

# **AN ANALYSIS OF TENSES USAGE IN ANIMATED MOVIE “UP”: The relevance with 2013 curriculum for teaching EFL at junior high school in Indonesia**

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## **ABSTRACT**

Movies have been seen as an encouraging media in learning English, tuning out the formal fear of English. They have helped increase students' confidence and initiative to ask and answer the questions, and improve their listening skill and attention span in English drastically (O'Donnell, 1990). This article is intended to seek the applicability of the English sentences used in the movie Up and their uses for EFL learning in Indonesia. The 2013 curriculum was used as the standard guideline to determine the sentences' appropriateness. A qualitative research by imposing content analysis method was employed to conduct the data analysis in this article. The findings classified the specific numbers of sentences generated in this research into ten (10) categories of English tenses. Another finding also indicated the applicability of those sentences for teaching EFL/ESL in junior high schools. Remarkably, these findings were substantial for appending the teachers' resources in teaching English tenses.

**Keywords:** *movie; 2013 curriculum; authentic materials; English tenses*

## **INTRODUCTION**

CLearning English for EFL (English as a Foreign Language)/ ESL (English as a Second Language) students in a developing country, like Indonesia, relies on the materials presented by the teachers. The geographical location also holds a significant role in the distribution of the teachers and learning materials in a way to gain the technological aspect in facilitating the access to the authentic learning

materials. The EFL students are still presented with the types of the tenses through the class textbooks. Their classroom activities mostly around how to develop those sentences individually, which may sometimes take the meaning away from its context. Learning English is not only about understanding the meaning of its sentences but also comprehending the use of the sentences as well developing the appropriate sentences based on the time of action.

Oxford dictionary defines tenses as "a set of forms taken by a verb to indicate the time (and sometimes also the continuance or completeness) of the action in relation to the time of the utterance" (oxforddictionaries.com, 2018b). The tenses are patterns of verb form indicating when actions happen. Tenses are critical in making a flawless language and delivering the intended messages across. They help the learners to convey their ideas clearly in the forms of words. They also indicate the time of the statements and provide the readers with the overview of the events. The second point which was sometimes missed out on teaching EFL/ESL process is the context. In current learning practices, the students tend to imitate the examples or follow the tenses pattern. They, however, do not completely understand how to apply those tenses in developing English sentences. I personally experienced this situation while living in one of the urban areas in Aceh Province in Indonesia. Moreover, the students in the remote areas still consider English as a difficult subject to learn. Particularly, when they encounter the explanation on the English tenses, the students feel discouraged and begin to lose their interests in learning. Here, providing a supportive learning environment may be the only option to encourage the students' motivation to learn. Therefore, the teachers' role in facilitating such enjoyable learning atmosphere is especially significant.

It is undeniable that the teachers' efforts to facilitate the teaching-learning process in classrooms help to ensure the knowledge transfer process takes place. One of these efforts is by presenting fascinating learning materials or learning media. Video clips generated from children's famous friendly movies may suggest a less intimidating environment for learning. By this means, the students might obtain another perspective of learning that possibly allow the learning process to be in place more easily.

The 2013 curriculum has initiated the shift in the objectives of teaching English at school to focus more on the communication aspect. Various learning materials and media are encouraged to be included in the class activities. Presenting students with English movies or video clips supports the objectives of this curriculum. Therefore, it is expected that findings in this article will add the variety of English learning resources at schools in Indonesia. To meet the objective, the following research questions were employed: (1) What kinds of tenses are used in the movie "Up"? and (2) How relevant are the sentences used in the movie "Up" to the 2013 English curriculum for teaching EFL at junior high school?

## LITERATURE REVIEW

### **Movies as Authentic Materials for Teaching EFL/ESL**

Talking about an authentic resource for teaching EFL/ESL may deal with the language authenticity produced by the native speakers. A great number of definitions of authenticity have been identified in the literature (Gilmore, 2007). These definitions, however, mostly related to the authentic texts. Gilmore (2007) defines an authentic text "is a stretch of real language, produced by a real speaker or writer for a real audience and designed to convey a real message of some sort" (p. 98). Referring to these criteria, in this article, an authentic text should refer to the source of the discourse and the context of its production. Based on the above definition, English movies can be considered as authentic learning resources because they are produced within English culture and spoken by the native speakers.

Movies have been considered as a useful and effective method of teaching EFL/ESL (Rammal, 2006) because they may motivate students, arouse their interests, and expose them to the context of the language (Al Azri & Al-Rashdi, 2014). Additionally, the teachers may use them in various ways of instructional settings to attract learners' attention to learn, particularly in helping the students to be engaged in the learning process (Ismaili, 2013). Movies also have proven to provide an attractive situation for learning English for EFL/ESL learners. The benefits of using videos for teaching English skills are becoming more prominent over the time. These sorts of visual aids serve students' listening (Hayati & Mohmedi, 2011; Woottipong, 2014) and also speaking (Ulusoy & Demirbilek, 2013).

