<center>**Chapter Two**</center>

<center>**Literature Review**</center>

In this chapter, the researcher would like to discuss the theories related to the research. This research is about students' perception on what kind of English pronunciation that they want to sound like and who their role model in speaking English is. In order to discover some theories that related with, this chapter presents theoretical description and the conceptual framework. The first discussion is the description of the keywords on this research. Then, it discusses several components that are related with. The last, the conceptual framework summaries all relevant theories, which assists the research to solves the research problem.

Theoretical Description

In this part, the researcher would like to discover the theories which support and are related to the study about students' perception on how they want to sound like. This part discusses some sub that related with such as English pronunciation, native and non-native speakers, speakers' accent, and role model of speaking English.

English pronunciation. Pronunciation is one of the linguistic aspects that have many discussions. This might happen because the pronunciation of English can be quite different especially from those who live in English second language environment (Derwing and Munro, 2005, p.380). This means, there are separation of English language depending on where of the language arises. The spread of English across cultural and linguistic created many kinds of English pronunciation

called World Englishes (Kachru, Kachru & Nelson, 2006). According to Kachru, Kachru and Nelson (2006) world Englishes are divided into three parts; inner circle, outer circle and expanding circle.

Inner cicle. Inner circle is "the countries where English is used as native language" (Kachru, Kachru and Nelson, 2006 p.161). The countries such as Australia, Canada, New Zealand, United Kingdom and of course the United States. This inner circle term creates some issue that the native speakers of English should be the model of English because of their 'native' label and the implication of native that means 'authentic' and 'real' (Ur, 2010).

For the pronunciation aspect that arise among them, there is no doubt that every place of native speakers area belong their own characteristic (Kachru, Kachru, and Nelson, 2006). For more clear about the differences, here the two examples of native countries; the United Kingdom and America.

The United Kingdom. The Unied Kingdom consist of England, Wales, Scotland, and Ireland. The last three countries, Wales, Scotland, and Ireland got English by the British colonialism that spread by the arms, politics, and culture as part of an assimilative process (Kachru, Kachru, and Nelson, 2006). Indeed, Wales, Scotland and Ireland still have their local characteristic that influence their English.

Wales. Wales English or Welsh is English that pronounce and dialect refers to Wales kingdom society that commonly like 'melody accent' that the pronunciation likes stream down and then go high (Natalia, 2016). According to Hickey (2012) the language features of Welsh is not have much differences with

British, especially when we compared to Scottish and Irish English. For the phonology aspects, the 'melody accent' of Welsh also describe as "the lilting intonation do to the rise-fall at the end of statements as opposed to the fall in other forms of English" (Hickey, 2012, p.24). It seen in how they sounds words such as 'beer' to 'bee-uh' /bi'-λ/ and 'poor' to 'poo-uh' /pʊ-λ/ (Martin, 2005).

Scotland. English in Scotland according to (Corbett and Stuart-Smitt, 2012) has two different kinds, restricted and public. The 'broad' Scots for domestic, intimate, and spoken situations, then English for public like written registers. "Standard English assumed to be spoken by middle class speakers" (Corbett and Stuart-Smitt, 2012, p.77) and the others speak with Scots English. For example in standard English "I'm going to take the baby to the river for the picnic" will be pronounce different like in west Scots "Um gunna tak the wee'un ta the ruvur fe a pucnic" and in east Scots be likes "Ah'm gonny teak the wee bairn te the riv'r f'r a pucnuc" (Natalia, 2016).

Iriland. According to Dolce and Natale (2009) the Irish English is one of those that differs most from standard British English, this Irish actually closer to the older variety of King Scots and indeed to the so-called new Englishes from areas like Africa and Asia that is not traditionally English-speaking. For the phonology aspect, Irish English has 'plosivisation of dental fricatives'. This means a friction of initial sounds in 'think' and 'this' is have dissimilarity especially in the south Ireland. The sound of /ʈ/ and /d/ has strong dental stop, this is applied because the south Ireland usually has dental stop in the beginning of words such as 'think' and 'this'. The word /ʈɪŋk/ and /dɪs/ become /ʈɪŋk/ and /dɪs/

(Hickey, 2012). Besides that, Irish English also identified by the /r/ that sounds clearly in verey position, for example car / ka:r /,corner / korner /, far / fa:r / (Natalia, 2016).

