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USING MOVIE SEGMENTS AND SCRIPT IN TEACHING TENSES IN EFL CLASSROOM

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Abstract

This study aims at exploring and proving whether using movie segments and movie script as a contextual approach in teaching simple present perfect tense is beneficial to improve students' comprehension and identify how accurate students use both tenses after experiencing the learning process. The method used is an action research in teaching English grammar focusing on tense which is present perfect tense. It is expected that teaching them might be effective by approaching them to those tenses contextually. Movie segments with the script would be used. The main problems that are needed to investigate in this study is: 1 How effective are the movie segments and script used in the process of teaching the present perfect tense? Do learners perform the present perfect tense more accurately after they learn both tenses using movie segments and script? The result shows that students' comprehension of present perfect improved and their use of both sentences is accurate after using this method in the learning process.

Keywords: Action research, present perfect tense, movie segments, teaching and learning process

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Introduction

Learning English Grammar is never really enjoyable for some EFL learners, especially when it comes to tenses rules that they need to master. Learners often have tendency to feel that it is not just the syntactical rules but it is also the functional rule of the tenses itself that make them not confused in identifying the tenses.

The question may arise, are they really important to be taught? In his journal of *Current issues in the teaching Grammar*, Ellis (2006) cited Krashen's argument that grammar—and tenses as the



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part of it—played no role in acquisition. He viewed that learners could automatically proceed it alongside their built-in syllabus as long as they had access to comprehensible input and were sufficiently motivated. On the other hands, as she added in the same journal, some researchers argued that teaching grammar was important but that means it should be taught effectively to that was compatible with the natural processes of acquisition.

Based on what is described above, the researcher feels challenged to do an action research study of teaching English grammar focusing on tenses which are present perfect tense and simple past tense related to how EFL learners to differentiate two tenses like simple past and present perfect with the expectation that teaching them might be effective by approaching them to those tenses contextually. Why should it be contextual? According to Thorburry (1999), there are some reasons of it. First, it can be seen by the fact that language is context sensitive. This means that it is very difficult to recover the intended meaning of a single word or phrase without context. That it may become difficult to interpret the texts which divorced from their context. Nevertheless, EFL learners find the texts in the absence of context are either ambiguous or unintelligible. Second is taking words, sentences and texts out of context is obviously make learners are even harder in understanding the function of the text completely. Thus, contextual approach may be variously applied, but here in focusing the two tenses which are simple past tense and present perfect tense, providing an appropriate text as the tool for learners to understand the tense function may be useful. This means that text should be able to represent the function of both tenses. Thus, movie script may fulfill this requirement.

To see how a movie segments can be used and whether it can be related to the English tenses teaching, it might be helpful to defined each of them first. In Merriam-Webster Dictionary, transcript is defined as written, printed, or typed copy; *especially*: a usually typed copy of dictated or recorded material. This recorded material includes videos of film or movie. While the "dialogue" in it is the lines the characters told in the video speak. These dialogues, within the actions, usually follow the plot sequentially. Therefore, it represents the timing or the situation in which story part the character is. While for tenses, Harper and Charniak (1986) introduce three events that occur in tenses which are utterance events, main events, perfect events, and progressive events. This study focuses on perfect events and progressive events. Perfect events mean the sentence implies the existence of the event which occurs before the speaking event associated with a sentence. On the other hand, progressive event represents the time interval from which the main event extends into the past and into the future.

Although it seems that there is no correlation between a script from a movie and grammatical tenses, it is important to look back again that actually in some cases of EFL classes teachers used video as the media to transfer the English material. In his journal, David J Wood (1995) discussed that using movie could build interests in the EFL learners in the English material that is being taught. From the fact that learning grammar is too static for them, movie, said Wood again, could help communicate the language component to

them. While, as Thorburry (1999) said, the grammatical tense itself need to be understood and then produced accurately based on its function in two ways, speaking or writing. This fact proves that in teaching EFL, anything is possible to be correlated, especially between the media may be used and the material needed to focus, like the use of movie segment as the multimedia. It is shown by the previous study in China when some researchers named Niu Qiang, Teng Hai, Xinyang, and Wolff (2006), was teaching with movies that showed it assimilates English structure as one of some benefits given by this learning process. From this point of view, in this study the writer is going to do an action research for teaching tenses using movie segments and the movie script as an approach in an EFL classroom. Thus, the researchers want to identify and find out : 1) How effective are the movie segments used in the process of teaching the present perfect tense? 2) Do learners perform the present perfect tense more accurately after they learn both tenses using movie segments? In relation to the extent of the problems, the limitation of problems to be identified are the effectiveness of using movie segments in teaching tenses and how accurate learners perform the perfect present tense after they learn the tense using movie segments.

