

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

In this study, the researcher used an observation checklist to analyze various aspects of the film *The King's Speech*. This checklist covered several main categories. This method was chosen because it allowed the researcher to conduct a systematic and structured content analysis of the movie, ensuring that each aspect of the film could be evaluated objectively based on predetermined indicators. Instead of using percentages, the checklist used in this study employed yes/no questions for each indicator, accompanied by brief comments to explain the reasoning behind each response. This approach-maintained clarity and consistency in the evaluation process, while also offering qualitative insights into how and why specific elements of the film did or did not meet the expected criteria.

This research concentrated solely on the character of King George VI, as he served as the central figure in the film's storyline and played a significant role in shaping the core themes, which included the challenge of speech impediments (stuttering) and the journey of personal growth through therapy and emotional encouragement. Emphasizing a single main character also enabled a more in-depth examination of the linguistic, cultural, and emotional dimensions conveyed through the king's spoken lines, body language, and social engagements.

The data obtained through this checklist are then used to assess the effectiveness of the film in conveying linguistic, cultural, and emotional aspects, and how these elements contributed to audience understanding and engagement. The results of this analysis were expected to provide in-depth insight into how film can be an effective medium for learning language and culture. After carrying out several steps that had been passed and here are the results obtained:

Table 4.1. Dialogue Clarity

| NO | Indicators | Yes/No |
|----|--|--------|
| 1. | Pronunciation and articulation clarity | Yes |
| 2. | Use of formal and informal speech | Yes |
| 3. | Presence of colloquial expressions | Yes |

The film *The King's Speech* placed significant emphasis on clear and articulate dialogue, especially in King George VI's speech therapy sessions. His struggle with stuttering was in stark contrast to the expectation of eloquence in royal speeches, making pronunciation a major focus in the narrative.

Picture 4.1 Speech Therapy Scene: The Hamlet Recording Exercise.



One of the most touching scenes that illustrates this occurs between minute 26:50 and 28:00 of the film. In this scene Lionel Logue encouraged the king to read the script of Shakespeare's Hamlet while listening to music. Without hearing his own voice, the king was unexpectedly able to speak the lines fluently, revealing that his stuttering problem was psychological, not physical.

Picture 4.2 Depiction of King George V's Frailty: Reduced Vocal Clarity Reflecting His Weakening Condition.



However, there was one moment in the movie when the clarity of pronunciation and articulation was not so audible, specifically between minute 40:17 and 41:27, which was when King George V spoke. Since his character was portrayed as an old and sick man, his voice sounded slower

and weaker. This made some of his lines difficult for the audience to clearly understand, which may have been intentional to show his declining physical condition towards the end of his life.

The contrast between official royal speeches and the relaxed tone used in therapy made the dialogue feel dynamic and realistic. Public speeches, such as King George VI's war speech, followed a strict rhetorical structure, while private conversations, especially between him and Logue, felt more personal and natural. This balance enhanced the authenticity of the movie.

Informal expressions and everyday language (colloquial expressions) occasionally appeared in conversations between the king and Logue, adding depth to their relationship. For example, when the king hesitated before an important speech that would be broadcast nationwide, Lionel Logue firmly declared, "*You're bloody well going to do it*" providing a strong yet supportive push. In another scene, when tensions rose during a therapy session due to disagreements, Logue bluntly said "*Bugger off!*" to express his frustration with the king's defensiveness. This choice of words reflected the level of comfort and honesty that had developed between them.

When frustrated by his inability to speak fluently, the king often blurted out expressions like "*Bloody hell!*" or "*Damn it!*" as spontaneous emotional reactions. These outbursts indicated that he no longer felt the

need to suppress his feelings, especially in the presence of Logue. One of the most iconic scenes took place when Logue encouraged the king to swear as a technique to overcome his stammer. Hesitantly but successfully, the king shouted “*shit*” along with other curse words, and in doing so, he began to speak more fluently than usual. This moment added humor to the narrative while also highlighting the effectiveness of unconventional therapy methods and the growing trust between the two characters.

Table 4.2. Tone and Accent

| No | Indicators | Yes/No |
|----|--------------------------------------|--------|
| 1. | Variations in tone and speech rhythm | Yes |
| 2. | Use of different accents | Yes |

The film *The King’s Speech* effectively utilized shifts in tone to convey different emotions, ranging from vulnerability to authority, particularly in high-stress situations such as public speeches and therapy sessions. For example, during King George VI’s final wartime address, his tone gradually became steadier and more authoritative, reflecting his growth and newfound confidence. The hesitant pauses in his speech were balanced by the steady, supportive music in the background, reinforcing the weight of the moment.

Picture 4. 3 King George VI Reacts to Lionel Logue's Bold Gesture.



In contrast, at 1.27.28 to 1.28.26, the therapy sessions with Lionel Logue often featured a more casual and sometimes humorous tone, highlighting the difference in their social statuses and the relaxed nature of Logue's approach. A key example occurred when Logue challenged the king by sitting on the royal throne:

King George VI: "Get up! You can't sit there! Get up!"

Lionel Logue: "Why not? It's a chair"

King George VI: "No, it... That is not a chair! That chair is sacred!"

Lionel Logue: "You have such perseverance, Bertie. You're the bravest man I know. You'll make a booldy good king"

This scene contrasted the king's rigid formal tone with Logue's relaxed and irreverent delivery, emphasizing their differing perspectives on power and speech.

The film also made strong use of Received Pronunciation (RP) to reflect the British upper class, particularly through the speech of King George VI and other members of the royal family. In contrast, Lionel Logue's Australian accent set him apart, reinforcing the class and cultural

differences between them. This contrast was particularly evident when the king struggled with pronunciation exercises, while Logue, in his informal and direct manner, encouraged him to abandon formality in favor of natural speech.