England. English in England or as known as British English is the country that had important role in separated English in three others countries (Kachru, Kachru, and Nelson, 2006). British English also had a long historical that arised around 449 AD. According to Algeo (2010), there are four periods of British English; Old English (449-1100), Middle English (1100-1500), Early modern English (1500-1800), and the last Late Modern English (1800-now).

The latest period of Brithis English is the language that we know todays. This English language have some characteristic especially in pronunciation aspect. The characteristics are mentioned by Kachru, Kachru, and Nelson (2006):

> "New England pronunciation is most strongly characterized by the lack of a postvocalic /r/ and by a low [a] in words like bath, glass, or aunt (known popularly as the "Boston a"). Conservative dialects from the eastern part of the region maintain a distinction between the vowels in Mary ([e:]), merry([ɛ]) and marry([æ]). Lexical items characteristic of the region include pail'bucket', darning needle'dragon fly', angleworm'earthworm', grinder'submarine sandwich', and rotary'traffic circle'." (p.64)

The þ and đ alphabet pronounce as 'th'. From the example above we know that the alphabet that we used now days is start from Early Modern English and have some differences with the Old English and Middle English.

America. The first permanent inhabit of English speakers was in 1607. They lived in place called Jamestown in area they called Virginia. In the way they spoken, there are two features of American English according to Crystal (2003), first is the southern settlers from areas in the west of England (e.g Somerset) and their speech was characterized by the use of /z/ sound instead of /s/ sounds ("Zummerzet" voicing) and the strong /r/ after vowels, which can still be heard in this region today. The second area is the settlers in Plymouth to the north, came from the areas in the east of England, who did not sound the /r/ after vowels (as today, e.g or is pronounced the same as awe, /ɔ:/, not /ɔ:r/).

In additions, Kachru, Kachru and Nelson (2006) also explain the American English pronounciatin as "a lengthening and breaking tendency of vowels (p.61)", this is showed as in

> "[IƏ] in bit lack of rhoticity (now recessive), the monophthongization of /aI/ (e.g. time [ta:m]; generally before voiced consonants and in free position, with regional and social restrictions before voiceless consonants), homophony of mid and high front vowels before nasals (known as pin/ pen-merger), the second-person plural pronoun y'all, double modals like might could, an incentive future fixin' to, and words such as light bread, pulley bone'wishbone', mosquito hawk'dragonfly', granny woman'midwife', or jackleg 'unprofessional, dishonest'." (p.64).

However, the English that is used in America and England had several differences especially in pronunciation. Dimitrova (2010) identify the different

between British Pronunciation and American in three aspects which are vowels system, consonant and stress, other differences.

The vowels system. Vowel system is the sounds of a language, especially when considered as forming an interreland and interacting group. In this part, this system are divided into two, long/tense and short/lax vowels and diphthongs.

First is long/tense and short/lax vowel, American English is usually described as having tense and lax monophthongs. Generally, long vowels are tense while short vowels are lax. But vowel length is relatively less important in American English than in British English. Nevertheless, most dictionaries shows the pronunciation differences between them retain the length diacritic [:] in the transcription of the American English vowels.

Second is diphthong, British English pronunciation has 3 diphthongs ending in /Ə/, /IƏ/, /eƏ/, /ƱƏ, as in *here, there, poor.* American English has no separate phonemic diphthongs which end in /Ə/. The vowels in the above three words are pronounced as sequences of I+ r, e + r, and Ʊ+ r, respectively. For example:

	British	American
Near	nIƏ	NIr
Beard	bIƏd	BIrd

Table 1. Diphtong

Consonant. Consonant part that discuss in this point is concern in the phonetic realization and their distribution. One of the typical feature of American English concerns the realization of /t/ between vowels. In this position, both in

individual words and across word boundaries, /t/ is pronounced as a quick tap and is accompanied by voicing, so that is sounds almost like a /d/. The symbol most frequently used in pronunciation dictionaries to show a voiced /t/ is /ṭ/, for example,

