CHAPTER II

LITERATURE REVIEW

This chapter provides the highlight of what be rounded up in this research. Those are movie, pronunciation, word stress and review of previous studies. The explanation as follow:

A. Movie

1. Definition of Movie

Movie is called film produced or motion image with sound that conveys a story with the aim to entertain the viewer. Hornby (1995:434) states, movie is a story that recorded as a moving picture which is shown on cinema or television. Meanwhile, Allen and Gomery (1985:136) define that movie in an art that reflects human's interpretation of life. From those statements, we can say that movie as art has a different goal with the movie as an entertainment media even though they are both right. Movie as an entertainment media has a goal to entertain the viewer. In the other hand, the movie as an art has a goal to give and deliver certain messages to the viewer. From the definition above, we can conclude that 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. Brown (1983:233) states that movie is the most widely applicable and powerful among the resources

for teaching and learning since it has unique capacity to communicate, to influence, and to inform". The lecturer can use the movie to communicate information, to stimulate the student's interest and also to develop their skills. While for the students, watching movie can be an enjoyable media to learning English. By watching movie they directly got some experience that can influence the way they understand and think. English movie contribute greatly for the English learners. They can know the way native speakers utter the word, the way they use body language when they are speaking, and also their culture.

2. **Genre of Movie**

According to Wikipedia, there are some genres of movie. The genres of movie as follows:

a. Action

Action movie is a movie that presents action face-paced and contain many action like fight scene, chase scene etc. action movie also called adventure movie. This movie usually tells about superhero, material art, disaster film, spy film, and another action category.

b. Comedy

Comedy movie is a movie that presents funny and entertaining story. The aim of this movie's genre is to make the viewer or audience laugh. This movie usually presents a relatable story or real-life story with humorous situation.

c. Drama

Drama movie belongs to the genre of narrative fiction of semi fiction. This movie reflects to real life with the extreme and emotional situation and characters. Movies that are included in this genre are romantic dramas, teen dramas, historical dramas, and others.

d. Fantasy

Fantasy movie is a movie that tells about imaginative story such as magical, fairy tales and the other fantasy story that is not exist in the real world.

e. Horror

This genre tells about a scary story such as gosh story, monster. This movie might be taken by true story or only imaginative story. The aim of this story is for adrenaline the audience. This movie is also called dark fantasy.

f. Romance

Romance movie is usually known as love story. This movie focuses on relationship or love story between main characters. Romantic movie sometimes presents hardships like infidelity, illness, lie, tragedy, and the other obstacles of relationship that might be make the audience feel emotional.

3. **The Advantages and Disadvantages of Watching Movie**

When someone watch the movie, without be realized or not, they get some benefits from watching English movie. It can be got an easy manner especially for people who learn English. Watching English movie is not only entertaining, but movie also has the advantages for learning language purposes.

Johnson in Ikram (2017) suggested that watching movie using foreign language can deliver some benefits for the learner such as increasing spoken language understanding, improving the student's pronunciation, acquiring new vocabulary, developing student's ability in express self, adapting grammatical forms of language and patterns of sentence in context. In this era, besides movie is very easy to get, movie is also the activity that most of people like. In the movie we can enjoy the plot of the story and also learn language in the same time. The movie can be a motivation for the learner to stimulate their interest and directly develop their language skill.

Watching English movie also has some disadvantages for Language learner. The watching movie might be cannot do during the class, because watching movie takes time away. So, watching movie only can do in student's free time individually. In addition, some of the learners get some difficulties to concentration. They might be only focus on the plot of the story without pay attention in language aspect that they have to learn. In the foreign movie, it must have some different cultures and point of view

that is contrary to ours and sometimes uses bad language indeed that might be give bad effect to the learner. But the disadvantages can be minimized by guidance from the teacher at school and supervision from parents at home.

4. **Frequency of Watching Movie**

Murthy (1998:180) state that Adverbs of frequency are adverbs that are used to describe how often something happens. According to Wikipedia, frequency is the number of occurrences of repeating event pet unit time. In addition, according to Collins English Dictionary, frequency is the number of times that an event occurs in a certain period; recurrence rate. According to Longman Dictionary, watching is an act to looking at someone or something for a certain period of time, paying attention to what is happening.

According to the explanation from Wikipedia, Collin English dictionary and Longman dictionary, the researcher conclude that frequency of watching English movie is rate of looking at English movie and pay attention on it for a period of time. The frequency of watching English movie is showed by how many time the student's watching English movie in a certain period.

B. **Pronunciation**

1. **Definition of Pronunciation**

Pronunciation is the way to utterance the right sounds of certain words, and the right accents and quantity of syllables that can be understandable and acceptable 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".

