

## **Chapter One**

### **Introduction**

In this chapter, the researcher discusses several things that are relevant to the chosen topic. This chapter includes background of the research. It tells the reason why the researcher chose the topic. Then, the researcher presents identification of the problem and delimitation of the problem. The researcher also presents the research question, research objective and the significance of the research. At the end, the organization of the chapters is also presented.

### **Background of the Research**

English language proficiency, encompassing both spoken and written communication, was pivotal in the interconnected world. One crucial aspect of language proficiency is pronunciation, which significantly influences effective communication. However, many English as a Foreign Language (EFL) students encounter challenges in attaining accurate pronunciation due to a variety of factors. Topi et al. (2019) stated, “One of the reasons students could not speak English properly was a lack of pronunciation”. For instance, common errors like substituting phonemes could lead to unintentional changes in word meaning. When students try to say 'sea,' it sounds like 'see.' Thus, to achieve the ideal target pronunciation, students are suggested to learn from native life, especially from daily native expressions. However, that does not mean their pronunciation has to be as perfect as that of native speaker. According to Topi et al. (2019), students are not expected to have pronunciation like natives after receiving pronunciation instructions; instead, they are expected to have the ability to pronounce a word correctly. However, despite the significance of pronunciation, EFL learners often encounter a problem when learning pronunciation: they lack confidence because they are afraid of making mistakes, which hinders their progress. Students might lack confidence in speaking English because they are not exposed to English in a sufficient amount (Agboola & Chen, 2012).

Students can use a variety of strategies to master English pronunciation. One of the methods is to use movies as a learning tool. Movies have emerged as engaging and dynamic tools within the language learning landscape. With their audio-visual appeal, movies possess the unique potential to immerse learners in authentic language contexts. According to Martinez, (2023) highlighted the multifaceted role of movies in enhancing language skills, particularly in the realm of pronunciation.

There were numerous applications and websites that allowed access to movies from various countries. According to Heafner (2014) "The use of technology in social studies served as a technique to inspire students by involving them in the learning process through the use of a familiar instructional tool, thus enhancing students' self-efficacy and self-worth". One of the tools that could have been used was Netflix. Research had found that Netflix was effective in enhancing students' language skills, especially their speaking skills, vocabulary knowledge, and pronunciation (Dizon, 2018).

A growing body of literature explored various approaches to address pronunciation challenges among EFL learners. Exposure to authentic language use, especially in meaningful contexts, was recognized as a valuable strategy for enhancing language skills. There was research on the relationship between movies and the attitudes of ELF students. According to Kubrak (2020), movies could influence the attitudes of the audience, both positively and negatively. Other research explored the experience of using movies as a learning medium. The results of the research showed that students became more relaxed and had a pleasant learning experience when watching movies (Lai, 2014; Zainuddin, 2017). Another impact was that movies could shape the character of the audience, fostering both positive and negative traits. Furthermore, several studies explored the interconnection between character education and movies (Astuti et al., 2011; Canepa et al., 2019; Smithikrai,

2016). Additionally, some qualitative inquiries also explored pronunciation learning through movies (Didactic et al., 2021; Yolanda, 2022; Yudar et al., 2020).

While existing research had explored the broader benefits of using movies for language learning, there was a lack of in-depth exploration into students' perception of learning pronunciation through movies. This study aimed to bridge this gap by investigating EFL students' perceptions toward watching movies as a means to enhance English pronunciation. Specifically, the research sought to explore how movies could facilitate EFL students in learning pronunciation. Qualitative methods, especially descriptive qualitative design, were conducted in the English Education Department at an Islamic Private University in Yogyakarta. Unlike previous studies, the researcher focused on university-level students and selected six participants who had experienced using movies as a medium to learn pronunciation, which was the main criterion for this research. It was reasonable to assume that they had more experience in learning English as part of pronunciation learning.

A phenomenon that occurred in one of the English language education departments at an Islamic Private University in Yogyakarta is the background for this research. Namely, there are still many pronunciation errors experienced by ELF in this department. Using movies as an educational tool for learning pronunciation skills can be a highly interest and engaging approach, as it provides learners with real-life examples of speech patterns, intonation, and pronunciation variations. Through this method, learners can develop a more authentic and natural-sounding accent while simultaneously enhancing their listening and comprehension abilities. However, the effectiveness of this approach relies on various factors, such as the choice of movies, consistent practice, and a supportive learning environment, all of which must be considered to maximize its potential benefits.