	British	American
City	śIti	śIṭi
Writer	ŕaItƏ	ŕaIṭƏr

Table 2. Consonant /t/

Besides that, probably the most important different between the consonant of two accents is in distribution of /r/. In American English, the /r/ is pronounce more clear that in British English, for example,

	British	American
Force	fɔ:s	fɔ:rs
Car	kɑ:	kɑ:r

Table 3. Consonant /r/

Other differences. This differences like the number of suffixes the vowels in which are pronounced differently in the accents such as the –*ile* suffix in *hostile, fragile, futile,* etc. (pronounced /-aIl/ in British English) to have a weak vowel or a syllabic consonant and to be pronounced /Əl/ or /ḷ/ in American English. For Example:

	British	American
Fragile	ḟrædʒaIl	ḟrædʒḷ
Hostile	ḣɒstaIl	ḣɒ:stḷ

Table 5. Example of other differences

Thus, the varieties between British English and American English pronunciation makes them had their own supporter especially for learners who wish to acquire native-like pronunciation.

Outer circle. Outer circle is "the countries where English is an institutionalized variety, that is, is used as an official language" (Kachru, Kachru and Nelson, 2006 p.161). The countries that belong in this category are the counties that former British colonies such as Malaysia, Singapore, India and South Africa (Kachru, Kachru and Nelson, 2006). The outer circle countries used English as their second language (Jenkins,2009). They speaks English by following their own native norm. This case created the new English likes Singaporean English and Fijian English (Higgins, 2003). In this part, Singaporean English and Indian English will be the example to recognize the typical of outer circle of English.

Singlish. Singaporean English or commonly called Singlish is an English language that used in Singapore. Singapore which were once colonialized by the British adopted English language as their second language. Now days, English used as common language in Singapore. According to Lim (2011), English is the primary working language in Singapore. English used in Singapore is mostly in all domains such as education, government and administration. This language is already become lingua franca especially among younger and more educated people. Using English as lingua franca is also supported by the citizen of Singapore that speaks with different language, "a multilingual community of

speakers" (Lim, 2011, p.2). This multilingual speakers in Singapore has contribution in the development of Singapore English variety.

Moreover, Singapore citizens consists of three ethnics group; Chinese, Malay, Indian, respectively (Leimgruber, 2011) which means there are three others language that they use besides English; Mandarin, Tamil and Malay. In the evolution of English in Singapore we have to recognize the influence from the others language (Lim, 2011). This is clearly shown in the way they used some article while they spoke. According to Lim (2011), "the earlier particles *lah, ah* and *what,* the larger set of Singlish particles, namely hor, *leh, lor, ma* and *meh,* have their origins in Cantonese, and were acquired in Singlish in a later era." (p.6).

Besides that, there is distinctive feature of Singlish pronunciation that called "staccato effect". According to Brown (1988),

"Singaporeans speaking English create this effect in a number of ways. One way is through not distinguishing long vowel sounds like /i:/ from / I/, /u:/ from /ʊ/ and /a:/ from /ʌ/. Thus words like *seat, fool* and *mask* sound the same as *sit, full* and *musk*. The diphthongs like /eɪ/, /əʊ/ also become shortened and sounds like /e/, and /ɒ/ ; so *mate* and *shown* sound like *met* and *shone*." (p.115)

Nevertheless, the varieties of English that happens in Singapore already becomes their nation identity. Leimgruber (2011) stated, Singlish is probable in expressing a Singaporean identity. That is become a reason to know different kind of English such as Singlish, the fact that it is the speakers of Singlish is starting to cast it as a

powerful tool for expression of national identity. After all, "if the official languages Mandarin, Tamil, Malay, and English all also 'belong' to other countries, Singlish is indeed uniquely Singaporean" (Leimgruber, 2011,p.17)

Indian English. India like the others outer circle countries, got English by the British colonialism since 1579. English spread in India citizen by the translator for Christian missionaries and British trades. India officially has 1,652 mother tongue language (Mehrotra, 1998) but the governments has decided three national languages in India such as English, Hindi and Tamil.

However, some Indians have protested against English as national language because this language describing 'a sign of slavery' that remind them of the Britain colonialism. One of the main reason of choosing English because English can be the lingua franca amongst the different cultural and linguistic country, so do as the international language that help them to have access outsides their country (Gramley and Patzold, 2004).

