

# **CHAPTER I**

## **INTRODUCTION**

This chapter presents topics associated with the research. Those are background of the research, formulating of research problem, purpose of the research, formulating of hypothesis, significance of the research, and scope and limitation of the research.

### **A. Background of The Study**

Language skills and language components really need to be mastered in learning English. Language skills consist of speaking, writing, reading, and listening. In addition, language components consist of pronunciation, vocabulary, and grammar. Language skills and language components are closely related and cannot be separated. We need to be supported by language components in mastery language skills. However, pronunciation is often overlooked in process learning English. The students often think that pronunciation is not really important to be learnt. Meanwhile, pronunciation has an important role of English to communicate with others. Good pronunciation is needed if students want to speak English understandably. Their communication will be hard to understand and fail if their pronunciation is not clear. Even though, the student's grammar and vocabulary is correct. Hence, it is necessary to teach pronunciation as stated by Harmer (2000:183) that "for all these people, being made aware of pronunciation issues will be of

immense benefit not only to their own production but also to their own understanding of spoke English”.

When students study about pronunciation, they get theoretical knowledge about English sound system and feature of pronunciation that consist of vowel, consonants, intonation, and rhythm, stress and so on. One of the challenging matters to master pronounces English word correctly is word stress system. Based on Crystal (1987), stress is known as a supra-segmental phoneme because stress can only occur with the segmental phoneme. Word stress is the syllables that are stressed within words which are produced by pushing more air out of the lungs. Ladefoged (2001:231) says that English uses a lot more of differences in stress than most of language of the world. It can be concluded that the pattern of English words stress are more difficult than the patterns of Indonesia word stress. The word stress problem in pronouncing word that faced by Indonesia speaker is because they do not have enough theoretical knowledge concerning the way to place stress on right syllable word. Because of this, study about word stress production is necessary by student because word stress has an important role in English. Errors in placement of stress can be serious problem for the student’s pronunciation. Accordingly, the students need to pay attention more of the rules of syllable word because it will influence the student’s pronunciation.

From the problem that faced by the students in producing word stress, some varieties ways and many different opinions are needed as better ways. Because at most of schools in Indonesia, the teachers are not enough be a good

model of pronunciation. Therefore, other enjoyable media are needed by students. In addition using English movie is the one of the ways that will be discussed in this study. Robinson (2007:2) argues that seeing an actor speak, hearing their pronunciation, and linking it refers learning has a power to challenge and makes the viewer think. Therefore, watching movie maybe used as an alternative way that more enjoyable to help the students to improve student's pronunciation and fluency in spoken English. Nowadays, most of individuals especially students, prefer to watching movie as refreshing from the busy life. Besides they can enjoy the story plot, they can also get some new words and learn its pronunciation with native speaker's voice. The movie itself includes dialogues which express the ideas, feelings, and experiences. The words and dialogues contained in the movie can be used as an alternative way to learn about vocabulary and pronunciation. The movie is not only recommended for learners but for teachers, movie can be an enjoyable technique in showing the language focus because learning English pronunciation through the movie can be very interesting.

In this research, the researcher attempts to search out if there is significant correlation between English student's frequency in watching English movie and their ability to pronounce word stress. There are several previous studies that related to this study. Latifa et al(2020), they found there is no correlation between student's habit in watching English movie and their speaking achievement. In addition, Abdullah and Rahman (2017) in their research, the results of their research is there is a significant correlation

between both variables which are student's habit in watching movie and their listening skills. Then the research from Aufa (2017), the result of her research showed that movie is an effective ways in increasing student's pronunciation ability. In addition the writer also found the research by Hidayatullah (2018). From the research, Hidayatullah found that western movie is effective for improving student's pronunciation.

Seen previous study by Latifa et al, habit in watching English movie has no effect on student's students speaking achievement. Meanwhile, the result of research by Abdullah and Rahman (2017) showed that there is a correlation between student's habit and their listening skill. When we learn language, it starts by listening as the input. Listening can provide a lot of input students receive in learning language. And what comes after listening is speaking as the output. Then the research from Aufa (2017) and Hidayatullah (2018), they found that movie is the effective ways to increase the student's pronunciation ability and it also can motivate and interest students in learning English. So, in this research the researcher focus on one of the part of pronunciation which is word stress. Because pronunciation includes broad aspects, so the researcher thinks that more specific research is needed. In addition, the lack of attention from students and teachers to the importance of word stress makes the researcher is interested in conducting a research entitle **“The Correlation between English Student's Frequency in Watching English Movie and Their Ability to Pronounce Word Stress”** with the aim of knowing whether

the student's frequency in watching English movie has correlation with their ability to pronounce word stress or not.