The other figures such as Queen Elizabeth also contributed to the variation in tone. Her consistently calm and empathetic tone provided emotional grounding in scenes characterized by tension or self-doubt. In moments where she encouraged the king or sought Logue's assistance, her composed manner underscored her function as both a supportive partner and a steadying influence, reinforcing the film's depiction of familial and emotional resilience.

Furthermore, the inclusion of working-class citizens reacting to the king's broadcasts introduced a range of regional British accents, enhancing the film's historical and cultural authenticity. Although their screen time was limited, their presence conveyed the national significance of the king's public addresses. Their responses, marked by admiration and emotional resonance, highlighted the broader societal impact of the king's transformation and lent credibility to the film's narrative of personal and collective perseverance. The contrast in accents and responses contributed to the dynamic realism of the film's dialogue and reinforced its central themes of overcoming adversity and bridging social divides through speech.

Table 4.3. Sound Design

| No | Indicators | Yes/No |
|----|--|--------|
| 1. | Background music supports comprehension | Yes |
| 2. | Sound effects highlight key speech moments | Yes |
| 3. | Silence is strategically used | Yes |

The sound design of the movie enhanced its emotional and historical atmosphere. Alexandre Desplat's music subtly intensified moments of struggle and triumph, reinforcing the emotional depth of the film without overshadowing the dialogue. The orchestration swelled during King George VI's final wartime speech, reinforcing his sense of accomplishment and resilience, while quieter melodies accompanied moments of doubt and introspection.

The process of mixing various sound elements, such as dialog, music, and sound effects was crucial to creating an immersive and realistic atmosphere in each scene, especially when King George VI was undergoing therapy with Lionel Logue. Specifically, from minute 36:23 to 38:45, the sound mixing was very precise, where the dialogue between the king and Lionel was clearly audible despite the background music and sound effects. This created a perfect balance, allowing the audience to feel the intensity and difficulty the king was going through in his quest to overcome his speech impediment, without losing the meaning or emotion contained in the conversation. This technique demonstrated how careful sound management

could support the story, connect the elements of the movie and bring to life the tension-filled yet hopeful therapeutic process for the king.

Strategic sound design played a crucial role in emphasizing King George VI's stuttering and emotional distress. Moments of silence, echo and ambient noise highlighted his internal battles. For example, in the opening scene at Wembley Stadium (from minute 03:30 to 05:17), the oppressive silence and amplified microphone distortion made his struggle palpable to the audience. Similarly, when Lionel Logue encouraged the king to sing or swear to overcome his stuttering, the lack of background noise drew attention to the crudeness and vulnerability of this exercise.

Silence was also used effectively during public speaking. Before his final speech (at minute 1:42:37), there was a long pause filled only by his breathing and the faint sounds of the room, which intensified the audience's anticipation. This technique allowed the audience to feel the weight of the moment, making the delivery of his speech ultimately more impactful. In addition, the subtle sounds of Logue's rhythmic breathing cues in the background during the speech provided an almost unconscious layer of support, which emphasized the bond and trust between them.

Table 4. 4. Non-Verbal Cues

| No | Indicators | Yes/No |
|----|---|--------|
| 1. | Gestures and facial expressions support meaning | Yes |

| | | |
|----|----------------------------------|-----|
| 2. | Body language aids comprehension | Yes |
|----|----------------------------------|-----|

Facial expressions, body language, and eye contact played a critical role in conveying emotions and unspoken struggles, often communicating what dialogue alone could not express. In *The King's Speech*, Colin Firth's portrayal of King George VI masterfully utilized these non-verbal cues to bring depth and vulnerability to the character. His performance was laden with subtle yet powerful expressions that reflected a complex inner world. For instance, his furrowed brows, tight jaw, and fleeting glances often spoke volumes about his discomfort and anxiety, particularly in public settings. His tense posture, clenched fists, and frequent avoidance of eye contact vividly illustrated the weight of expectation and the fear of failure that burdened him as a monarch with a speech impediment. These physical manifestations of his struggle not only highlighted his frustration and embarrassment but also underscored his resilience and determination to overcome adversity. As a result, his spoken words, though sometimes hesitant or stammered, carried profound emotional weight, made even more impactful by the visual narrative conveyed through his body language. Firth's nuanced performance reminded the audience that communication was not solely about speech, it was also about the courage and emotion behind every gesture and glance.

Picture 4. 4 Wembley Stadium Scene – Opening Speech Struggle



In *The King's Speech*, as the first example was in the two images above (from minute 03:30 to 05:17), both images powerfully illustrated King George VI's emotional and psychological journey through meaningful non-verbal communication. The first image presented a close-up of the King's face, marked by tension yet filled with determination. His eyes appeared focused but revealed deep anxiety, reflecting the emotional burden he bore as a leader who had to address his people despite struggling with a stammer. His clenched jaw and tightly pressed lips suggested a strenuous effort to suppress fear and maintain self-control. In the silence of this scene, viewers could feel the weight of his internal battle through his composed yet strained body language.

The second image showed a wider perspective, with King George VI standing before a microphone, surrounded by a sea of solemn onlookers. Although physically among a crowd, he appeared emotionally alone, highlighting the isolation and heavy responsibility he carried. The audience sat in stillness, creating a tense atmosphere that underscored the significance

of the moment. The King's upright posture conveyed courage and determination, his choice to stand and speak, even while fear lingered within. This scene emphasized that bravery was not always loud; sometimes, it lay in the quiet resolve to face what terrified us.

These two images complemented each other in portraying George VI's transformation. The first captured his deep internal conflict, while the second revealed the outward expression of that struggle the moment he chose to rise and speak despite uncertainty and fear. Through subtle gestures and facial expressions, the film conveyed that true leadership was born from the courage to confront one's own limitations. Thus, the non-verbal communication in these scenes not only strengthened the narrative but also captured the emotional core of a king's personal journey to find his voice.