Research Methods

Design

This study uses experimental method which according to Nunan (1992) is to explore the strength of relationships between variables, in this case is for the result of pre-test and post-test. The source of data is the result of pre-test and post-test given to the learner during the learning process in the classroom. The video movie and the script of the movie are also included as the source of the data to show and prove that these teaching aids are the ones that help teacher delivers the tense grammar material to the learners. The last is the learners of pre-intermediate level as the subject whose score results would be counted for the measurement of the effectiveness of the teaching-learning process using movie segments and the scripts.

Participants

The participants of the study are the students of English Department at Pamulang University. There 20 samples taken from these students who are treated to experience learning process by using movie segments and script to comprehend tenses.

Instrument

The instrument used is pre-test and post-test given to the learner. There are 10 items tested, which are multiple questions. The indicator of the test is the pre-test and the post-test result. Other instruments like the video

segments and the script of the movie are included. The average score or mean would be used to measure the result.

Data Collection

The analyses of the variable include language proficiency and aptitude. Based on that theory, the data collection process is divided into three stages.

First, pre-test data will be done to see how far the students comprehend the tenses after been taught without using movie segment and the script. This pre-test consists of three types of questions: multiple choice, fill in the blank, and essay question. There will be twenty questions of multiple choice, ten questions of fill in the blank, and five essay questions. The result will be proved by the mean of scores shown.

Second, the treatment is divided into three steps. First is the explicit teaching of present perfect tense and simple past tense. The second step is watching movie with the script given to the students. Here, there will be four movie segments with more or less five minutes duration for each segment. They will be taken by different titles of movie depend on the relativity with the topic focus to be taught. The scripts are also depending on the movie segments that are taken. In this section, the implicit teaching technique is used in the way that students are identifying the tenses in the script while watching the movie. The third step is discussion between the teacher and the students about the movie and the present perfect tense used in the movie.

Last, post-test is given to the students to see whether the students' comprehension of the present perfect tense is improved after at once they are watching the movie, reading the script, and identifying the present perfect tense used in the movie. The types of questions are not different with those in the pre-test to really prove their improvement of the two tenses mastering. The result of the post-test itself will be compared to the result of the pre-test.

Data analysis

As what has been described in data collection technique, three stages are done to do the analysis process before doing the statistical analysis on the data. First stage is the pre-test given to the students about the structure and functional event of simple past tense and present perfect tense. Three types of questions are tested, including multiple choice, fill in the blanks, and essay. Then the result of this test, which is the mean of the learners' scores, is the proved data to compare later with the result of the post-test. Second stage is the teaching-learning process using movie segments and the movie script. As the learners watch the movie, they check the script at the same time and identify the structure and the function of simple past tense and present perfect tense used in the movie. After the movie segment session, the teacher discusses the material with the learners of tenses they have identified from the script and the movie. In this session the teacher takes notes to see whether this teaching-learning process using movie segments and the script can take interest of the learners' so that they join this process actively. The

last is the post-test given to the learners about the tenses before it is analyzed quantitatively to see the result by seeing from the mean of scores of their score whether it is better than the pre-test result. The test is not different than the pre-test. When the post-test result is better than the pre-test result, it then can be concluded that this teaching process using movie segments and script is successfully effective.

Results and Discussion

Results

The following table shows the result of pre-test and post-test, before dan after the participants learn tenses by using movie segments and script.