According to Bhatt (2004), there are three common features of Indian English. First is the placement of stress words where it often falls on the second last syllable of the word in contrast to the stress pattern in standard English e.g British English, for example pronounce /'refer/ rather than /re'fer/ and pronounce /pro'testant/ rather than /'protestant/. Second is the sound /t/ and /d/ to replace dental fricative sound /Ө/ and /đ/, for example /think/ becomes /tink/ and /that/ sound likes /dat/. The last is the initial consonant in beginning of words that difficult for some speakers so they have to put vowel in the front of the consonant, for example school become ischool /Iskul/ and speech become ispeech /Ispitʃ/.

Expanding circle. According to Kachru, Kachru and Nelson, (2006 p.161) "expanding circle consist of countries where English is used as a performance variety, that is, foreign language". This means, in this model English language is just "a 'performance' language without any official status and therefore dependent on the standards set by native speakers in the inner circle" (Jenkins, 2009 p.14). In this sub, Indonesia take a part as the example countries of expanding circle.

Indonesian English. Different with Singapore, English in Indonesia is not as a nation language or second language. English in Indonesia take place as foreign language that used only for certain occasion. Though, the existence of English in Indonesia take an essential place. This is supported by Simatupang (1994) in Lauder (2008), English in Indonesia has no wide use in society, English language is not used as an official language for communication such as government, the law courts, and the education system. English in Indonesia is not has any special status in the country's language legislation, but it is still seen as a priority as the most important of the foreign languages to be taught. Because of this reason, we cannot identify the characteristic of English that used in Indonesia.

Lauder (2008) also mentions the English sounds that is produced by Indonesian is cannot be claim as the existence of an Indonesian variety of English like countries of the Outer Circle such as India or Singapore. The type of interlanguage errors that are made by Indonesian speakers of English are not consistent enough to claim they form as a new variety. In addition, the variation in English use in Indonesia is influenced by the many different mother tongues, indigenous regional languages such as Javanese, Batak or Sundanese, but in

learning and speaking English mostly Indonesian used the native speaker as the speaking model. "Certainly, until now, it has been generally assumed that the variety of English which is to be taught or learned is either British or American English, both "inner circle" varieties." (Lauder, 2008, p.15).

Therefore, each circle of English has their own characteristics, especially in speaking that becomes their feature. Thus the researcher place each of them in table so it expect to be easier to understand.

	Inner	Outer	Expanding
Definition	English as native language	English as second language	English as foreign language
Country	United Kingdom, America	Singapore, India	Indonesia
Types	English as mother tongue, have label as 'authentic' and 'real' speakers of language, expected to have normal control especially in connected speech.	Post colonial legacy, still using their own language, created the 'new English' that is influenced by the local l anguage.	English is used as performance language, the variation of English is influenced by local mother tongue but the learning standard still used native as speaking model.

Table 5. World Englishes

Native and non-native speaker. The most common English sounds are distinguished into English as native and English as non-native. Before going further into the native sounds like and non-native sounds like, it is essential to understand the terms of native and non-native speaker.

Definition of native speaker. Cook (1999) defines native speaker as a person who just and still speaks the language they learnt since the childhood. Based on the Longman Dictionary, native speaker is someone who has learned a particular language as their first language, rather than as a foreign language. Moreover according to McArthur (1987) in Pung (2009) the place where English is used as the main language or used by the native speakers is called as the inner circle.

Native sounds like. In English speaking, mostly English speakers expect to sounds like the English native speakers. According to Shakouri and Shakouri (2014)"Many teachers and learners today still prefer a native speaker model" (p.223). They prefer to have native-like pronunciation when speaking English.

However to pronounce like native speakers is not easy especially for EFL learner or non-native speakers. It is because there are some different backgrounds that distinguish their original pronunciation such as phonetic symbols and rules, articulation of individual sounds and the distinctive features of sounds like voice and aspiration, and voice-setting features (Zhang, 2009).