Picture 4.5 The Unspoken Shift of Power



Another example can be seen from minute 40:17 to 41:27. In the second image, Prince Albert (played by Colin Firth) was shown with a tense facial expression and a blank, distant gaze. His rigid posture and the dim lighting further emphasized the psychological pressure he was experiencing, likely in anticipation of a public speech, something he deeply feared due to

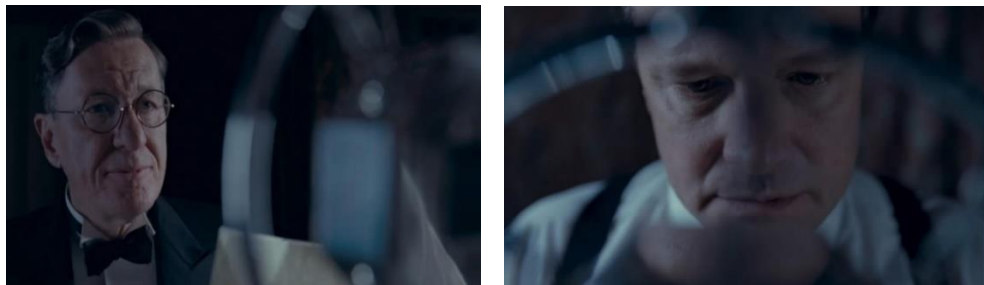
his speech impediment. The subtitle [Clocks ticking] intensified this moment, symbolizing the relentless passage of time and the inescapable burden of responsibility that loomed ahead.

Meanwhile, the second image showed King George V in a physically weakened state, his hand gently held by a nurse. His weary facial expression and vacant eyes suggested fatigue and an awareness of his approaching death. The gesture of hand-holding highlighted his vulnerability and growing dependence, starkly contrasting with the powerful image he once projected as a monarch. Together, these two scenes symbolized an emotional and symbolic transition of power. The burden of the throne was shifting to Prince Albert, who was not yet mentally or emotionally prepared. Without a single spoken word, the characters' body language and facial expressions powerfully conveyed themes of pressure, fear, and the weight of legacy central to the narrative of the film. And for all these, non-verbal elements significantly enhanced the film's storytelling, making the characters' emotions and struggles more palpable to the audience.

Table 4.5. Visual Elements

| No | Indicators | Yes/No |
|----|---|--------|
| 1. | Miss-en-scene reinforces dialogue context | Yes |
| 2. | Camera angles emphasize emotions & speech | Yes |

Picture 4. 6 The King's First Wartime Address



The film's climactic sequence, occurring between 01:42:17 and 01:43:34, exemplified the effective use of close-up cinematography to convey psychological tension and emotional transformation. In this moment, King George VI prepared to deliver his first wartime radio address, a scene that encapsulated both his personal battle with speech impediment and the symbolic weight of national leadership.

The first close-up captured Lionel Logue standing beside the king in silence. His composed and observant expression, coupled with soft, naturalistic lighting, underscored his role as both mentor and moral support. The framing isolated Logue's face against a subdued background, allowing viewers to focus on his steady presence and the trust that had developed between him and the king. This visual strategy reinforced the emotional foundation of their relationship, which had evolved from one of professional formality to mutual reliance.

The second close-up focused on King George VI, his face partially obscured by the microphone. This visual barrier served a symbolic function, representing both the technical medium of communication and the emotional

obstacle he had to overcome. The camera lingered on his downcast gaze, taut jaw, and restrained breathing, highlighting the magnitude of the internal struggle he faced in this public moment. Yet, despite his visible tension, the stillness in his posture and the slight lift of his eyes signaled resolve and quiet strength.

Together, these close-ups emphasized the film's central themes of vulnerability, courage, and connection. By concentrating on facial expressions and subtle gestures, the cinematography invited the audience into the king's internal world. Moreover, the contrast between Logue's calm demeanor and the king's nervous intensity heightened the emotional stakes of the scene. The intimacy of these shots stood in deliberate contrast to earlier wide compositions that had positioned the king as isolated within large, imposing spaces; here, the frame closed in to reflect personal transformation and emotional intimacy.

Through precise visual composition and restrained performance, this short sequence illustrated the culmination of George VI's personal journey. It marked a shift from helplessness to agency, achieved not through spectacle, but through quiet determination and the support of human connection. The scene exemplified how *The King's Speech* used cinematographic language to mirror psychological depth, thereby aligning visual form with narrative function.

Table 4.6. Subtitles

| No | Indicators | Yes/No |
|----|---|--------|
| 1. | Subtitles support language learning | Yes |
| 2. | Subtitles connect spoken and written language | Yes |

The film employed subtitles effectively to support audience comprehension of complex and historically significant dialogue. Subtitles proved particularly beneficial for language learners, as they accurately represented the characters' speech patterns, including stuttering, pauses, and pronunciation errors. For instance, when King George VI struggled to begin his speech by repeating "I-I-I..." or pausing mid-sentence, the subtitles captured these features precisely. This enabled viewers to follow the rhythm and structure of his speech more clearly, making subtitles a valuable resource for linguistic analysis.

Although subtitles contributed to comprehension and analysis, they lacked the emotional resonance conveyed by other cinematic elements. As *The King's Speech* focused on oral communication and its difficulties, viewers tended to concentrate on vocal delivery, dramatic pauses, and tonal nuances rather than the on-screen text.

In some parts, particularly during King George V's dialogue, subtitles were absent due to the high number of conversational insertions, which made certain lines difficult to transcribe. Thus, subtitles functioned

as a supplementary tool that enhanced understanding for language learners, though they were not the primary medium for audience engagement..