## **Identification of the Problem**

This section described the issue that inspired the researcher to explore students' perceptions of using English movies to learn pronunciation skills. While there were several methods for learning pronunciation, this study specifically focused on watching movies. Watching English movies offered several advantages, as students could understand and hear how to correctly pronounce words.

Based on their experiences in listening classes, many students lacked sufficient listening skills. When students watched English movies in class, they faced several challenges, including unclear pronunciation and fast-paced speech. Difficulty when watching English films caused by "unclear pronunciation" is a problem that arises when actors or speakers in films pronounce words with an accent or intonation that may not be familiar to viewers who are learning English. This can make it difficult to hear words clearly, and understanding the content being conveyed is hampered. This problem often occurs because English has many variations in the pronunciation of words.

There is also another reason, "fast-paced speech" or high speed of speech is a problem when speakers in films speak quickly and without sufficient pauses for the audience to process the information. This can make viewers feel overwhelmed and have difficulty following the storyline or understanding the conversation properly.

These challenges arose from speakers who "talked too quickly". The high speed of speech in English language films often makes it difficult for EFL to follow the conversation. Speakers can speak at a speed that makes it difficult for those who are not yet fluent in English to process the information conveyed. The next challenge is that English has many words that have "similar pronunciations" but have different meanings. This can cause

confusion when listening, especially if the pronunciation of the words is not clearly articulated in the context of the conversation.

Based on the research background and the issue statement regarding the use of movies for learning pronunciation, including the benefits and obstacles at a private university in Yogyakarta, the researcher was interested in exploring students' perceptions of watching movies to learn pronunciation among ELF students in the English Education Department of a Private University in Yogyakarta.

### **Delimitation of the Problem**

This study examined the effectiveness of using movies to teach pronunciation to students at a private university. This research focuses on exploring students' perceptions regarding experiences and strategies in using movie to learn English pronunciation. The study was conducted at the English Education Department of a private university in Yogyakarta and included only those students who had used movies as a tool for learning pronunciation. The research employed a qualitative research method as its sole methodology.

### **Research Questions**

Based on the background above, the researcher formulates two research questions:

1. What are the EFL students' experiences in using movies to learn English pronunciation?
2. What are EFL students' strategies for learning English pronunciation through movies?

### **Research Objectives**

The objectives of this research are:

1. To find out the EFL students' experiences in using movies to learn English pronunciation.

2. To find out the EFL students' strategies to learn English pronunciation through movies.

### **Significance of the Research**

The findings of this research yielded several positive results and contributions for various stakeholders, including students, teachers, and other researchers. The details of these significances were as follows:

#### ***Students***

This research provided students with information on how to learn their pronunciation through watching movies, potentially aiding them in learning English, especially pronunciation. As a result of this research, students were able to identify the most effective ways to enhance their pronunciation.

#### ***Teachers***

This research provides information on the media that teachers can use to assist students with pronunciation and may help them evaluate the effectiveness of incorporating movies into classroom activities. Therefore, this research aids teachers in teaching pronunciation and selecting suitable materials for their classrooms. Additionally, the results of this research offer teachers' ideas for improving students' pronunciation.

#### ***Other researchers***

This research could have been valuable for other researchers interested in the same field and issue, providing them with additional references for their work. Furthermore, this research served as a foundation in the teaching process and offered valuable insights to future researchers who explored similar topics or areas using different methodologies.

## **Organization of the Chapter**

This research was divided into five chapters. The first chapter covered the research background, problem identification, problem delimitation, research questions, research objectives, significance of the research, and the organization of the subsequent chapters. In alignment with the research questions, the primary focus of this study was to explore students' perceptions of using movies for learning English.

Chapter two covered the literature review and conceptual framework. The literature review discussed several theories that supported this research, including the definition of pronunciation, factors affecting students' pronunciation, the role of movies, the benefits of watching movies, and strategies for improving pronunciation through watching movies. After presenting these theories, the researcher discussed the conceptual framework.

Chapter three discussed the research methodology, including the methods, design, instruments, settings, and data collection procedures employed by the researcher. Data analysis methods were also explained in this chapter.

Chapter four is the finding and discussion. This chapter present the result of the data analysis in detail. In addition, the researcher also defines the analysis result of the research. Last but not least, chapter five consist the conclusion and recommendation. The general answers to the research questions are defined in this chapter along with recommendations. Recommendations are given to teachers, students, and other researchers.