## **B. Formulating of Research Problem**

Based on the background of the research, the problem of the study is as follow:

“Is there any correlation between student's frequency in watching English movie and their ability to pronounce word stress?”

## **C. Purposes of The Study**

The purpose of the researcher conducts this research is to find whether the student's frequency in watching English movie correlates with student's score in pronouncing word stress.

## **D. Formulating of Hypothesis**

The research hypothesis can be classified into two:

Null Hypothesis: There is no correlation between student's frequency in watching English movie and students' ability to pronounce stress of Second Semester Students of English Education Department at IAIN Tulungagung in academic year 2020/2021.

Alternative Hypothesis: There is correlation between student's frequency in watching English movie and students' ability to pronounce stress

of Second Semester Students of English Education Department at IAIN Tulungagung in academic year 2020/2021.

#### **E. Significant of The Study**

The researcher hope that this research can offer additional theories for the following research in correlation between English student's frequency in watching English movie and students' ability to pronounce stress. Additionally, the result of this research can offer the data for the teachers regarding the correlation between English student's frequency in watching English movie and students' ability to pronounce word stress. This research also can inspire the students in learning English especially in pronunciation. For the other researcher, the finding of the research may be helpful as the reference and it is also useful to tell the readers about the correlation between English student's in watching English movie and students' ability to pronounce word stress.

#### **F. Scope and Limitation**

The scope of this research is to investigate the correlation between English student's frequency in watching English movie and their ability to pronounce word stress. We know that the feature of pronunciation consists of vowel, consonant, intonation, stress, intonation, etc. in addition, how to pronounce word stress is might be the challenging matters to mastery pronounce English word. The pattern of English word stress more complex

than pattern of Indonesian word stress. Hence, some of media such as using movie, song, television, show, etc. are needed by students to support and inspire the students in learning English particularly word stress. Additionally, this study only focuses on student's ability to pronounce word stress. The researcher does not focus on the other feature of pronunciation because the researcher think attention of students and teachers to the importance of learning word stress is still lacking. Even though word stress has a very important role in speaking, so the researcher is interested in taking this topic with the hope that this research can motivate students and teachers to pay more attention in pronunciation, especially word stress. In addition, the researcher chooses the movie especially English movie as the media that will be correlated with student's ability to pronounce word stress because now days watching movie is the one of the most preferred activities that students do to spend their free time. The research subject is limited at the second semester students of English Education Department at IAIN Tulungagung. By this research, the researcher will find out whether student's frequency in watching English movie correlates with student's ability to pronounce word stress. This study is possible to have different acquisition with previous study or future study because the subject, object, and the instrument used are different.

## **G. Definition of Key term**

### **a. Movie**

Movie is story moving image that reflects the human's interpretation of life which to be shown on television and cinema with the aim to entertain and deliver certain message of the movie to the viewer. Movie consists of the plot, actors or actress, and the dialogue that can be the factors that create positive learning environment. Those factors can influence the students during learning language and they will feel enjoy. From the movie, the students can get information regarding the culture of foreigner, get new knowledge, and know how native pronounce the words. Movie can support the students in understanding in communication by using English. The students might be imitate what they see and listen in the movie. The researcher choose movie as a media that want to be researched because the researcher think that English movie contribute greatly for the language learners. So, the researcher needs to know whether student's frequency in watching movie is correlated with student's ability to pronounce word stress.

### **b. Pronunciation**

Pronunciation is the way to utterance the right sounds of certain words, and the right accents and quantity of syllables that is accepted or can be understood in general. According to Hornby (1995:928), "Pronunciation is the way in which a language is spoken; the way in which a word is pronounced; the way a person speaks the words a language". Here, the



researcher use student's pronunciation especially student's ability to pronounce word stress as the second variable of this research.

c. Word Stress

Word stress is an important factor in English communication that is influence the meaning. Stress is marked by volume, force, pitch, and length difference that made to certain syllables within words. Roach (2009:74) explain that stress is produced by four main factors which are loudness, length, pitch and quality. The role of stress is important in speaking because placement error of word stress can influence the meaning and intention. Meanwhile, students' motivation to learn about word stress is still lacking. Because of this, the researcher interest to take this topic for this research.