Table 4.7. Cultural and Historical Context

| No | Indicators | Yes/No |
|----|---|--------|
| 1. | Historical references aid comprehension | Yes |
| 2. | Cultural norms influence speech styles | Yes |

The film authentically represented the British monarchy during the 1930s, incorporating historical events such as King Edward VIII's abdication and the onset of World War II, making it a compelling period piece. These events were not merely background details but are intricately woven into the narrative. For instance, King Edward VIII's abdication became a central catalyst for Prince Albert's (later King George VI) reluctant ascension to the throne, as reflected in his hesitant acceptance: *"I'm not suited to be king... I was trained to command a ship, not a nation."*

Additionally, the looming threat of World War II created urgency around King George VI's need to master public speaking, with his final wartime address serving as both a personal triumph and a symbol of national unity. The film's climactic moment his broadcast to the nation reflected not only technical achievement but also his acceptance of royal duty in a time of crisis.

The contrast between the rigid, formal norms of royal speech and the informal, conversational style of Lionel Logue underscored the cultural divide between social classes and expectations of the era. This was evident when Logue told the king, "*My castle, my rules*" asserting his egalitarian approach, much to the initial discomfort of the monarch. These moments illuminated the shifting societal values and evolving relationship between the monarchy and the public.

Table 4. 8. Editing techniques

| No | Indicators | Yes/No |
|----|--|--------|
| 1. | Pacing and rhythm mimic natural conversation | Yes |
| 2. | Scene transitions reflect shifts in tone/context | Yes |

Picture 4. 7 Trauma, Rhythm, and Resolution



The editing in *The King's Speech* not only reflected the internal rhythm of speech but also subtly guided the audience's emotional alignment with the characters. One notable example, precisely at minute 49:30, was the use of silence and minimal cuts during moments of heightened vulnerability. In the scene where King George VI revealed his childhood

traumas to Lionel, the camera lingered on his expressions, and the editing resisted the urge to cut away quickly. This deliberate pacing allowed the weight of his words to settle, emphasizing the emotional labor involved in voicing painful memories. To ease this process, Lionel encouraged the king to express his trauma by singing it to a melody, helping him feel more comfortable and emotionally safe. The editing supported this moment by allowing space for hesitation and release, highlighting the therapeutic power of rhythm and voice.

Transitions between scenes also served a symbolic purpose. The film often moved from confined interior spaces like the therapy room to larger public venues, such as Westminster Abbey or the radio studio. The editing highlighted this contrast, reinforcing the king's journey from private struggle to public responsibility. For instance, the cut from a quiet session with Logue to the overwhelming presence of the cathedral during rehearsal visually represented the pressure George VI faced, intensifying the stakes without needing dialogue.

Moreover, the film's use of rhythmic editing during speech scenes particularly the climactic wartime address built a sense of momentum. Rather than quick cuts, the editor opted for sustained shots that emphasized each syllable and breath, mirroring the physical exertion of speaking. This choice allowed the audience to experience the speech not just as words but as a triumph over personal adversity. In these ways, the editing of *The*

King's Speech did more than shape narrative flow it became a storytelling tool that echoed the film's exploration of courage, identity, and voice.

Table 4. 9. Linguistic Features

| No | Indicators | Yes/No |
|----|---|--------|
| 1. | Phonology is effectively demonstrated | Yes |
| 2. | Presence of slang and idioms | Yes |
| 3. | Intonations and stress are effectively employed | Yes |
| 4. | Rhythm and pacing contribute to comprehension | Yes |

The script was rich in linguistic nuances, particularly evident in the speech therapy sessions that emphasized phonological aspects such as sound production, articulation, and rhythm. These components were crucial in portraying King George VI's speech difficulties and subsequent progress. For instance, Lionel Logue instructed the king to repeat tongue twisters like *"I am a thistle sifter"* which targeted specific articulation issues. In another notable scene, Logue encouraged the king to shout expletives "Tits, fart, shit, and willy!" to bypass his stammer, highlighting the therapeutic use of rhythm and stress in speech.

The film effectively balanced complex phonetic exercises with accessible dialogue, ensuring that audiences could follow King George VI's journey. Logue's coaching focused on stress patterns and intonation to help the king communicate with clarity and authority. A key example was the

final wartime speech, where Logue reminded him, “*Say it to me, as a friend*” guiding him to control pacing and maintain calm rhythm.

Although formal language dominated in royal settings, the informal, idiomatic exchanges between the king and Logue revealed a more relaxed tone. Logue’s Australian background and non-royal status introduced casual slang and idioms, softening the atmosphere. Phrases like “*Bloody hell!*” or “*Get it out, boy!*” marked a shift from rigid royal conventions, illustrating the contrast in social expectations. This blending of formal and informal registers, along with its focus on phonological intricacies, made the film a valuable case study for speech and language analysis.

Another example came from a conversation between Lionel and King George VI. In one scene, the King stated that he had no money to pay for Lionel’s services. Lionel casually responded, “*A bob each to keep it sweet?*” In British slang, a bob referred to a shilling (old British currency before decimalization), or generally meant a small amount of money. The expression “to keep it sweet” was an idiom that meant to keep a relationship or atmosphere good, usually by giving something nice (sometimes it could mean “bribing” lightly in informal contexts). So, the sentence as a whole could be interpreted as: “*How about we each give a little money to keep things running smoothly?*” - which could be used in the context of informal compromise, light bribery, or simply keeping the relationship pleasant.

One of the core strengths of the film was its detailed depiction of intonation and stress, rhythm and pacing fundamental elements of effective speech. Throughout the film, Lionel Logue emphasized how intonation affected not only clarity but also confidence and emotional connection. He repeatedly guided King George VI to stress key words and to deliver phrases with natural rises and falls in tone. For example, when preparing for the final wartime speech, Logue coached the king to break down the text into manageable, rhythmic parts and advised, *"Take a pause... Breathe in between... Don't rush. Let them wait for you."*

This careful management of pacing became essential in transforming the king's hesitant, interrupted speech into one that was measured and authoritative. The rhythm of speech therapy exercises, such as reciting poetry, tongue twisters, and singing, were used as strategic tools to condition the king's breathing and timing. The repetition of lines like *"I have a voice!"* became both a linguistic and psychological breakthrough.