Pronunciation is something important and challenging at the same time to be learned in learning English by English learner as a foreign language. Because, English the words are spoken in different way with it's spelling. The differences how the word pronounce and how it spell causes a lot of confusion. Many native speakers of English even get some problems in spelling words correctly. Therefore, teachers need extra attention and effort in process of pronunciation learning. Learning pronunciation can improve the students their speaking because it makes learners mindful of difference of sounds and features of sound. So the students able to speak English correctly and understandably. Concentrating on sound, indicating where they are made in mouth, making the students mindful of where words should be stressed, all this things give them additional information about spoken English and help the students achieve their goal (Harmer, 2001:183). He also added that being made mindful of pronunciation issues will be of immense benefit to

their own production and their understanding of spoken English. Frankel (1984:96) stated that in learning how to pronounce a language, there are two main steps. The first is list stage that is called receptive, in this step, the students will learn how to distinguish the significant sounds and pattern by listening. And the second is productive, in this step, the students will learn to produce or speak what the students have learned in the previous step which is called speaking stage.

2. The Elements of Pronunciation

Pronunciation has two elements those are segmental and supra-segmental features.

a. Segmental Feature

A segmental feature is classified into three. Those are vowel, diphthong and consonant. The classification refers to the differences of the function in how their produce the sound. The sounds of utterances are symbolized by the phonetic symbols.

1) Vowel

O'connor (1980:79) stated that vowel is made by passing voiced air through different mouth-shapes that caused by changing position of the tongue and the lips.

Jones (1958:15) vowel is divided by the position of tongue into 5 classifications. The first is front vowel. The way to produce the front vowel is by raising the front tongue in the direction of the hard palate for example "feed". The second is back vowel. The way

to produce the back vowel is by raising the back tongue in to the soft palate for example "food". The third is central vowel. This sound is produced when the tongue is in the middle of front and back for example "bird". The next is close vowel which is produce when the tongue is held as tightly as possible and does not make a frictional sound e.g. "feed" and "food". And the last is open vowel. The way to produce is by holding a tongue as low as possible as in "father".

2) Consonant

Consonants are sounds which are not vowels. O'connor (1980:24) expressed that the reasons of the importance of consonant in pronouncing word is because consonant have a big contribution to make the pronunciation understandable. The second, generally consonants are made by a certain disturbances of the vocal organs with the airflow, so they are easier to explain and understand. He also stated that if the vowel we use is wrong or imperfect it will not prevent you from being understood, however if the consonants are not perfect it will possible to make the word cannot be understood.

Ramelan (1985:102) classified consonants into 5 types which are plosive, fricative, affricative, nasal, lateral and glide consonant.

a) Plosive consonant

      The plosive consonant production is mainly characterized by a complete blockage somewhere along the speech start, and after that the air is suddenly released so that an explosive sound is heard (Ramelan, 1985:102). Plosive consonant consists of (/p/, /t/, /k/, /b/, /d/, /g/).

b) Fricative consonant

      The way to produce a fricative consonant is by meeting outgoing air with the narrowing of the airways and the obstruction of outgoing air is said to be partial (Ramelan, 1985:119). The fricative consonants divided into several of sound which are (/f/, /v/, /θ/, /ð/, /s/, /z/, /ʃ/, /ʒ/, /h/).

c) Affricative consonant

      An affricative consonant is like a stop. The way to produce affricative consonant is by metting the outgoing air also with a complete obstruction somewhere in the mouth. However, the stoppage in a stop is suddenly released (Ramelan, 1985:139). Affricative consonant divided in to two sounds which are (/d͡ʒ/, /t͡ʃ/). That sounds produced at the same time point of articulation.

d) Nasal consonant

      A nasal consonant is similar to a stop in the way it is prodiced. However, in producing a nasal consonant the velum is lowered than so that the outgoing air is passing freely through the

nasal cavity (Ramelan, 1985:143). The nasal consonants divided into 3 sound which are (/m/, /n/, /ŋ/).

e) Lateral consonant

The way to produce a lateral consonant is by the air goes out through the sides of the tongue there being a complete closure in the middle of the mouth by placing the tip of the tongue against the grooves of the teeth (Ramelan, 1985:148). Lateral consonant only has one sounds which is /l/.

f) Glide consonant

Glide consonants are speech sounds that lie on the boundary line between vowels and consonant. However, due to the lack of stress and weak force of breath, it would be better to group glide sounds among consonant. The glide consonant consists of (/y/, /w/) sound (Ramelan, 1985:151)

