

CHAPTER 2

LITERATURE REVIEW

This chapter provides a brief overview of some of the theories underlying this study. These theories include social cognitive theory as a framework, the concept of pronunciation, the importance of learning pronunciation, factors influencing pronunciation, and learning pronunciation through English films.

A. Theoretical Framework

1. Social Cognitive Theory

This study uses social cognitive theory as a framework. Albert Bandura's Social Cognitive Theory (SCT) provides a powerful framework for understanding language acquisition through observational learning, particularly in media such as film. In SCT, learning is viewed as a dynamic interaction between behavioral, environmental, and personal factors. The theory emphasizes that observational learning, self-regulation, and behavioral capability contribute to language development and skill acquisition (Bandura, 1991). Concerning learning, this theory uses three components as explained below:

a. Behavioral Capability

According to Albert Bandura's Social Cognitive Theory (SCT), behavioral competence refers to an individual's knowledge and skills to perform a particular behavior. In other words, in order for learners to successfully engage in a behavior such as accurate pronunciation, they must first understand what to do and how to do it. In the context of pronunciation learning through English movies, behavioral competence plays a crucial role. While learners may observe native speakers in films, the success of this repetition depends largely on whether they have the necessary phonetic knowledge and articulation skills.

b. Observational Learning

Observational learning, a core element of SCT, emphasizes that learners

acquire new behaviors by observing others, which aligns well with the use of English films in language learning. By watching native speakers, students can imitate the pronunciation patterns, intonation, and rhythm of the language. By watching actors as pronunciation models, students develop an understanding of how to say words accurately. Students use their methods in learning pronunciation to gain accurate production. Through repeated exposure and practice, learners build a mental model of correct pronunciation, which they can then apply to their speech.

c. Self-Regulation

Self-regulation in SCT includes goal setting, progress monitoring, and strategy adjustment. Watching English films provides learners with immediate feedback on their pronunciation through auditory comparison with native speakers. Self-regulated learners are more successful in improving their pronunciation by actively monitoring and adjusting their learning techniques. As Bandura explains, this self-regulation process fosters intrinsic motivation, which is essential for sustained learning engagement.

Additionally, Hijriyah et al. (2024) found that applying Bandura's Social Cognitive Theory (SCT) in language learning significantly enhances students' listening, speaking, motivation, and self-confidence through modelling, habituation, and supportive environments. However, it takes time and focuses more on outcomes than learning. In addition, Ilmiani et al. (2021) found that the application of Social Cognitive Theory (SCT) in language teaching, especially in speaking skills, significantly improved students' language proficiency through systematic observation. Students used learning videos to understand attention, retention, and production models while internalizing vocabulary and sentence structures. This approach fosters motivation for self-exploration through individual or group practice, allowing students to actively learn and improve their writing skills in context. Overall, SCT facilitates the development of language skills by integrating cognitive and social processes. Similarly, research by Thaosiri & Chano (2022) showed that the application of Social Cognitive Theory effectively improved elementary

school students' English listening and speaking skills. Based on observation, motivation, self-efficacy, and self-regulation, the developed learning model significantly improved students' learning outcomes, proving that SCT can effectively teach language. In addition, Mustafa et al. (2023) showed that Social Cognitive Theory significantly influences students' motivation in online language learning, with behavioral factors such as self-efficacy, personal factors such as goal orientation, and environmental factors such as instructor support all contributing positively to learner engagement and performance.

In conclusion, this study uses Bandura's Social Cognitive Theory to explain how English films support pronunciation learning. Through self-regulation, behavioral capability, and observational learning, students can imitate native pronunciation, stay motivated, and adjust their strategies effectively. SCT offers a clear framework to understand the role of films in developing pronunciation.

2. The Nature of Pronunciation

Pronunciation is an important element in English, especially in oral communication. The term "pronunciation" describes the act of uttering words in a specific manner. In contrast, "speech" encompasses how words are spoken, particularly in a widely accepted manner. Additionally, it can be defined as a graphical representation of how words are pronounced, utilizing phonetic symbols. According to Listyani et al. (2024), how a person utters a word or language is known as pronunciation. The lexical meaning of pronunciation lends credence to it. Lexically, it is described as the outcome of the generation of speech sounds. It encompasses articulation, intonation, and stress. There is frequently a reference to the acceptable and accurate pronunciation standards in a specific language. The recognized norm for the sound and stress patterns of a word, syllable, and phrase is another lexical definition of pronunciation (Thesaurus.com, 2023). Additionally, according to Agung et al. (2021), speaking English accurately reflects intonation and pronunciation. It has a direct impact on how to communicate appropriately throughout a conversation. In English pronunciation, there are two features: segmental and suprasegmental.

According to Abdelrahim (2020), segmental (e.g., consonants and vowels) and suprasegmental (e.g., intonation patterns, stress placement, and rhythm in spoken language) are considered important features in spoken English. They are critical in facilitating the meaning of speech and oral English communication.

In short, pronunciation is essential for speaking English, especially in oral communication. Pronunciation involves pronouncing words correctly and using intonation, stress, and rhythm. According to experts, pronunciation has two main features: segmental (such as consonants and vowels) and suprasegmental (such as intonation, stress, and rhythm). Both are important for conveying a clear message and being understood by others. Therefore, having good pronunciation can significantly improve students' ability to communicate effectively in English.

