

CHAPTER 1

INTRODUCTION

This research study will focus on *The Analysis of Bridgerton TV Series as a Tool for Learning British Accent Among English Language Learners*. This chapter discusses several aspects that are related to the topic above, those are the background of the research, problem of the research, objective of the research, significance of the research, scope of the research, and operational definition of the research.

1.1 Background of the Research

The fascination with British English over American English among English language learners (ELLs) is a phenomenon that has sparked considerable interest in linguistic and educational research. This preference often stems from cultural, historical, and media influences that shape individuals' perceptions and motivations in language learning. The popularity of British-themed media, exemplified by series like *Bridgerton*, offers a compelling case study for examining how such content can be utilized as a pedagogical tool for acquiring a British accent.

The attraction of British English compared to American English can be linked to several factors. Historically, British English is often associated with prestige and formality, which can enhance its appeal among learners aiming for a distinguished linguistic profile. suggests that the perceived prestige of British English is partly due to its association with high cultural and social

status, which continues to influence learners' preferences.

Culturally, British media plays a significant role in shaping learners' attitudes towards British English. (McCarthy & O'Keeffe, 2021) argue that media representations of British English often highlight its historical and cultural richness, contributing to its allure. The *Bridgerton* series, set in the Regency era, exemplifies this by showcasing British English within a context of tradition and elegance, thereby enhancing its appeal to global audiences. Media exposure has been shown to influence language acquisition in several ways. (Goh, 2019) emphasizes that authentic language input from media sources, such as television series, can improve learners' pronunciation and comprehension by providing contextualized examples of language use. *Bridgerton* offers a range of British accents and dialects, presenting an opportunity for learners to engage with and practice these linguistic features.

Furthermore, (Zhang & Zheng, 2022) highlight the importance of media in providing comprehensible input, which is essential for language development. The dialogues and interactions depicted in *Bridgerton* serve as a valuable resource for learners to encounter and practice British English in an engaging and contextualized manner.

The TV series *Bridgerton*, produced by Shondaland and based on Julia Quinn's novels, has gained global popularity due to its engaging storytelling, intricate characters, and period setting in Regency-era England. One of the most notable aspects of the series is its use of the British accent, which has attracted considerable attention from audiences worldwide. This accent, portrayed

authentically by the actors, has become a focal point for viewers, particularly those interested in British culture and language.

Recent observations and informal feedback from viewers indicate that many are motivated to learn the British accent after being exposed to it through “*Bridgerton*.” This phenomenon suggests that media portrayals of accents can influence language learners’ desire and ability to acquire those accents.

Although there is existing research on the role of media in language acquisition, the specific impact of *Bridgerton* on learning the British accent has not been extensively studied.

Understanding how exposure to the British accent through popular media like *Bridgerton* affects learners’ pronunciation skills can provide valuable insights for language educators and learners alike. This research aims to explore whether watching *Bridgerton* can effectively aid in the development of a British accent among English language learners and to what extent the series influence their pronunciation skills.

Based on this statement above the writer is interested in doing the researcher entitled *The Analysis of Bridgerton TV Series as a Tool for learning British Accent among English Language Learners*

1.2 Problem of the Research

Based on the background of the research above, this study is investigating the following research questions “What are the impacts of watching the *Bridgerton*

series on the British accent of English language learners on social media, particularly on X (Twitter)?"

1.3 Objective of the Research

The objectives of the research: To analyze the impact of watching *Bridgerton* on the British accent pronunciation skills of English language learners

1.4 Operational Definition of the Research

Several terms are used on this research that will be defined below to make it clear and prevent from the unnecessary misunderstanding on this research:

- 1) **British Accent:** Refers to the pronunciation of English that is characteristic of England, including specific features such as non-rhoticity, vowel length, and distinctive stress and intonation patterns.
- 2) **Watching *Bridgerton*:** Involves the activity of viewing the TV series *Bridgerton* over a specified period, with the aim of analyzing its influence on accent acquisition.
- 3) **Pronunciation Skills:** The accuracy with which English language learners reproduce the sounds, rhythm, and intonation of the British accent, as assessed through both self-perceptions and expert evaluations.

1.5 Significance of the Research

The results from this research are aiming to give a better contribution to English teaching and learning. There are two major significances that highlighted; those are theoretical significance and practical significance:

1) Theoretical significance

The research will enhance understanding of how media influences accent acquisition, adding to the body of knowledge on media-based language learning. It will provide insights into the effectiveness of visual and auditory input from media in developing specific linguistic features, such as accents.

2) Practical significance

Enhancing Accent Acquisition Models. The findings will enhance models of second language acquisition by integrating media influence as a factor in accent development. This can lead to a more comprehensive understanding of how visual and auditory input from media affects pronunciation skills.

Guidance for Learners. For English language learners, the study will highlight the potential benefits of using TV series like *Bridgerton* as a supplemental tool for accent acquisition. This can guide learners on effective strategies to improve their pronunciation and make their learning experience more engaging and practical.

Recommendations for Media Use in Education. The study will also provide recommendations for the use of media in educational contexts,

supporting curriculum development that leverages popular media to enhance language learning outcomes.

1.6 Scope of the Research

This study will focus on English language learners active on social media, particularly on X (*Twitter*), who regularly watch *Bridgerton*. The research will examine the effect of *Bridgerton* as the independent variable, and British accent pronunciation skills as the dependent variable. Data will be collected through questionnaires that measure the frequency and duration of watching *Bridgerton* and the learners perceived accent skills.