3) Diphthong

Diphthong is a combination of vowel sounds. A single vowel is known as monophthong and diphthong i known as complex vowel. Diphthongs are represented phonetically by sequences of two letters. Diphthongs divided into three which are closing diphthong, falling diphthong, and centering diphthong. The closing diphthong is produced by pronouncing the second vowel higher than the first one e.g. /e1/ at the word "make" /meik"/. The sounds that include closing diphthong are (/ai/, /ei/, /i/, /au/, /əu/). And the

falling diphthong is produced by pronouncing the second vowel lower than the first one e.g. /ɪə/ at the word "hear" /hiər/. The sounds that belong to falling diphthong are (/ɪə/, /ə/). And the last is centering diphthong. Centering diphthong is produced by pronouncing the second vowel at the id central e.g. /ə/ at a word "more" /mər/. The sounds that belong to centering diphthong are (/ə/, /ɛə/).

b. Supra-segmental features

Supra-segmental features are word's or sentence's style used. Supra-segmental features include the features that always participate speech is produced such as stress, intonation, pitch and so on.

1) Stress

Jones (1958:57) states, stress is the forcing breath with which a syllable is pronounced. Stress is signaled by the syllables that are pronounced with stronger stress than the other. The same words or sentences may be different way how they are stressed. To make the meaning clear, sometimes the variations are needed. The role of stress is important in speaking because placement error of stress can influence the meaning and intention.

2) Intonation

The variations of pitch are called intonation. According to Ramelan (1985:31), intonation is the changed of high and low pitch of the way the voice are produced. Intonation is used to express the

words or sentences with some different meanings, including emotions and attitudes.

The intonations are divided into 4 classifications in speaking generally. The classifications as follows:

a) Rising intonation is produced by rise up the pitch of the voice over time.

b) Falling intonations is produced by fall the pitch of the voice with time.

c) Dipping intonation is produced by fall the rise the pitch of the voice and.

d) Peaking intonation is produced by rise and then fall the pitch of the voice.

C. Definition of 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 change that made to particular syllables within words. Roach (2009:74) explain that stress is produced by four main factors which are loudness, length, pitch and quality. Most of learners think that the louder syllable is the stressed syllable.

However, loudness only is not enough for us to pronounce word stress correctly. It has less effect in stress. To pronounce word stress, we also need to pay attention to other component of stress such as length, pitch, and quality.

Length has in important role in stress. If one of the syllables is produced longer than the other syllable, it will be quite strong to be heard as stressed. In addition, pitch is also an important component in word stress. If stressed syllable is said with high pitch, it is more effective in making word sound stressed.

Stress patterns are needed to identify stress in the words. It will help us to determine the place of stress in the words easily. In English, there are two dialects which are American and British. Both of the dialect has a different pronunciation but it is not influence in determining the stress placement because the stress placements are still the same.

1. **Syllable**

A syllable is a part of word, which contains a single vowel sound that is a single unit of speech which every word include a syllable or more. Syllable is also explained as a part of pronunciation that larger than a sound and smaller than words. Every word is at least has one syllable that called monosyllable and the other words have more than one syllable that called multiple syllables

a. 1 syllable

The examples of words with a syllable as follows:

Sun, run, key.

A vowel sound is possible to have more than one vowel letter. The following words that have one syllable as follow:

Cake, door, book, make, home.

The words above are only one vowel sound that can be said a single syllable.

b. 2 syllable

A word is possible to have more than one syllable. The different syllables are shown by using space to separate them. The example of words that consist two syllables as follow:

Seven /se-ven/, people /peo-ple/, music /mu-sic/.

c. 3 syllables

The following words are the example of the word that contains of 3 syllables:

Banana /ba-na-na/, potato /po-ta-to/, vitamin /vi-ta-min/

d. 4 syllable

The following words are the example of the word that contains of 3 syllables:

Information /in-for-ma-tion/, television /te-le-vi-sion/.

2. **Level of Stress**

a. Unstressed syllable is the word without of any recognizable amount of stressed.

b. Primary stress is the loudest syllable in the word or the strongest type of stress.

c. Secondary stress is signaled by producing sound which weaker than primary stress but strongest that unstressed syllable.

3. Placement of Stress within the Word

After knowing the definition of word stress and its level, we also need to know what stress placement are. Term of stress actually very complicated ESL learner. The pattern of English word stress is more complex than Indonesian. It makes the learner difficult to predict stress placement. The students can learn by practice to speak and learn the pattern in using word stress in their speaking practice. And the students have to remember that a word can only have one stress. It may have other stress but it is called secondary stress that is always a much smaller stress. Roach (2009:76) stated that in principle, it should be possible to discover what it is that the English speaker knows and to write in the form of rules. Roach also present some rules on stress placement with the simplest possible form based on kinds of word which are noun, verb, and adjective. However, practically there are exceptions of each rule. It might be not easy to get the rules because the rules are so complicated. Hence, it would be easier to learn the stress from individual of word by using dictionary or listening to the native speaker when they pronounce word.

