

## **CHAPTER 1**

### **INTRODUCTION**

This chapter provides an extensive overview of the study. It encompasses the background, formulation of the problem, operational definition, aim of the study, and significance of the study.

#### **A. Background of the Study**

This research emerged from the researcher's observation of students in the English Education Department at a university in Tasikmalaya who exhibited good pronunciation. The researcher was curious about how they learned pronunciation independently outside of class and was interested in students who learned pronunciation using English-language films. Students often watched films during their free time to practise their pronunciation. This behavioural pattern demonstrates the ability of films to enhance intrinsic motivation and language awareness, as well as reflecting independent learning strategies. This phenomenon prompted the researcher to conduct further research on how English-language films can facilitate and improve pronunciation.

In learning English, pronunciation plays a crucial role in facilitating effective communication. For students in the English Education Study Program, the ability to produce accurate pronunciation supports language comprehension and reflects their readiness to become future language instructors. As noted by Yunus (2025) and Wang et al. (2024), pronunciation contributes significantly to learners' motivation, confidence, and overall language proficiency. However, achieving good pronunciation is not a straightforward process. It extends beyond the correct articulation of individual sounds and involves mastering elements such as stress, intonation, and rhythm (Seom, 2021). These aspects of pronunciation are often shaped by various internal and external factors, including a learner's first language, age, aptitude, motivation, and learning environment (Khan, 2020; Low, 2021).

One of the most persistent challenges is the interference from the learners' first language, which frequently affects their ability to produce certain

English sounds accurately, such as fricatives (Armelia & Sada, 2024). Students often seek alternative strategies to improve their pronunciation in light of these complexities. Among these, English-language films have emerged as a compelling and engaging tool. Films provide rich exposure to natural language use, including authentic pronunciation patterns, intonation, and conversational rhythm (Hoti, 2020; Maulida & Warni, 2024). More importantly, films are often consumed out of personal interest, creating a meaningful and motivating context for language learning.

Yen (2021) conducted a study on using movie dubbing to improve students' English pronunciation at a university in Vietnam. Through an eight-week project using scenes from *The Lion King*, students practiced imitating native speakers by matching speed and intonation. The findings showed improved fluency, awareness of pronunciation gaps, and increased engagement. Students responded positively and recommended continuing the activity in future courses. Moreover, Hasan (2021) conducted a study to examine the effect of watching English movies on students' pronunciation at a university in Sumatera Utara. The results of an experimental method showed a significant improvement in the pronunciation scores of the students taught using movies. The study concluded that watching movies positively supports pronunciation learning and creates a more engaging experience. Similarly, Lai and Vu (2024) conducted a study at a university in Japan to investigate the impact of English movie dubbing on EFL learners' pronunciation intelligibility. The experimental group showed a slight improvement compared to the control group. Students reported that the dubbing activity was enjoyable, improved their fluency and confidence, and supported pronunciation learning. Most participants were interested in continuing the activity in future courses.

Previous studies have shown that using English movies and dubbing activities can support the learning of pronunciation. Hence, this study seeks to fill this gap by exploring how English education students perceive the use of English films as media for their pronunciation learning, by using Bandura's social cognitive theory and using qualitative approach, semi-structure

interviews as data collection methods and thematic analysis methods as data analysis on English education students at a University in Tasikmalaya.

## **B. Formulation of the Problem**

Based on the problem, this research's formulated question is, "How do English Education students perceive the use of English Films in learning pronunciation?"

## **C. Operational Definitions**

To prevent any confusion regarding the terminology employed in this study, the researcher provides two definitions, as follows:

### **1. English Films**

For this study, 'English films' are defined as movies produced in English. The films provide practice in pronunciation, intonation, and accent, which are an integral part of learning English. The categories of films are adventure, fantasy, mystery, and so on.

### **2. Pronunciation Learning**

For this study, pronunciation learning is defined as the process through which students improve their ability to produce English sounds, including individual phonemes, word stress, and rhythm. Pronunciation learning includes activities such as listening to native speakers, repeating phrases, and self-monitoring of speech to reduce pronunciation errors.

## **D. Aim of the Study**

This research investigates how English Education students perceive the use of English films in learning pronunciation.

## **E. Significances of the Study**

### **1. Practical Significance**

The study's findings can serve as a reference for English language teachers in teaching pronunciation and for students in improving their pronunciation through English-language films. Films can be utilized as engaging media that expose learners to natural pronunciation, intonation, and

stress patterns. By recognizing these benefits, teachers and students can adopt more effective strategies to support pronunciation learning in English language education.

## **2. Empirical Significance**

This study empirically shows how English-language films affect students' pronunciation. These data can inform and improve teaching practices and form the basis for further research.