# CHAPTER III

# RESEARCH METHOD

## A. Research Design

In this research, the researcher used qualitative method, which according to Katharina Flicker (2022), enhances traditional qualitative content analysis by adopting a multimodal framework essential for studying films. Instead of concentrating solely on textual content, Integrated Qualitative Content Analysis (IQCA) combines various elements such as visuals, sound, and dialogue to view films as intricate, multi-layered texts. This method allows researchers to examine how these components interact and collectively influence the film's narrative and emotional resonance. It is particularly effective for analyzing documentaries, where visuals, music, and interviews work together to convey a unified message, providing deeper insights into the filmmaker's purpose and the broader social or cultural themes presented in the work. And this is the several steps to gather the data:

### 1. Define Research Objectives

This study began by developing several analytical categories to facilitate the researcher in examining the selected film. These categories were designed to identify and classify the cinematic elements most effective in enhancing listening skills in language learning. By establishing these categories, the analysis process became more focused

and systematic. The researcher was able to specifically evaluate aspects such as the use of authentic dialogue, intonation, emotional expression, pauses in conversation, as well as the role of visual and audio elements in reinforcing language comprehension. This approach not only helped determine which elements had the greatest impact on improving listening proficiency, but also allowed for comparisons between various cinematic features within the context of media-based language learning.

**2. Designing the Observation Checklist Format**

The researcher designed an observation checklist in table form containing key indicators to analyze the cinematic language elements in The King's Speech. The checklist consists of four columns: Criteria, Indicators, Yes/No, and Comments. The Criteria column includes main cinematic aspects such as dialogue clarity, tone and accent, sound design, non-verbal elements, and cultural context. The Indicators column specifies the particular elements being observed for each criterion, such as clarity of pronunciation, use of accents, or facial expressions. The Yes/No column is used to indicate whether the element is clearly present in the analyzed scenes. Meanwhile, the Comments column allows the researcher to record descriptive findings that explain how each element contributes to enhancing listening skills or language comprehension. This format is chosen to ensure systematic and consistent observation

without converting data into percentages, thus allowing a greater focus on the narrative and linguistic quality of each observed element.

3. **Conducting Observation and Completing the Checklist**

Once the checklist is ready to use, the researcher begins watching The King's Speech in its entirety, focusing on the pre-selected key scenes. The film is viewed multiple times to ensure that all important elements are captured and no data is overlooked. During this process, the researcher records each finding according to the categories in the checklist and provides a qualitative assessment of how each element contributes to listening skills or language comprehension. The observation is conducted carefully to capture the relationship between visual and verbal elements as a unified expression of meaning.

4. **Analyzing the Checklist Data**

The data collected through the checklist is then analyzed to identify patterns or specific trends. The researcher categorizes the data based on the type of cinematic element and examines how each one supports language learning. For example, scenes showing improvements in the king’s intonation can be compared with accompanying body gestures to assess their role in message delivery. The analysis may also use a thematic approach to generate deeper meaning categories from the observed elements.

**5. Drawing Interpretations and Connections**

After identifying key patterns and findings, the researcher interprets the data. This step aims to explain how the cinematic language elements in the film support not only technical aspects of communication (such as pronunciation or intonation) but also enrich language learning through emotional, cultural, and historical context. The researcher also evaluates how the combination of visual and auditory elements creates an immersive learning experience and enhances contextual listening comprehension.

**6. Writing the Reseach Findings Report**

The final step is to compile a report of the research findings based on the observations and interpretations conducted. This report includes a summary of findings categorized by cinematic elements, complete with scene examples, dialogue excerpts (if necessary), and explanations of their impact on listening comprehension. In addition, the report contains a methodological reflection on the strengths and limitations of using an observation checklist and offers practical recommendations for applying this method in language learning settings.

## B. Population and Sample/Participants

This study does not engage human participants in the conventional sense, as the focus is exclusively on the qualitative content analysis of the film The King’s Speech. The film itself serves as the sole "participant"

offering a wealth of linguistic, cinematic, and contextual elements for analysis. By scrutinizing aspects such as dialogue, visual storytelling, and cultural nuances, the research highlights how The King's Speech can function as a resource for developing listening skills. This approach emphasizes the educational potential of the film, independent of direct human involvement.

## C. Data

This study utilizes qualitative data derived from the film The King's Speech (2010) to explore its impact on listening comprehension. The data consists of linguistic, auditory, visual, and contextual elements that contribute to language learning. The data would be explained more specifically as follows:

### 1. Dialogue and Speech Patterns

Key dialogues from The King's Speech are transcribed and analyzed to examine pronunciation, rhythm, intonation, and pauses. Special attention is given to the contrast between the formal speech of King George VI and the informal conversational style of Lionel Logue, as well as the speech therapy techniques incorporated in the film. These elements help illustrate how different speech styles and linguistic structures contribute to listening comprehension.

**2. Auditory Elements**

This study also analyzes British accents, particularly Received Pronunciation (RP), as well as the Australian influences present in Lionel Logue's speech. The study examines phonetic features such as stress, connected speech, and articulation, which affect how learners perceive spoken English. Additionally, background music and sound effects are considered, as they play a significant role in reinforcing emotional and contextual meaning within the dialogue.

**3. Visual and Non-Verbal Communication**

Facial expressions, gestures, and body language are examined to determine how they provide additional context for understanding spoken language. The film's mise-en-scène, including elements like lighting, camera angles, and setting, is analyzed to explore how visual storytelling complements spoken dialogue and enhances comprehension. These visual aspects are crucial in supporting auditory learning, especially for language learners who rely on non-verbal cues to understand meaning.