Table 1. Pre-test and post-test result (Incorrect answers)

INCORRECT ANSWERS		
	PRE-TEST	POST-TEST
Student 1	1	2
Student 2	9	2
Student 3	0	0
Student 4	2	4
Student 5	3	2
Student 6	1	1
Student 7	0	2
Student 8	0	1
Student 9	2	2
Student 10	10	5
Student 11	3	1
Student 12	0	0
Student 13	0	4
Student 14	1	0
Student 15	2	0
Student 16	5	2
Student 17	7	1
Student 18	5	2
Student 19	5	3
Student 20	1	1
MEAN SCORE	2.85	1.75

Table 1 presents the results of a pre-test and post-test, focusing specifically on the number of incorrect answers given by each participant. The table lists each participant's name alongside their corresponding incorrect answer counts for both the pre-test and the post-test. For instance, Melinda's incorrect answers increased from 1 in the pre-test to 2 in the post-test, while Faisal's decreased significantly from 9 to 2. Several participants, like Citra and Hervina, maintained perfect scores of zero incorrect answers in both tests. Notably, some participants who made errors on the pre-test achieved perfect scores on the post-test, such as Nadellana and Rahadian. Overall, the mean score of incorrect answers dropped from 2.85 on the pre-test to 1.75 on the post-test. This suggests an overall improvement in performance between the two tests, although individual results varied considerably. While some participants demonstrated substantial progress, others showed minimal change or even an increase in incorrect answers, as seen with Fitra, Nur Arofah, and Alif. This data indicates the potential effectiveness of the intervention or learning period between the tests, but also highlights the need for further analysis to understand the individual learning patterns and the reasons behind the varied results.

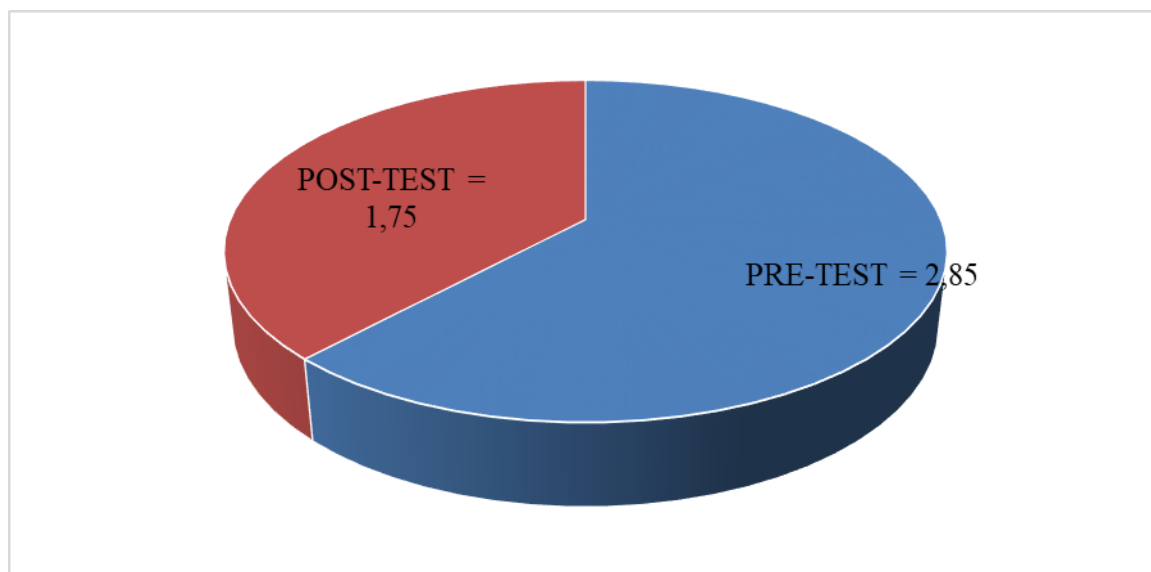


Figure 1. Results of Pre-Test and Post-Test (Incorrect Answers)

The figure above shows the mean scores of the incorrect answers the students got in the pre-test and post-test administered by the researchers. The result shows that there is a decrease in the mean score of the incorrect answers that the students got after watching the movie and reading the script, wherein in the pre-test, the mean score is 2.85, while in the post-test, they got a mean score of 1.75 for their incorrect answers.

Discussion

this result shows that the students are able to accumulate lesser number of incorrect answers after watching the movie and reading the script, which shows that the activity in between the pre-test and post-test helped the students in using present perfect tense and simple past tense appropriately. The present perfect tense refers to an action or state that either occurred at an indefinite time in the past (e.g., we have talked before) or began in the past and continued to the present time (e.g., he has grown impatient over the last hour). This tense is formed by **have/has + the past participle**. On the other hand, the simple past tense is used to talk about a completed action in a time before now. The simple past is the basic form of past tense in English. The time of the action can be in the recent past or the distant past and action duration is not important.