According to Davies (2003) ac cited in Marino (2011) there are some characteristic of native speaker based on two different points of view which are

the reality and myth. The characteristic of the native speaker as the reality are. First, the native speakers are relied on to know what the score is, how things are done, because they carry the tradition, is the repository of "the language". Second, the native speaker is also expected to exhibit normal control especially in fluent speech (though not of course in writing), and to have knowledge of characteristic strategies of performance and communication. Then, native speakers are also "expected to "know" another native speaker, in part because of an intuitive feel, like for like, but also in part because of a characteristic systematic set of indicators, linguistic, pragmatic and paralinguistic, as well as an assumption of shared cultural knowledge" (p.207).

On the other hand, Davies also states that native speakers as the myth are the native speakers who define as the idealized native speaker which have those following characteristics. First, the native speaker acquires the first language of which is a native speaker in childhood. Second, the native speaker has intuitions (in terms if acceptability and productiveness) about the grammar. Third, the native speaker has intuitions about those features of the grammar of the common (or standard) language which are distinct from their idiolect grammar. Fourth, the native speaker has a unique capacity to produce fluent spontaneous dialogue, which is facilitated by a huge memory stock of lexical units. Fifth, the native speaker has a unique creative capacity which enables them to write or speak creatively. This includes, all levels from jokes, poetry, metaphor and novels. Last, the native speaker has a unique capacity to interpret and translate into the first language of which they are as the native speakers.

Instead of pronouncing the words to be sound like the native, the most important goal of speaking is to speak the language correctly and appropriately in order to be able to be understood by the people we are speaking to (Efrizal, 2012) . Instead, not all native speakers' speaking is able to be understood. Higgins (2003) proposes that not all natives speaker have a good pronunciation. Moreover, he also lists down some spelling mistake done by the people who thought as the idealized native speaker model of pronunciation. Those spelling mistake likes critisise (criticism), now way (no way), sence (sense), trough (through), universitys, and others.

Definition of non-native speaker. Cook (2007) defines the non-native speakers as people who know and use a second language at any level. Additionally, non-native speaker is the one who has not spoken it from the time they first learnt to talk (Oxford Dictionary, 2016).

Though, the proficiency between the native and non-native English toward the English language is still debatable. English native speaker is considered to fully-understand their mother tongue rather than the non-native speaker (Medgyes, 1992). It is supported by Selinker (1972) in Medgyes (1992) who state that if someone born and grows up in an English-speaking surroundings, she or he would be likely to be a more-proficient user of English than if born and grows up in a non-English-speaking country. Hence, native speakers are possibly more proficient users of English than non- native speakers.

"However, it can be claimed that being a native speaker is no guarantee for competence in communication" (Shakouri & Shakouri, 2014, p.222). The non-

native speakers are thought to be better than the native speakers in terms of accuracy. It is because the non-native English speakers learn English and become more aware on what they learn, different from the native speakers who have used English since their first-speaking. They will use English fluently but might unconsciously do some mistakes without knowing what mistakes they made. Nayar (1994) states native speakers are not "ipso facto knowledgeable, correct, and infallible in their competence"(p.4). Additionally, in terms of teaching and learning process, Medgyes (1992) argues that non-native speakers have better abilities when teaching students a second language, because they are able to teach learning strategies more effectively to the non-native speakers students such as provide learners with more information about the second language, anticipate students' needs and difficulties when learning the second language, be more concerned to the needs and problems of their students, and of course share the students' mother tongue when necessary and in order to achieve a greater experience and understanding when teaching learning the language.

Non-native speaker sounds like. Unlike native speaker, the non-native speaker sounds like had many version of pronunciation. This is occur because of their first language interference. According to Jahan (2011) in Lin (2014), "sound patterns of learners' first language are likely to influence their pronunciation in target languages." (p.17). Besides of the influence of first language, the different background of role model in speaking language take place for the sound they produce. Marino (2011) stated that each non-native speaker's speaking is

influenced by not only their language background but also their role model in speaking the second language.

In addition, Lin (2014) also mention "language is integral to both culture and identity, an understanding of language variation and language diversity is critical to multicultural education"(p. 17). It means, understanding pronunciation variations can help us to be aware of non-native accent diversity.