**4. Subtitles and Textual Support**

Subtitles help bridge listening and reading comprehension by allowing learners to map spoken words to their written form. This study examines how subtitles assist in recognizing speech patterns, expanding vocabulary, and understanding idiomatic expressions. It also explores the role of subtitles in helping learners grasp complex linguistic structures

and pronunciation variations, making them a useful tool for improving listening skills.

**5. Cultural and Historical Context**

Since The King's Speech is set in pre-World War II Britain, it provides insights into formal discourse, societal expectations, and culturally specific expressions used in communication. The study examines how the historical backdrop influences language use and how learners can benefit from exposure to language in authentic historical and social contexts. By analyzing the film's historical accuracy and cultural representations, this research highlights the importance of context in language comprehension.

## D. Technique of Data Collection

For this research, the primary data collection method is documentary analysis, which involves examining *The King's Speech* as the main source of information. This technique focuses on analyzing the film's auditory, visual, and textual elements to explore its potential in enhancing listening skills. The study will examine the dialogues, subtitles, and contextual use of language in the film to understand how these components contribute to listening comprehension and the recognition of speech patterns. Particular attention will be given to the characters' speech delivery, including intonation, rhythm, and pronunciation, as well as the film's thematic elements that highlight overcoming communication challenges. Subtitles

will also be analyzed to assess how they support understanding of spoken language and bridge the gap between auditory and visual input. This approach allows for an in-depth investigation of *The King's Speech* as a language-learning tool, emphasizing its authentic language use, emotional resonance, and rich auditory content, without involving external participants. Documentary analysis is a suitable method for this study, providing a focused and comprehensive examination of the film's features.

## E. Research Instrument

Table 3. 1. Research Instument for Analyzing the Movie "The King's Speech" Observation Checklist

| No | Criteria | Indicators | Yes/No | Comments |
|---|---|---|---|---|
| 1. | Dialogue Clarity | Is the pronunciation and articulation clear? | | |
| | | Does the film use both formal and informal speech? | | |
| | | Are colloquial expressions present? | | |
| 2. | Tone and Accent | Are there variations in tone and speech rhythm? | | |

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|---|---|---|---|---|
| | | Are different accents (e.g., British RP, Australian) used? | | |
| 3. | Sound Design | Does background music support comprehension? | | |
| | | Do sound effects highlight key speech moments? | | |
| | | Is silence used strategically to emphasize meaning? | | |
| 4. | Non-Verbal Cues | Do gestures and facial expressions support meaning? | | |
| | | Does body language aid comprehension? | | |
| 5. | Visual Elements | Does mise-en-scene reinforce dialogue context? | | |
| | | Do camera angles emphasize emotional and verbal expression? | | |

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|---|---|---|---|---|
| 6. | Subtitles | Do subtitles support language learning? | | |
| | | Do subtitles help connct spoken and written language? | | |
| 7. | Cultural & Historical Context | Do references to historical events aid comprehension? | | |
| | | Do cultural norms influence speech styles? | | |
| 8. | Editing Techniques | Does pacing and rhythm mimic natural conversation? | | |
| | | Do scene transitions reflect shifts in tone and context? | | |
| 9. | Linguistic Features | Is phonology effectively demonstrated? | | |
| | | Does "The King’s Speech" use slang and idioms, and how do they affect the | | |

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| | | film's language style? | | |
| | | Is intonation and stress effectively employed? | | |
| | | Does rhythm and pacing contribute to comprehension? | | |
| 10. | Cultural Context | Are societal norms accurately represented? | | |
| | | Do traditions influence formal speech? | | |
| | | Does the historical backdrop enrich language use? | | |
| 11. | Emotional Resonance | Does the story forter engagement and empathy? | | |
| | | Does character development enhance understanding? | | |

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|---|---|---|---|---|
| | | Does emotional storytelling aid language retention? | | |

## F. Data Analysis

The data analysis of The King's Speech focuses on its potential as a tool for enhancing listening skills, with an emphasis on linguistic, cultural, and emotional dimensions. The film provides rich material for language learners, particularly through its portrayal of speech therapy and its emphasis on the intricacies of spoken English. Key scenes, such as King George VI's public addresses and therapy sessions, are analyzed for their linguistic features, including pronunciation, rhythm, and intonation. These scenes offer practical examples of overcoming speech difficulties, providing learners with relatable challenges and strategies for effective communication.

The cultural and historical context of the film, set in pre-World War II Britain, enhances the language-learning experience by immersing viewers in the formal language and societal norms of the time. Learners are exposed to British accents, period-specific vocabulary, and the formal register used in royal and political settings. These elements deepen their understanding of contextual language use and historical idiomatic expressions, contributing to cultural fluency alongside linguistic comprehension.

Visual and auditory integration plays a pivotal role in supporting listening skills. The film's depiction of speech exercises, non-verbal cues such as gestures and facial expressions, and the emotional resonance of character interactions provide multiple modalities for reinforcing understanding. For instance, Lionel Logue's therapeutic methods highlight the connection between physical movement and verbal expression, offering learners insights into the importance of body language in effective communication. The film's soundtrack and sound design further enhance its immersive quality, aiding in the interpretation of emotional and linguistic nuances.

Potential challenges, such as the British accent, formal language, and fast-paced dialogue, are mitigated by the film's expressive visuals and the availability of subtitles. Subtitles serve as a bridge between spoken and written language, allowing learners to map phonetic elements to written words and improve their auditory processing. These multimodal resources create an accessible environment for learners to overcome common barriers in language acquisition.