This result reflects the reasons stated by some of the students. One of them said "For me, learning present perfect tense using movie segments really make me easier to understand the structure and the context how to use it." Another student also said "Maybe it is because there is a direct visual example, so it is easier to comprehend." Lastly, a student said "For me, learning perfect tense while watching a movie can make me understand more about the context and the structure of present perfect tense." These statements show that using movies and scripts in teaching present perfect tense and simple past tense is effective because the students can easily grasp and learn how to use them based on the examples shown and given in the movie and the script.

Furthermore, the students in this study stated that it is easier for them to determine the structure and the concept of present perfect tense and simple past tense after watching the movie and reading the script because they can understand the context based on what they see in the movie while they read the examples on the script. A student said, "From the movie, I can see the structure more frequently used by the characters in the movie". This is also evident in one of the students' statement saying "I finally know that using present perfect tense is only for the event that started in the past yet indefinite in term of the particular time, I can see visually so I understand it more". Lastly, a student also said, "I think it is because watching movie is an interesting activity. It is not just about the theory, it is about the direct example presented in the movie that caught our understanding of the perfect tense".

The positive feedback from the students suggests that incorporating movies and scripts into grammar instruction has significant pedagogical potential. This approach not only improves students' understanding of present perfect and simple past tenses but also increases their motivation and engagement in the learning process. By providing learners with authentic examples of language use, teachers can bridge the gap between classroom learning and real-world communication. This, in turn, can empower students to use the target language more confidently and effectively. However, further research is needed to investigate the long-term effects of this approach and to explore its applicability to other grammatical concepts and language skills.

Comparing between this study with Niu Qiang, Teng Hai, Xinyang, and Wolff, in *China EFL: Teaching with movie* (2006), both studies emphasize that movies provide authentic examples of language use, which helps students grasp grammatical concepts like present perfect and simple past tense. It specifically highlights that students found it easier to understand the context and structure of these tenses through visual examples in movies and written examples in scripts. Niu et al. suggest that movies help students assimilate English sentence structure.

This study also found that using movies increased student motivation and engagement. As Niu Qiang, Teng Hai, Xinyang, and Wolff (2006) imply this by stating that movies should be "informative and entertaining" for successful teaching. Engaging content naturally leads to better learning outcomes.

This study highlights that students understood the tenses better because they could see the context in the movie. As Niu Qiang, Teng Hai, Xinyang, and Wolff (2006) suggest that movies provide a cultural context, preparing students for real-world communication. It also focuses on grammar acquisition, but also acknowledges increased motivation as explicitly stated by Niu Qiang, Teng Hai, Xinyang, and Wolff (2006) that movies offer multi-benefits, including improved pronunciation, idiomatic expression, sentence structure assimilation, and cultural awareness.

Conclusion

This study was conducted to prove whether using movie segments and a contextual approach in teaching present perfect tense is effective to improve students' comprehension in using the tense. The result shows the effectiveness of the use of movie segments in the process of teaching the present perfect tense by looking at how learners perform the present perfect tense more accurately after they learn both tenses by using movie segments. Here, they are able to lessen incorrect answers after watching the movie and reading the script. This proved that the activity in between the pre-test and post-test helped the students in understanding more and using present perfect tense more accurately that the present perfect tense refers to an action or state that either occurred at an indefinite time in the past (e.g., we have talked before) or began in the past and continued to the present time (e.g., he has grown impatient over the last hour).

This results that were shown not only from the pre-test and post-test, but also reflected with the reasons stated by some of the students. One of them said that according to them "For me, learning present perfect tense using movie segments really make me easier to understand the structure and the context how to use it." While another student said "Maybe it is because there is a direct visual example, so it is easier to comprehend." Lastly, a student said "For me, learning perfect tense while watching a movie can make me undesrtand more about the context and the structure of present perfect tense." These students' statements show that using in teaching present perfect tense and simple past tense is effective.

The researchers suggest for further researches would be more about how using movies are not just for testing students' improvement in using tenses, but also in other grammar or English skill areas. Thus, a more interesting yet effective method and activities would be really a good help for EFL learners to acquire English better.

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