

CHAPTER V

CLOSURE

A. Conclusion

This study has explored how cinematic language in *The King's Speech* contributes to the development of English listening skills through the integration of linguistic features, cultural context, and emotional resonance. The film provides an immersive learning experience by presenting authentic dialogues, various accents, formal and informal speech registers, and non-verbal communication cues that mirror real-life conversations. These elements collectively support learners in developing phonological awareness, syntactic understanding, and interpretive listening. In particular, King George VI's journey through speech therapy offers practical insight into pronunciation, intonation, rhythm, and confidence-building in verbal communication.

The cultural and historical backdrop of pre-World War II Britain gives learners access to formal language usage, traditional values, and sociolinguistic norms that are often absent in conventional language instruction. Emotional resonance plays a vital role in motivating learners, as the film's narrative of struggle and triumph fosters empathy and deeper engagement. This emotional involvement enhances language retention by making learning more meaningful and personally relevant. Visual storytelling, sound design, editing techniques, subtitles and captions, and

contextual clues further reinforce the auditory experience, creating a multimodal environment ideal for language acquisition.

The King's Speech demonstrates the pedagogical value of film as more than just a source of entertainment; it is a powerful educational tool. Through the careful integration of cinematic elements, the film facilitates listening comprehension, cultural awareness, and emotional connection, which are all essential components in mastering a foreign language. Educators and learners are encouraged to adopt film-based approaches not only to enhance listening skills but also to create more engaging and context-rich language learning experiences.

B. Suggestions

As explained before, this study has several suggestions are provided to support the effective use of cinematic language in improving English listening skills. These recommendations are directed toward educators, students, curriculum developers, and future researchers who are interested in integrating films into English language learning:

1. Suggestion for educators: Educators are encouraged to use films like The King's Speech as supplementary materials in the classroom. Instead of relying only on scripted listening texts, they can select specific scenes that contain clear pronunciation, natural dialogue, and emotional expression. These scenes can be used for listening exercises,

pronunciation practice, or group discussions. Teachers can also ask students to analyze how gestures, facial expressions, and tone support the meaning of spoken words. By combining audio and visual elements, teachers help students understand English in a more complete and realistic way. In addition, giving students context before watching, such as background information or key vocabulary can improve their understanding and engagement.

2. Suggestions for learners: Learners should take an active role in their language learning by watching English films regularly. They can begin by using subtitles to connect spoken and written language, and then gradually reduce subtitle use as their listening improves. Repeating scenes and mimicking lines can help with pronunciation and speaking fluency. Learners should also pay attention to how characters speak in different situations, such as formal speeches or casual conversations. This approach helps learners understand how language changes depending on tone, purpose, and relationship. Through consistent practice, learners can develop better listening skills and become more confident in using English in everyday communication.
3. Suggestions for curriculum developers: Those responsible for designing language learning programs should consider including film-based activities as part of the curriculum. Films provide authentic exposure to spoken English and offer cultural insights that textbooks may not cover.

By choosing films that match students' language levels and interests, developers can make learning more relevant and engaging. Including tasks like scene analysis, vocabulary study, or discussion questions can help guide students through the learning process. Using films in the curriculum not only improves listening but also supports critical thinking and cultural understanding.

4. Suggestions for researcher: Researcher is encouraged to explore further how films affect language learning across different skills and contexts. They can investigate how films influence not only listening but also speaking, vocabulary, and even writing. Future studies might compare different film genres or examine how various accents impact learner comprehension. Researchers could also conduct classroom-based studies to measure student progress before and after using films as learning tools. In addition, studying the emotional effects of films, such as how empathy with characters supports language retention could lead to new insights in affective language learning.

It is also recommended that future researchers examine the role of subtitles, body language, and sound design in more detail. These elements may significantly influence how learners understand and process spoken language. By expanding on these topics, researchers can contribute to a deeper understanding of how cinematic tools support effective English language education.