The pacing was especially impactful in the climactic wartime broadcast. The pauses between the phrases *"In this grave hour... perhaps the most fateful in our history..."* were not only technically polished but emotionally resonant. These deliberate silences reflected the weight of the moment and symbolized the culmination of George VI's journey. Through these practices, the film highlighted how rhythm and pacing could transform

the effectiveness of spoken language, particularly when burdened by speech impairments.

Through its rich linguistic content, *The King's Speech* not only told a compelling story but also provided insight into the art and science of speech, making it an educational resource for language learners and educators alike.

Table 4. 10. Cultural Context

| No | Indicators | Yes/No |
|----|---|--------|
| 1. | Societal norms are accurately represented | Yes |
| 2. | Traditions influence formal speech | Yes |
| 3. | Historical backdrop enriches language use | Yes |

The film presented a realistic depiction of British societal expectations for royalty, particularly regarding public speech and personal image. King George VI was portrayed as a man burdened by the rigid standards of royal protocol, where formal speech was not only a sign of authority but also a duty to the nation. This expectation was a source of intense pressure, particularly for a monarch with a speech impediment.

In scenes where King George VI prepared for public speaking, the tension between royal image and personal struggle became apparent. For example, during his initial attempts to address the public, his stammer caused visible distress, both to himself and those around him. This was

contrasted by the more informal and encouraging environment created by Lionel Logue during therapy sessions, where Logue stated, *"My castle, my rules"* symbolizing a space free from the constraints of royal expectations.

The urgency of World War II added another layer to the cultural context. The king's ability to deliver a clear and confident wartime speech was not just a personal achievement but a national necessity. As Logue reminded him before the final broadcast, *"Forget everything else and just say it to me as friends"* emphasizing the importance of genuine connection over royal decorum. This moment reflected the film's broader theme: that leadership and communication were not merely about formality, but about courage, sincerity, and the ability to connect with the people.

Through these contrasts and developments, the film highlighted the transformation of King George VI not only as a speaker but as a monarch who bridged the gap between royalty and the common citizen, thus reflecting the evolving expectations of British society in the face of war and modernity.

This occurred precisely from minute 1:43:00 to 1:47:43. The following was a formal speech delivered by the king during wartime, as portrayed in the film *The King's Speech*. This moment signified both personal triumph and national unity:

"In this grave hour, perhaps the most fateful in our history, I send to every household of my peoples, both at home and overseas, this message —

spoken with the same depth of feeling for each one of you as if I were able to cross your threshold and speak to you myself."

"For the second time in the lives of most of us, we are at war. Over and over again, we have tried to find a peaceful way out. But it has been in vain. We have been forced into a conflict, for we are called, with our allies, to meet the challenge of a principle which if it were to prevail, would be fatal to any civilized order in the world."

"It is the principle which permits a state, in the selfish pursuit of power, to disregard its treaties and its solemn pledges; which sanctions the use of force, or threat of force, against the sovereignty and independence of other states."

"Such a principle, stripped of all disguise, is surely the mere primitive doctrine that might is right — and if this principle were established throughout the world, the freedom of our own country and of the whole British Commonwealth of Nations would be in danger."

"But we and our allies are resolved to uphold the cause of justice and the right. I know that you will all play your part with calmness and courage."

"At such a moment as this, the assurances of support that we have received from the Empire are a source of profound encouragement to us."

"The task will be hard. There may be dark days ahead. And war can no longer be confined to the battlefield, but we can only do the right as we see the right, and reverently commit our cause to God."

"If one and all we keep resolutely faithful to it, then, with God's help, we shall prevail."

Table 4.11. Emotional Resonance

| No | Indicators | Yes/No |
|----|--|--------|
| 1. | Story fosters engagement and empathy | Yes |
| 2. | Character Development enhances understanding | Yes |
| 3. | Emotional storytelling aids language retention | Yes |

The film's emotional depth was one of its strongest aspects, drawing audiences into King George VI's personal battle with a speech impediment. From the outset, viewers witnessed his anxiety and insecurity, such as in the opening scene at Wembley Stadium where he struggled to speak before a large audience his visible discomfort, halting delivery, and silent pauses conveyed a man deeply conflicted about his role.

As the story progressed, the emotional resonance deepened through the evolving relationship between King George VI and Lionel Logue. Their growing friendship, marked by moments of vulnerability and humor, made the king more relatable. For example, in a particularly emotional therapy session, Logue encouraged him to shout obscenities to bypass his stammer,

and the king hesitantly complied, exclaiming: “*Tits, fart, shit, and willy!*” This scene not only added comic relief but also showed his willingness to confront his struggles in unconventional ways.

The climax of emotional impact arrived in the final wartime speech, where the stakes were highest, not only for the king personally but for the entire British nation. With Logue’s calming presence and coaching, the king began with visible nerves but gradually steadied his voice. As he read the speech, Logue silently gestured encouragement, and the camera cuts between their expressions, reinforcing the emotional bond and support. The line, “*In this grave hour, perhaps the most fateful in our history...*” was delivered with conviction, symbolizing the king’s transformation into a confident leader.

These emotionally charged moments made the audience more likely to retain the linguistic and narrative elements of the film, as they were intertwined with powerful personal breakthroughs. The emotional weight behind each word the king uttered, particularly in therapy and public addresses, ensures that viewers remained deeply invested in his journey.

B. Discussion

This section presents a detailed discussion of the findings by connecting them with key theoretical concepts surrounding the use of cinematic language as an instructional tool to enhance listening skills. The

results of the analysis demonstrate that *The King's Speech* is not only a compelling historical drama but also a valuable pedagogical resource that illustrates how film can facilitate language acquisition, particularly in the area of listening comprehension. The study identifies that various cinematic elements, such as dialogue, sound design, tone, non-verbal communication, and visual cues, work together in an integrated manner to create a rich, multimodal learning environment. These elements provide learners with authentic exposure to real-life communication patterns, a range of accents and emotional expressions, as well as culturally contextualized language use. Each cinematic feature plays a distinct and essential role in fostering auditory processing, increasing learners' sensitivity to linguistic variation, enhancing cultural literacy, and promoting emotional engagement with the content. The discussion further explores how these components align with established principles in language education, supporting the argument that films can serve not only as supplementary materials but as central instruments in developing effective listening comprehension.