Mathew and Alidmat (2013) discovered that audio-visual materials could make English easy to understand. The students can easily remember and comprehend the images they view on the screen rather than from descriptive reading materials. They will not also feel the long class duration as they are provided with audio-visual aids. In addition to that, movies can also be used as the tool to understand the context of the English sentence used (Hong-Nam & Leavell, 2006). This way, the students are able to select or develop appropriate sentences that are contextually and grammatically correct. Therefore, having additional visual material is strongly encouraged.

Allen and Marquez (2011) further elaborated that the impact of visual aids may have added students' interest and develop their excitement, allowing them to use the language in more than one sense. Another advantage of using the audio-visuals for the students, it promotes an enjoyable learning atmosphere for students (Mansourzadeh, 2014). A comfortable learning environment allows the natural process of language acquisition to take place which eventually results in an effective learning process. Consequently, the students' exposure to the authentic materials will set off their natural language acquisition which may lead to the EFL/ESL effective teaching.

### **English Movies and 2013 Curriculum**

Grammar is "the whole system and structure of a language or of languages in general, usually taken as consisting of syntax and morphology (including inflections) and sometimes also phonology and semantics" (oxforddictionaries.com, 2018a). Therefore, syntax, morphology phonology and semantics are an important aspect to consider when talking about grammar. Xu and Zhang (2015) elevated the discussion on the importance of grammar, particularly on functional grammar in teaching English for ESL/EFL to a higher role, where they showed that grammar not only enhanced the students' competence in a test but also improved their communication.

The focus in English teaching curriculum in Indonesia has shifted from learning grammar into communicative language teaching (Kemendikbud, 2016). However, English tenses still govern the process of learning English in developing

countries. EFL/ESL students entail grasping English tenses' topics to enable them in applying the appropriate sentences as needed. Therefore, English sentences are incorporated in many texts discussed in schools. Here, some grammar aspects expected in the English syllabus of the 2013 curriculum (Kemendikbud, 2016) are also identified. The syllabus indicates that tenses are crucial in improving the students' English skills as tenses provide basic information to support the skills.

As stated earlier that movies are parts of learning media, Sufen (2006) elaborates that movies provide both audio and visual materials which help the students understand the language easily. Harmer (2001) also reveals a myriad of advantages on learning tenses by using movies. The ability to choose the proper tenses when stating what the students intend to say based on the overview of the events or series activities portrayed in the movie is one of those advantages. Accordingly, many teachers utilize movies as the learning aid in their teaching activity.

## **METHODOLOGY**

### **Research Design**

To obtain the information required, the study of this article employed a qualitative content analysis method. The main major sources of data were documented, including the movie "Up" and the 2013 curriculum document. The process of generalizing the data went through some significant observation process to ensure the accuracy of the data. To allow the systematic data analysis process, the data were coded. The study assessed the appropriateness of the data to the English grammatical patterns as the initial attempt. Then, it proceeded on checking the sentences relevance to the English teaching materials based on the 2013 curriculum English syllabus for the eight and ninth grades of junior high school. An audit trail was utilized to keep the aspect of trustworthiness of this study.

### **Research Objects**

Using video clips as the media for learning requires several considerations to make them appropriate for the students. Therefore, the selection of this movie "Up" was determined by three factors: (1) ethical scenes presented in the movie are age-

appropriate, (2) the sentences are in considerable lengths, and (3) the moral values offered in the movie are substantial for building students' positive characters in the future. Therefore, we chose to analyze an animated movie, titled "Up" which was produced by Pixar Animation Studios and released by Walt Disney on May 29, 2009. The movie was directed by Pete Docter and produced by Jonas Rivera. The movie duration was one hour thirty minutes and eight seconds. It was the first animated and 3D movie to release. It also won five Academy Award nominations, including in the Best Picture Category. The movie used was supplied with English caption/subtitle (Nichols, 2008).

## RESULTS & DISCUSSION

### The Use of Tenses in the Movie "Up"

After analyzing the data, it was found that there were 567 sentences matching ten grammatical English tenses (Figure 1 and Table 1). These sentences have been validated with the English grammatical structure, meaning that the sentences were grammatically correct. The biggest proportion of tenses used in the movie was simple present tense with 59.3% (336 sentences), indicating that this movie could be used as the teaching material for comprehending simple present form of English.

