound

/u/ is a behind, highvowel, and round sound

/o/ is a behind, medium vowel, and round sound

/ɔ/ is a middle, medium vowel, and not round sound.

Besides those single vowel sounds, there are /ai/, /eo/, /ue/ and other combinations of two single vowel sounds.

b. Consonant

There are 22 consonant sounds in Bahasa Indonesia as below

| | | PLACE OF ARTICULATION | | | | | | | | | |
|------------------------|------------|-----------------------|----------|--------------|--------|-------------|---------------|-----------------|----------|-------------|----------|
| | | | Bilabial | Labio dental | Dental | Alveolar | Post alveolar | Palato alveolar | Palatal | Velar | Glottal |
| MANNER OF ARTICULATION | Plosive | vl | P | | | T | | | | K | |
| | | vd | B | | | D | | | | G | |
| | Affricate | vl | | | | | | | C | | |
| | | vd | | | | | | | J | | |
| | Nasal | vl | | | | | | | | | |
| | | vd | M | | | N | | | | | |
| | Lateral | vl | | | | | | | | | |
| | | vd | | | | L | | | | | |
| | Fricative | vl | | f | | | | | S | K | h |
| | | vd | | v | | Z, r | | | | G, ŋ | |
| | Semi Vowel | vl | | | | | | | | | |
| | | vd | W | | | | | | Y | | |

Figure.7 Consonant chart in Bahasa Indonesia

c. Diphtong

It is a sound which is marked by the change of the tongue and the function is as the core of the syllable. There are down diphtong and up diphtong. In Bahasa Indonesia, there are three kinds of raising diphtong such as /ay/, /aw/, and /oy/.

d. Cluster

It is a combination of two or more different consonants in the syllables without any interruption of the vowel. For example, *pr* in *praktek*, *pl* in *plastik*, *str* in *struktur*.

The absence of the sounds of the phonemes in the mother tongue influences the pronunciation of the learners of English in pronouncing the English words

correctly. Despite pronouncing native-like of the words, the intelligible pronunciation is an alternative to fill this absence.

2. Javanese Language

In Central Java especially Cilacap, there is a tribal language used besides the national language, Bahasa Indonesia. It is Ngapak Javanese language. It is called Ngapak due to the dialect the speakers use which is different enough from the standard dialect of Javanese Language, Yogyakarta and Surakarta dialects (Suartono, 2016: 181). Based on his study, this dialect of Javanese Language can be identified from the pronunciation of several phonemes. They are voiced /w/, /é/, 'full' /k/, heavy sound of /r/, and /i/ (*ibid*, 186-189). For the speakers of this dialect, the pronunciation of their English may be influenced by how they pronounce the Javanese language.

3. Gender and Language

There is a significant and important relationship between language and gender. Gender is the characteristic not just of the individual but also of the culture, and others perceive, behave, and act in a way that depends on whether they believe they are male or female (Gazva and Moyo, 2014: 123). It affects their behaviors as well as bearing on their language performance.

The study of gender is important to study of language, and the first step to study gender is to explore the difference between men and women (Xia, 2013). The difference between male and female bears on the differential socialisation of boys and girls which determines how they are perceived and how they are expected to think and act as males and females (Gasva and Moyo, 2014: 123-

124). The expectation of what males and females think and act is the impact of the gender differentiation in the social life. It provokes the way they perform the language.

In performing the language in their social life, Xia (2013) believes that women are more conscious of using languages which associate with their 'betters' in society, that is, those they regard as being socially superior while men are powerful including the lower class men, and they are less influenced by others. In the other words, the attitude of women in performing the language is influenced by others who present the social superiority in the society. Meanwhile, men are powerful to perform their language used without any interference of others. The social status leads the women to be more polite in using the language that women choose to perform the more standard language (Wenjing in Akhter, 2014: 8). Lakoff describes the way women's speech that are 'expressive of uncertainty, lack of confidence, and excessive deference or politeness (Akhter, 2014:4) and it could be possible as the effect of the influence of the social status.