1. Dialogue Clarity

The film presents dialogue as a powerful tool to expose learners to natural and meaningful spoken English. By alternating between formal speeches and casual conversations, it allows learners to hear how English is used across different social settings. The King's public addresses use structured and ceremonial language, while his private

sessions with Lionel Logue are marked by informal tone and spontaneous interaction. This contrast helps learners understand how language changes depending on the level of formality and emotional context.

Through these interactions, learners are introduced to authentic features of spoken language such as pauses, hesitations, interruptions, and emotional shifts. These are important for developing practical listening skills but are often missing in scripted textbook materials. The King's struggle with stammering further highlights the emotional dimension of speech and shows that speaking fluently involves more than correct grammar. It also depends on self-confidence, comfort, and the ability to manage pressure.

As the relationship between the King and Logue deepens, their dialogue becomes more personal and emotionally expressive. This progression demonstrates how language reflects the nature of human connection and allows learners to see how tone, choice of words, and speaking style adapt as trust develops. In this way, the film's dialogue not only supports listening practice but also builds learners' awareness of how spoken English functions in real communication. It creates opportunities to hear English in both its formal and informal forms, helping learners become more prepared for diverse real-world conversations.

2. Tone and Accent

The contrast between the King's formal British Received Pronunciation and Lionel Logue's informal Australian accent helps learners experience real-world language variation. This kind of diversity is not often found in standard textbooks. It shows that English is a global language, used by people from many regions and backgrounds. Hearing different accents trains learners to listen more closely. It builds their awareness of sound patterns and helps them understand meaning through how words are spoken. Getting used to different accents also make learners more flexible listeners. This prepares them for many situations, like university lectures, international news, or working in multicultural teams.

The film also shows how tone adds meaning to speech. Tone is the emotion and rhythm in someone's voice. It tells us how a person feels or what they want, even if the words are simple. For example, the King's voice sounds unsure at first. Later, it becomes stronger and more confident. These changes reflect how he grows as a leader. When learners notice these shifts in tone, they start to hear more than just words. They learn to catch emotional clues that are important in real conversations. This skill not only improves their understanding but also helps them become more empathetic and aware when speaking with people from different cultures.

3. Sound Design

The sound design in *The King's Speech* plays a vital role in connecting what is heard with what is felt. Through silence, ambient noise, and carefully chosen background music, the film enhances emotional depth and draws attention to critical moments in the narrative. For instance, silence is often used during scenes of personal struggle, such as when King George VI attempts to speak in public. These quiet moments allow the viewer to focus entirely on his hesitation, breathing, and vocal effort. This use of auditory space mirrors the tension he feels internally, making his emotional state more accessible to the audience. Background music, when used, tends to underscore triumph, vulnerability, or transformation, guiding viewers to interpret mood and message without relying solely on dialogue.

For language learners, these sound elements offer more than atmosphere; they teach how meaning can be conveyed through non-verbal auditory cues. Learners are encouraged to pay close attention to volume changes, pauses, or background sounds, all of which contribute to understanding what a speaker truly means. This fosters greater sensitivity to real-life speech nuances, such as how someone's tone can shift due to nervousness or determination. In effect, sound design trains the ear to notice not just words, but the intention and emotion behind them. This skill is essential for effective listening in both academic and

professional settings, where tone, pacing, and subtle auditory cues often carry as much weight as vocabulary.

4. Non-Verbal Cues

Non-verbal communication plays a vital role in *The King's Speech*, providing language learners with essential cues that support their comprehension of spoken dialogue. The film offers a rich visual context where gestures, facial expressions, eye contact, and posture serve as powerful tools to convey meaning beyond words. For instance, the King's clenched jaw, downcast eyes, and rigid posture vividly portray his inner struggle with self-expression, even when his words are minimal or faltering. Meanwhile, Lionel Logue's relaxed stance and expressive gestures reflect his empathy and informal approach, creating a contrast that reinforces the characters' social dynamics and emotional states. These visual elements help learners infer emotions, intentions, and reactions, which is particularly valuable when the spoken language becomes difficult to follow, such as during moments of stammering or emotionally charged silence. For English learners, observing these cues fosters greater awareness of how meaning is constructed not just through what is said, but how it is physically expressed.

Moreover, by integrating non-verbal communication with auditory input, the film creates a multi-sensory learning experience that deepens comprehension. Learners are able to connect tone of voice with body

language, allowing them to grasp subtleties such as sarcasm, hesitation, or sincerity. This is especially important in scenes where the King's words are brief, but his expressions reveal layers of anxiety or determination. Such moments highlight how emotions can be communicated powerfully without relying on complex vocabulary. In a language-learning context, these non-verbal signals can bridge gaps in linguistic understanding, enabling students to decode the broader meaning of an interaction even when they miss specific words. The film demonstrates that effective communication often depends as much on visual and emotional literacy as it does on verbal accuracy an insight that equips learners to navigate real-world interactions with more confidence and empathy.

5. Visual Elements (Mise-En-Scene)

The visual elements in *The King's Speech*, particularly those encompassed by *mise-en-scène*, such as setting, costume, lighting, and spatial arrangement play a critical role in shaping the film's emotional tone and guiding the viewer's interpretation of the dialogue. For language learners, these elements serve as vital contextual clues that support comprehension. The contrast between the grandeur of royal settings and the modest intimacy of Lionel Logue's therapy room, for instance, mirrors the shift in language register from formal public speeches to informal, personal conversations. Learners can observe how

physical environments influence not just mood but also speech patterns, vocabulary choice, and interpersonal dynamics. Costumes likewise reinforce the socio-cultural roles of the characters: the King's structured, ceremonial attire reflects his societal burden and restrained speech, while Logue's casual clothing signals his relaxed demeanor and unconventional methods. These visual cues help learners interpret meaning more effectively, even when the language is complex or delivered in unfamiliar accents.