In deciding the placement of stress, it is necessary to make use of some or all of the following information:

a. Whether the word is morphologically simple, complex, or compound

b. The word grammatical category (nouns, verbs, adjectives and so on).

c. The number of syllables within the word

d. The phonological structure of syllable within a word.

In a simple word, if the word consist only one syllable that is called individual syllable, the words are always stressed. Meanwhile, if the words consists more than one syllable, here the choice is still simple: either the first or the second syllable will be stresses.

a) Verb

In case of two syllable verbs: if the second syllable of the verb contains a long vowel or diphthong, or if the final syllable consists of more than one consonant, the second syllable should be stressed.

Apply /əˈplaɪ/   attract /əˈtrækt/

Arrive /əˈraɪv/   assist /əˈsɪst/

If the final syllable consist a short vowel and one or no final consonant, the first syllable should be stressed e.g.:

Enter / ˈɛntə/   open / ˈəʊpən/

Envy / ˈɛnvi/   equal / ˈiːkwəl/

If word contains əʊ, the final syllable should be unstressed. That means the first syllable is stressed.

follow / ˈfɒləʊ/

borrow / ˈbɒrəʊ/).

In case of three syllable verbs the formulation is more complicated. If the final syllable of verb consists of a short vowel and ends with one or no consonant, the last syllable should be unstressed, and the syllable preceding last syllable should be stressed e.g.:

Encounter/ iŋ'kauntə/   determine/ dɪ'tɛ:mɪn

If the final syllable are a long vowel or diphthong, or ends with one or no consonant. Stressed should be placed on the last syllable.

Entertain/ entə'teɪn/   resurrect/ rezə'rekt/

The simple adjective that contains two syllables should be stressed to the same rule e.g.:

Lovely / ˈlʌvli/   even / ˈiːvən/

Hollow / ˈhɒləʊ/   divine / dɪˈvaɪn/

Correct / kəˈrɛkt/   alive /əˈlaɪv/

Other words with two syllables such as adverbs and prepositions usually have same rule like verbs and adjectives.

b) Noun

Nouns require a different rule: when the second syllable contains a short vowel, the stressed should be placed on the first syllable. Otherwise the stress should be placed on the second syllable.

Money /ˈmʌni/   product / ˈprɒdʌkt/

Estate / ɪsˈteɪt/   balloon / bəˈluːn/

design / dɪˈzaɪn/

In three syllables noun: when the final syllable contains short vowel or əu, the middle syllable should be stressed.

Potato/ pə'teɪtəu/

When the syllable before final syllable consist a long vowel or diphthong, or when the final syllable contains one ore no consonant, the stress is placed in the middle syllable.

disaster /dɪza:stə/ synopsis/ si'nopsIs/

If the final syllable contains a short vowel and the middle syllable contains a short and ends with not more than one consonant, the first syllable is stressed and the final and middle syllables are unstressed:

Cinema/ 'sɪnəmə/ emperor/ 'emprə:/

The rules above do not represent all English words. They used only to certain lexical words categories (nouns, verbs, and adjectives in this case), not used to articles and prepositions.

D. Review of Previous Study

There are some researches in concerning a related research as this research such correlation between frequency in watching English movie and some components and skill of language. The following researches are the research that related to this research.

The first from Latifa et al (2020) have found no correlation between student's habit in watching English movie and students speaking achievement. The difference between the research conduct by Latifa et al and the researcher is in the variable: In the thesis, Latifa et al used variable student's speaking achievement but in this study the research will use ability to pronounce word

stress. In addition, Latifa et al have conducted research at Eleventh Grade Students. The second is a journal by Abdullah and Rahman (2017) the difference between the research conduct by Latifa et al and the researcher is in the variable: In the thesis, they used variable student's speaking achievement. The finding is there is significant correlation between both variables. Then Aufa (2017 has discussed the way to increase student's pronunciation by using movie. In her research, final result showed that movie can be on of an effective ways to increase student's pronunciation ability to the second semester students of English department. And the researcher also found students have a great interest in movie. So, movie can inspire and interest the students in learning English much better. And the last is the journal from Hidayatullah (2018) the result showed that Western movie is appropriate to be a media in improving student's pronunciation.

In conducting this research, the researcher was motivated from the previous studies above. However in different variable the researcher focus on the correlation between English student's frequency in watching English movie and their ability to pronounce word stress.