However, many studies show that women perform better in second language acquisition such as Gasva and Moyo in 2014 who revealed that girls in the case of grade six pupils tend to perform slightly better than boys in language which are also supported by Burstall, Boyle, and Ehrlich in Zoghi et.al (2013: 1124) that females learner show possible superiority in their second language learning process. In the pronunciation aspect, Henton in Jahandar (2012: 3) clears the difference of the male and female who states that women produce more open-

mouthed variants of vowels than men, which means that female speech is more phonetically explicit.

To clarify the differences, Akhter (2014) elaborates them as below:

a. Vocabularies

A careless tongue can be more dangerous than a sword. This proverb depicts the risk of the words used which could hurt more than the sword. Females pay more attention in the vocabularies selection than the males. They always use a word with exaggerated significance, such as gorgeous, lovely, cute, adorable, so on while males use plain words to enhance the effect such as good, very, really, and so on (Wenjing in Akhter, 2014: 7). Lakoff found that female use more intensifier than male such as ‘so, awfully, pretty, terribly, quiter’ and so on while Labov, Levin & Crockett, and Trudgil elaborate the men’s language performance in vocabulary by using the statement ‘men use more slang expression than women (*ibid*). In the other words, women tend to select the eligible words to speak to the certain social status of their interlocutor while men tend to perform who they really are with less consideration of word selection.

b. Pronunciation

Xia (2013, 1485) states that the women’s pronunciation is usually better than men’s that the study of Shuy in 1969 tells so. The study is about their pronunciation of *-ing* that the study shows 62,2% of men who were under investigation pronounced *-ing* in wrong way but only 28,9% of women did not pronounce right. In addition, Simpson in Jahandar (2012: 2) found that

men tend to elide or reduce vowels and consonants which leads to shorter sentence durations while the female speech segments were on average longer than those of men as evidence that women tended to realize speech segments more fully. It drives the perception that women speak more standard than men. In addition, women speak with the higher tone while men often put the highest pitch on the most important word (Weijing in Akhter, 2014:7). Since women usually speak standard language more than men, younger women have less dialectal language than older men who are considered as the most dialectal language performance (Stolten & Engstrand in Kassaian, 2011: 371).

c. Topic Selection

Politics and economics are major topics selected by male, meanwhile, education and family are the major topics chosen by female. Moreover, women will talk less in public communication but talk more in their family while men do reversed (Ning and Dai in Akhter, 2014: 9).

d. Syntax

The choice of syntactic structure of women is usually to use tag questions. They use rising tone to express consult and the uncertain tone. Men prefer to speak directly and that is why they select declarative and imperative sentences to express the tone of orders and requests (Wenjing in Akhter, 2014: 9)

The explanation above determines the corellation between the genders and the language performance. It can be concluded that in certain areas of the

language are performed differently by the gender since the society treats them differently. It interferes their perspective in using the language. What the society expects them to be gives impacts to the attitudes of using the language.

Xia (2013: 1488-1489) describes the possible factors of the different language performance of the males and females as below:

a. Different Psychology

As being understood that psychology is the crucial factor of the acts of the human beings as well as the language since it is a process in the human brains which resides in the heads of individual users (Yang, 2002: 6). Through the language, what is complex in the head of humans could be born (Wundt in Chaer, 2009: 14). This process is inseparable with the psychology of the speakers in which the gender plays the important role. Xia (2013) states that women are more careful, sensitive and considerate than men which lead them to think the impact of the words they speak and it puts on the women into the politeness. On the other hand, she continues, men appear to be rash so men's speech is usually blunt and solid.

b. Different Social Status

Almost in every country, most of important position in government are held by men. They can dominate everything, including women. This leads the women to have a perception of men power which is higher than women. It determines the tone of women which is not that self-confident as men's. Women's social status makes them appear to be submissive to men since they feel inferior

to men in this society, so they appear to be non-assertive when they talk (Xia, 2013). Similar to Xia, Lakoff in Akhter (2014: 4) states that the society is men-centered. People reach an agreement that men are superior to women.

c. Different Cultural Background

Lakoff in Akhter (2014: 11) believes that the distinction between men's and women's language is a symptom of a problem in their culture, and not primarily the problem itself. The value is another element. Value is the core of culture. Different value also influence men and women's vocabulary selection. Language is not separable from norms and values (Castle, 2013: 186). Language established rules of behavior or standard of conduct (norms), e.g how young Javanese people interact to elder people, and the value of the language that is as the all-purpose social means for its speakers, e.g communicative value that Toscano (2009) argues that through language, people perform all kinds of communicative actions, from asking for direction, or ordering in a restaurant, or writing poetry.