Therefore, to understand the non-native sounds feature we have to recognize the essential of language that should "well enough to understood" (jesry, 2005) and known that the great pronunciation competence in English is able to make others understand easily; whereas, English pronunciation inferior to basic level increases the misunderstanding among conversations with others (Gilakjani, 2011).

Speakers' accent. "Accent is the way you sound when you speak" (Birner, 2003 p.2). According to (Green, 2019), accent is used by phoneticians to discuss pitch or stress, or orthographic to refer to specific diacritics. However, this term is used as a loosely defined reference to sets of distinctive differences over geographic or social space, most usually phonological and intonation features. There are two kinds of accent according to Green (2012); first language and second language.

First language. This kind of accent is the way a group of people speak their native language. This is determined by where they live and what social group they belong. "Every native speaker of English has some regional variety, which particular phonology of that area, or a phonology which represents a melding of

one or more areas, for some people" (p.42). In the same way, everyone has several variants which are available to them and which is appear into their spoken language. Usually people use geography as the first line of demarcation, but there are also socially bound clusters of features which are indicate where they come from.

Second language. This occur when someone use speaks one language using some of the rule or sound of another one. "When native speaker of a language other than English acquires English, accent is used to refer to the breakthrough of native language phonology into the target language (p.43). Therefore, we can say that an individual has a Singapore accent or a Tagalog accent, because the phonologies of those language influence the learners' pronunciation of English. However, everyone has an accent, but it is only notice by people from different region with the speakers (Birner, 2003).

Role model in speaking English. In speaking English especially for non-native speakers, the existence of role model may considered as the influence of the way they speaking English (Marino,2011). In this context it is needed to understand the role model in speaking English perspective.

The definition of role model. Role model influences someone's behavior. In Cambridge online dictionary, role model is a person who someone admires and whose behavior they try to copy. Additionally, according to Gauntlett (2008) role model is "someone to look up to, and someone to base your character, values or aspirations upon" (p.1). Based on those definitions, role model can be defined as

the person who become certain person's inspiration to behave and act like him/ her.

The roles of role model in speaking English. In terms of speaking English, role model is the ideal criteria for the English speaker especially non-native speaker they are willing to sound like. According to Moussu (2006) "teacher is a good model of language learner and/or speaker, which the students wish to emulate" (p.49). The language role model is supposed to be a teacher, but we cannot close the possibility that others people becomes language role model such as; an anchor, actor, famous people or might be someone that we knows having capabilities to be role model in speaking English. According to Walkinshaw and Oanh (2014) English speaking role model is considered as the standardized of the grammatical accuracy and pronunciation perfectness. Role model is mostly the person who has more capabilities in accuracy, fluency, flexibility, and conversational authenticity (Choskun, 2013). Furthermore, indirectly, the role model could improve the speakers' English proficiency (Will, 2015).

It is because mostly the role model is someone the one who has proficient English, while the person will try their best to be sounds like those role models. Besides, role model helps the people to stay motivated in speaking English to sounds like the role model. It is easier to stay on path if you have a role model to inspire to (Zazulak, 2015).

Related Study

There were some researches that discuss topic that related with this study. One of the researcher that conducted research based on the non-native perception of English pronunciation is Sung (2013) entitled "I would like to sound like Heidi Klum': What do non-native speakers say about how they want to sound like?". The research aimed was to investigate the place of native and non-native speakers as role model for learners' acquisition of English pronunciation. To collect the data, the researcher interviewed fifteen students in one-hour workshop of English pronunciation in University in Hong Kong. This research found out most of the students answered that indicated to sound more native like to their pronunciation, but those students did not necessary look up the native speakers as the speaking model. In other words, they did not determine the relationship between wonder to speaks like native and have a native speaker for the speaker 'model'.

Other researcher also discussed about speaking English for non-native speakers in role model's case. Oga-Baldwin and Nakata (2013) entitled "Native vs non-native teachers: Who is the real model for Japanese elementary school pupils?". This article discussed about the differences of native and non-native speaker as English teacher and did the teacher behavior influence the student output. To collect the data, the researchers conducted the research in four public elementary schools in suburban area in western Japan. The researchers employed quasi-experimental design in order to compare the native and non-native teacher in four public elementary schools. The research outcome showed the non-native

English teacher was an ideal model for learning behaviour, trought the fact that non-native teacher has similar background that should working hard to study English. In other side, the native English teacher was remaining as the linguistic model. In the end, the researchers pointed for the elementary students, the non-native teacher may have some positive impact on their English study.