Lighting and camera work further enhance linguistic understanding by directing attention to emotional nuances and communicative intent. Dim or shadowed scenes often accompany moments of vulnerability or tension, subtly guiding the viewer to perceive hesitation or emotional strain in the characters' voices. Close-up shots of facial expressions during difficult speech moments highlight non-verbal cues such as frustration, anxiety, or triumph, which can reinforce the spoken content or even provide compensatory meaning when words are broken or limited. For learners, this multisensory presentation deepens comprehension by linking auditory language with visual storytelling. The film's carefully curated *mise-en-scène* thus offers more than aesthetic appeal; it provides a scaffold for decoding meaning, especially in emotionally or culturally dense scenes, enabling students to build their listening skills within a rich, immersive environment.

6. Subtitles

Subtitles serve as a valuable tool in language learning because they connect listening and reading in real time. When learners watch a film or series with subtitles, they are exposed to both the spoken and written forms of the language simultaneously. This dual input helps them recognize how pronunciation corresponds to spelling and how spoken grammar appears in writing. Subtitles can clarify unfamiliar vocabulary, especially when words are pronounced quickly or in an unfamiliar accent. By seeing the words on screen, learners are better able to identify new terms, observe grammar patterns, and understand the overall structure of spoken discourse. This is particularly useful for intermediate and advanced learners who are working to bridge the gap between academic and real-world language use.

Subtitles reduce the cognitive burden often associated with processing fast-paced or complex dialogue. In scenes where the characters speak quickly or use culturally specific references, subtitles help learners stay engaged by providing visual reinforcement. They can pause, rewind, and reread the lines, allowing for repeated exposure and deeper comprehension. This scaffolding supports listening development by making input more comprehensible without oversimplifying it. Over time, as learners become more confident, they may begin to rely less on subtitles or switch to target-language subtitles, further challenging their

skills. In this way, subtitles not only enhance immediate understanding but also contribute to long-term language development by building listening fluency, improving reading speed, and reinforcing vocabulary and grammar acquisition.

7. Cultural and Historical Context

The King's Speech provides a vivid portrayal of the British monarchy and early 20th-century society, offering a rich cultural framework for language learning. The film introduces learners to a variety of linguistic features shaped by historical and social conditions, such as formal British English, aristocratic speech patterns, and context-specific vocabulary. These include idiomatic expressions, honorific titles, and references to key political events such as the abdication crisis and the growing influence of radio as a mass communication tool. Through exposure to these features, learners are able to engage with English as it existed in a particular cultural moment, enhancing both linguistic authenticity and historical awareness. Furthermore, the depiction of royal protocol and the contrast between formal and informal registers provides students with a deeper understanding of how language reflects societal roles and expectations.

In addition to its linguistic features, the film highlights the role of language in expressing social identity and hierarchy. The clear contrast between King George VI's structured, ceremonial speech and Lionel

Logue's more casual and egalitarian manner of speaking reveals underlying differences in class, nationality, and authority. This dynamic demonstrates how language use can both reinforce and challenge social structures. By understanding the broader historical and cultural context, learners can interpret dialogue with greater sensitivity and nuance. This not only deepens their comprehension of spoken English but also fosters intercultural awareness. Such skills are crucial for navigating communication in diverse settings, whether in academic, professional, or global contexts.

8. Editing Techniques

The editing techniques in *The King's Speech* play a crucial role in supporting both the narrative structure and the emotional development of the characters. The film uses continuity editing to maintain narrative coherence, especially during scenes of speech therapy and royal engagements. Smooth transitions between shots help maintain the audience's focus on the King's internal struggles and gradual progress. One notable technique is the use of reaction shots and shot-reverse-shot sequences, particularly during dialogues between King George VI and Lionel Logue. These editing choices highlight emotional tension and the evolving relationship between the two characters, allowing viewers to witness subtle changes in facial expressions, tone, and body language.

As such, editing is not merely functional but contributes to character development and audience engagement.

The film occasionally employs disjunctive editing to draw attention to the King's psychological state, especially in moments of anxiety and self-doubt. For instance, the deliberate pacing and use of silence during scenes where the King prepares to speak emphasize his internal conflict. The editing rhythm often slows down during these scenes, allowing the audience to experience the gravity of the moment. This contrasts with more rapid editing during public or high-stakes scenes, such as the final wartime speech, where faster cuts enhance dramatic tension. Through these techniques, the film effectively mirrors the King's emotional journey and reinforces key themes such as vulnerability, perseverance, and transformation. For language learners, observing how editing shapes meaning can enhance visual literacy and deepen their understanding of how spoken language and visual cues work together in communication.

9. Linguistic Features

The analysis of linguistic features in *The King's Speech* reveals how elements such as phonology, intonation, stress, syntax, and speech rhythm significantly contribute to improving listening skills. King George VI's speech difficulties and therapy sessions provide learners with repeated exposure to the articulation of sounds, allowing them to

become more aware of phonemic distinctions and pronunciation challenges. For instance, his use of pauses and emphasis during public addresses illustrates the importance of rhythm and stress in understanding meaning and emotion in spoken English.

The film's use of both formal and informal registers, including colloquial expressions during dialogues with Lionel Logue, helps learners observe language variations in different contexts. The contrast between structured royal speeches and casual therapy conversations highlights diverse sentence structures and grammatical choices. This allows learners to engage with authentic spoken English across varying social settings, thereby fostering syntactic awareness and pragmatic understanding. Overall, these linguistic features make the film not just a narrative of personal growth, but also a practical and immersive resource for developing auditory language comprehension.