3. The Importance of Learning Pronunciation

Pronunciation plays an important role in social interactions, as it is often associated with social values such as intellectual ability, professional competence, perseverance, and social etiquette. Learning pronunciation is critical for English education students because it directly affects their communicative competence and future teaching effectiveness. According to Khan (2020), pronunciation is essential to learning a language. Learning to pronounce a language requires a great deal of focus because it requires making the right sounds and arranging them in the proper order while speaking. It is useless to know many words unless you can pronounce them correctly. The importance of pronunciation in English cannot be overstated, as mispronouncing words can have significant consequences. Mispronouncing consonants or vowels in a word can result in word differences, leading to incorrect meanings. To understand the differences in pronunciation, learners must develop an awareness of the nuances of English pronunciation. Paralinguistic elements have a significant influence on pronunciation. One important aspect is prosody, which includes intonation, stress, and rhythm, which contribute to how listeners understand messages.

For example, Silva and Barbosa showed that intonation can affect social

evaluations if not pronounced correctly (Silva & Barbosa, 2024). Speech rate also plays an important role, as variations in tempo can affect how listeners receive information (Mokhlesin et al., 2021). Accent, as a paralinguistic element, can affect listeners' perceptions of the speaker, potentially affecting trust and understanding (Arnhold et al., 2020).

Therefore, mastering these paralinguistic elements is essential for language learners to improve their pronunciation. Proficiency in pronunciation improves intelligibility, ensuring learners are understood and avoiding misunderstandings caused by mispronunciation. Furthermore, paralinguistic elements such as prosody, speech rate, and accent significantly affect how messages are perceived, with intonation, stress, rhythm, and tempo playing key roles in fluency and comprehension. Mastery of these elements is essential for language learners to improve their overall pronunciation, enabling them to communicate effectively and confidently in social and professional contexts.

4. Learning Pronunciation Through English Films

In today's digital era, various forms of media such as music, videos, and movies are widely available to support English language learning, particularly in pronunciation, with films being among the most popular and practical tools. The term film, a series of moving images typically shown in cinemas or on television (Cambridge Dictionary Press, 2023), offers both auditory and visual input, making it highly suitable for language acquisition. Films are engaging and accessible, often delivering valuable language content through storytelling, gestures, intonation, and context. With the advancement of technology, students can easily access films anytime and anywhere, whether on laptops, CDS, or smartphones, making English learning more flexible and student-centred (Ayu, 2020).

Despite these opportunities, pronunciation remains one of the most challenging aspects for EFL learners, as difficulties often arise from unfamiliar sounds not present in their native languages, affecting communication clarity (Hidayatulloh, 2023; Amalia et al., 2023). For instance, Indonesian students often struggle with particular English consonant sounds due to first-language

interference (Amalia et al., 2023). Films offer a promising solution by exposing learners to natural, context-rich input that enhances pronunciation accuracy, fluency, and intonation (Kilag et al., 2023). Combining visual cues and authentic spoken language in films creates an immersive environment that helps students notice and imitate correct pronunciation patterns. This supports the development of their listening and speaking skills, making films a practical and effective medium for mastering pronunciation nuances in English.

Additionally, Alolaywi (2023) emphasizes that films showcase genuine English language usage by native speakers, which can significantly improve learners' fluency and pronunciation abilities. Movies also offer a structured series of lessons that explain processes and provide both sound and visuals, making learning easier. Watching movies with English subtitles allows students to better understand pronunciation and imitate it, as they can follow both the subtitles and the dialogue. Furthermore, students can gain insight into intonation through dialogue. According to Hong et al. (2023), students express greater enthusiasm for learning English through films than conventional approaches, suggesting that movies can significantly build language skills. Additionally, the captivating quality of films encourages learners to engage more actively in practising their pronunciation.

Based on all the descriptions above, films are a valuable tool for improving English pronunciation, offering authentic input and visual support that help learners notice and imitate correct sounds, stress, and intonation. This makes pronunciation practice more effective, engaging, and accessible for EFL students.

B. Study of Relevant Research

To provide a foundation for this study, the researcher draws upon existing research in the field, as outlined below. Rizal et al. (2020) conducted a study called "Student Interest Towards the Use of Watching Health Movies in Increasing Their English Pronunciation". The study aimed to find out how interested students were in using movies to improve their pronunciation. It

focused on English students and used health-related movies as the learning material. The results showed that movies helped increase students' motivation to practice pronunciation. Based on the questionnaire results, the average score of student interest was 89.4, which shows a very high and positive response. This suggests that using movies can be a helpful and enjoyable way for students to improve their pronunciation skills.

Nevertheless, a study by Agusty (2024) explored the effects and factors influencing students' use of English movies to improve pronunciation. Conducted with 16 ELSP 2019 students at a university in Makassar, the qualitative research used questionnaires and interviews for data collection. The results indicated that students had positive perceptions of using movies to enhance pronunciation, while also noting improvements in speaking, listening, vocabulary, and understanding native speaker accents.

Furthermore, Dewi (2025) conducted a study to find out if using Elemental audio-visual films could improve the pronunciation skills of EFL students at a university in Malang. The study used an experimental design with pre-tests and post-tests for two groups. The findings showed that students who used the films improved their pronunciation more than those who did not. Statistical analysis confirmed that the difference was significant, suggesting that films are an effective tool to help students develop their pronunciation.

While previous research has explored the role of films in improving pronunciation through experimental or observational methods, to fill this gap, in this study, the researcher investigates how English films facilitate students' pronunciation learning, focusing on English Education students at a university in Tasikmalaya. The study uses Bandura's Social Cognitive Theory as a framework, employing a qualitative approach with semi-structured interviews and thematic analysis.