In summary, the previous studies give the researcher many information about the English speaking role model for non-native learners. The first study discuss how the participants want to sound like and their role model in speaking English. The second study discuss on the influence of native and non-native teacher as role model for participants' English study. Those previous research become the basic knowledge in conducting this research. In this research, the researcher try to combine the first and the second study, so this research expect to have discussion about how the participants want to sound like and how their role model influence them especially in speaking skill.

Conceptual Framework

The previous discussion has discussed some theories about the native and non-native speaker pronunciations as the role model in speaking English. The discussion that are discussed previously are the definition of English pronunciation, English sound like, the definition of terms "native and non-native speakers", native and non-native sound like, and role models in speaking English. The discussions are discussed based on the experts who conduct the research previously related to the discussion of this research.

The fact about who are actually the ideal role models of English speaking is still vague. Mostly, people believe that the ideal role models of speaking English especially the pronunciation model are the native speakers. It is because they sound to be more proficient and fluent in speaking English. Some also argue that the non-native speakers' pronunciations are able to be the ideal role model in English as they produce more understandable pronunciation.

To thus fact, the researcher conducted this research to know the English Education Department of Universitas Muhammadiyah Yogyakarta students' perception on native and non-native speakers of English on how they want to sound like. This research reveal two points on this research; first what kind of English pronunciation they want to sound like, second which speakers they prefer to be as role model for their English pronunciation. The conceptual framework is figured out below:
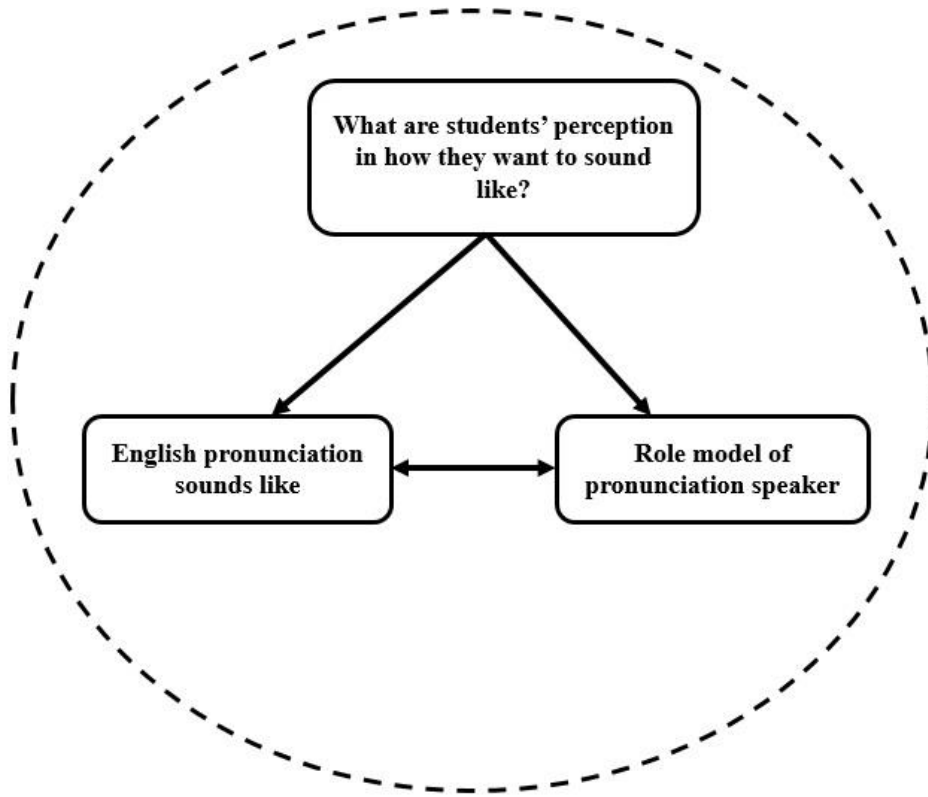
Figure 1. Conceptual Framework