10. Cultural Context

The cultural context in *The King's Speech* plays a crucial role in enhancing learners' understanding of how language operates within specific social and historical frameworks. Set in the late 1930s, during a period of political tension and the impending threat of war, the film presents a unique opportunity to observe how formal English is used in high-stakes public communication. As a member of the British royal family, King George VI is expected to deliver speeches that reflect

authority, composure, and national unity. This expectation shapes not only the content of his speech but also his tone, vocabulary, and delivery style. Learners can gain insight into how social roles and cultural values, such as decorum, restraint, and hierarchy affect communication, particularly in formal public settings.

The film also contrasts this formal register with more intimate and informal exchanges between King George VI and Lionel Logue. These scenes provide a culturally rich illustration of class dynamics, social boundaries, and the shift in communication style based on context and relationship. For example, Logue's Australian background and his refusal to treat the king with excessive reverence challenge the rigid formalities of British aristocratic culture. This dynamic offer learner a nuanced understanding of how language shifts between formal and informal registers depending on status, familiarity, and context an essential skill for intercultural communication.

The historical setting of the film offers valuable exposure to culturally specific expressions, idioms, and references that are rooted in British tradition and wartime rhetoric. From royal ceremonies to political speeches, the film immerses viewers in the cultural fabric of early 20th-century Britain. Such immersion allows language learners to not only develop listening skills but also build cultural competence, which is vital for interpreting meaning, tone, and intention accurately.

Understanding this broader cultural context helps bridge linguistic knowledge with real-world communication, enabling learners to navigate both language and culture more effectively.

11. Emotional Resonance

Emotional resonance in *The King's Speech* serves as a powerful element that enhances language learning by fostering empathy and personal engagement with the narrative. The film follows the deeply human struggle of King George VI as he confronts a lifelong stammer in the face of immense public responsibility. This emotional journey, marked by fear, frustration, and eventual triumph, allows viewers to connect with the character's vulnerability, creating an immersive learning environment. According to Eken (2003), emotional investment in characters and storylines promotes language retention because learners process language more meaningfully when they are emotionally involved. As learners become emotionally aligned with the king's efforts to overcome communication barriers, their motivation to understand and interpret spoken language naturally increases.

The therapeutic sessions between King George VI and Lionel Logue are particularly rich in emotional content, revealing layers of anxiety, pride, and personal growth. These scenes not only model emotional expression through intonation and facial gestures but also illustrate how emotions influence verbal delivery. For language learners, this interplay

between emotional context and speech provides valuable exposure to tone shifts, hesitations, and emphatic expressions, key components of authentic spoken English. Emotional resonance, therefore, helps bridge the gap between textbook language and real-world communication, where feelings, intention, and identity often shape how messages are delivered and interpreted.

The emotional climax of the film King George VI's wartime speech demonstrates the transformative power of both language and emotion. His delivery, supported by Logue's quiet presence, symbolizes personal victory and national unity. For learners, this moment illustrates that effective communication involves more than linguistic accuracy; it requires emotional conviction. By witnessing the emotional stakes involved in language use, students are encouraged to see listening not merely as decoding words, but as understanding meaning shaped by human experience. This deep connection turns passive viewing into active listening, making cinematic language a compelling tool for developing both comprehension and emotional intelligence in language learning.

a. The Role Media Literacy in Language Learning

Beyond its linguistic benefits, the use of film in language learning also contributes significantly to the development of media literacy, a critical 21st-century skill that enables learners to analyze,

evaluate, and engage with media content more consciously. While much of the focus in language education has traditionally centered on linguistic input, such as vocabulary acquisition, pronunciation, and grammatical structures, media literacy extends this scope by encouraging learners to interrogate the underlying messages, values, and ideologies conveyed through audiovisual texts. In the context of *The King's Speech*, students are not only exposed to authentic spoken English, but they are also introduced to a complex narrative embedded within specific cultural, historical, and political frameworks. This layered exposure allows learners to reflect on how media narratives are constructed and how they shape audience perceptions of authority, identity, and communication norms.

The process of analyzing a film's representational strategies, such as character portrayal, visual symbolism, and narrative structure enables learners to become more critical consumers of media. Rather than passively receiving content, they begin to question whose perspectives are prioritized, what ideologies are reinforced, and how language is used to influence emotional and cognitive responses. Such reflection is especially pertinent in *The King's Speech*, where themes of leadership, disability, and national identity are intricately linked to the protagonist's personal transformation and rhetorical performance. By understanding these

elements, learners not only deepen their listening comprehension but also cultivate a more nuanced awareness of how language and media intersect to construct meaning.

Ultimately, integrating media literacy into language learning through film encourages the development of higher-order thinking skills, including critical analysis, cultural interpretation, and reflective judgment. This pedagogical approach aligns with contemporary educational goals that emphasize not only language proficiency but also the ability to navigate and critique the complex media environments in which modern communication takes place. Therefore, fostering media literacy alongside listening skills enriches the educational experience and prepares learners to become informed, articulate, and socially aware language users.

b. Intercultural Implications in Listening Comprehension

Understanding a foreign language also means understanding the culture behind it. In *The King's Speech*, students are not only exposed to English vocabulary and pronunciation, but also to British cultural values. These include respect for hierarchy, the importance of public speaking, and formal ways of communication. Watching this film helps students learn how language is used in formal settings, especially during historical moments like wartime speeches.

By learning through a film that shows real social behavior, students begin to understand how culture affects the way people speak and act. This supports the development of intercultural competence. Students become more aware of differences in communication styles between cultures, such as how people show respect, express emotions, or deal with authority.

In today's global society, this awareness is very important. It helps students communicate not just correctly, but also appropriately in different cultural situations. Therefore, learning from a film like *The King's Speech* is not only useful for improving listening skills. It also prepares students to interact with people from other cultures with more understanding and respect.