The language performance of the EFL learners may be the impact of these factors which the role of gender in their society could not be separable. Moreover, Moyer in Levis (2015: A-44) argues that the pronunciation change of exceptional learners occurs most successfully inside the social context.

D. Hospitality Industry and the Education

The term 'Hospitality' refers to a large group of industries, and comprises a wide and diverse range of service operations which covers diverse types of organization including hotels, casinos, resorts, restaurant, pubs, cruise ship, and

welfare sector among others (Wilks and Hensworth, 2011: 132). The industries demand the fullskilled-workers to please their guests with their excellent service. To supply what the industries require, hospitality colleges are widespread in the global world. They are as an answer of the demand of the hospitality industry which is also developing fast in Indonesia.

Many of the colleges offer a good quality of education in this area because hospitality, travel, and tourism management majors have different learning styles compared to other students' programs since the students are attracted to practical activities rather than theory and reflection. Then, the tourism and hospitality educators need to instruct students through different teaching styles to increase students' learning preference in certain programs (Barron and Acordia, Lashley, Lashley & Barron, Dale & McCarthy in Hui Lin, *et.al*, 2013: 4).

The demands of the hospitality industry insist the students to acquire the skills well. There are certain competencies that are required such as personality, communication, attitude, technical know-how, and English language communication amongst the hotel employees is also a crucial requirement, and hence a factor considered for employability (Prabhu and Wani, 2015: 7). In order to be employed, the students must prepare themselves to be able communicating in English well, hence, the native-like English is not preferable but the intelligible English.

Acquiring the intelligible English means to stay highly motivated in order to be accurately fluent in a high level of professional service language (Zahedpisheh *et.al*, 2016: 88). It leads the students to put on themselves in the list of more

employable due to the emphasis of the employment of the human resources. Prabhu and Wani (2015) state that employment is about to provide the level of services leading to guests delight successfully. Those demands of the hospitality industries require the language communication skills of English to be intelligible both by the guests and the companies.

E. Relevant Study

The pronunciation issue of the EFL learners is never ending issue to be investigated. This issue could dealt with other issues such as the relationship of the gender, teaching strategies, learning behaviors, or the perceptions. In this study, the researcher focused on the pronunciation and its accuracy of the learners, the learners perception towards the pronunciation accuracy, and the extent of the gender in pronunciation accuracy.

Kassaian (2011) conducted a study of the issue of pronunciation and gender who investigated 30 children and 30 adults of Persian which were included males and females in each group. He investigated the difference of pronunciation of the males and females by giving them the words lists tests. The study showed that there was no significant evidence to prove that gender plays a significant factor regarding production of English sounds.

As well as Kassaian, Jahandar et.al (2012) conducted the similar study by investigating 21 males and 32 females of Iranian by reading aloud the text given. The result showed that female outperform male subjects in producing accurate consonants but not vowels. Xia (2013) argues that women's pronunciation is better than men's in learning the second language since girls exhibit a better

ability in language. This difference of male and female pronunciation could be the effect of their perception of the English pronunciation. The study of the perception of the learners on pronunciation has not been done many by the language researcher. However, a study of Abu Bakar and Abdullah (2015) gives an overview of this issue. Their study showed that the perception of the learners towards the intelligible pronunciation is positive but they have negative responses in the confidence of speaking the English with lack of correct pronunciation.

A study of Zoss (2015) revealed the similar result as Abu Bakar and Abdullah (2015) that ELs perceive English pronunciation affects their quality of life in a variety of ways, especially in terms of career advancement; ELs' lack of awareness regarding their pronunciation problems may be due to a lack of instruction; ELs' negative perceptions relate more to lack of respect than to outright discrimination; ELs' negative perceptions may be related more to issues of group identity and acculturation rather than fear of losing their native language or culture.

Based on those studies, in this study, the researcher tries to figure out the learners' perception on pronunciation and their pronunciation accuracy, the extent of their perception towards their pronunciation accuracy, and the significant impact of gender on their pronunciation.