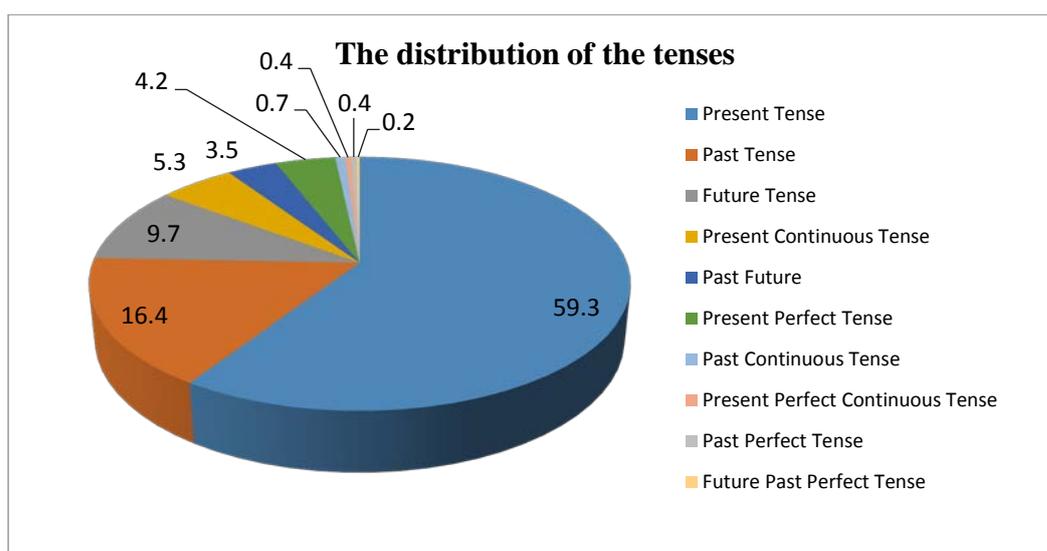


Figure 1. The types of the tenses found in "Up"

Table 1. Kinds of tenses generated from "Up"

Type of Tense	Number of sentences	Percentage (%)
Present Tense	336	59.3 %
Past Tense	93	16.4 %
Future Tense	55	9.7 %
Present progressive Tense	30	5.3 %
Past Future	20	3.5 %
Present Perfect Tense	24	4.2 %
Past progressive Tense	4	0.7 %
Present Perfect Progressive Tense	2	0.4 %
Past Perfect Tense	2	0.4 %
Future Past Perfect Tense	1	0.2%
Total Sentences	567	100%

### The Tenses Appropriateness for Teaching EFL/ESL based on 2013 Curriculum

In addition, the appropriateness of these sentences to the 2013 curriculum syllabus was in line with the English teaching-learning process in Indonesia's schools. The results are presented in Table 2 and Table 3.

Table 2. The application tenses in 2013 Junior High School curriculum syllabus for the eight grade

Basic Competence#	Basic Competence	Tenses Covered
3.6	Applying text structures and linguistic elements to carry out social functions declare and ask actions / events that occur / occur regularly or are common truths, in accordance with the context of their use.	Present tense
4.7	Prepare oral and written texts to state and inquire about actions / events occurring / occurring on a regular basis or as a general truth, taking into account the correct and context-appropriate function of the social, text structure, and linguistic elements.	Present tense and Present progressive
3.7	Apply the structure of the text and linguistic elements to carry out the social function of declaring and inquiring about actions / events that are currently taking place, in accordance with the context of their use.	Present progressive

4.8	Prepare oral and written texts to state and inquire about current actions / events, taking into account the correct and context-appropriate function of the social, text structure, and linguistic elements.	Present progressive
3.11	Applying text structures and linguistic elements to carry out social functions declare and inquire about actions / events occurring in the past, in the context of their use.	Past tense
4.13	Prepare oral and written texts to state and inquire about past actions / events, taking into account the correct and context-appropriate function of the social, text structure, and linguistic elements.	Past tense
3.7	Apply the structure of the text and linguistic elements to carry out the social function of declaring and inquiring about actions / events that are currently taking place, in accordance with the context of their use.	Present progressive
3.12	Apply text structure and linguistic elements to carry out the social function of the recount text by stating and asking about events, events, and events, short and simple, according to the context of its use.	Present Progressive and Past tense
4.14	Capturing the meaning of verbal and written recount text, short and simple, about events, events, events.	Present tense
4.15	Arrange the oral and written recount text, short and simple, about activities, events, events, taking into account the social function, text structure, and linguistic elements that are true and contextual.	Present tense

Table 3. The application tenses in 2013 Junior High School curriculum syllabus for the ninth graders

Basic Competence#	Basic Competence	Tenses Covered
3.8	Apply the text structure and linguistic elements to carry out the social function of declaring and inquiring about actions / activities / events occurring / occurring in the present, past, and future, in the context of their use.	Present progressive tense; past progressive tense; and future tense

4.9	Prepare oral and written texts to state and inquire about actions / activities / events occurring / occurring in the present, past, and future time, taking into account the correct and context-appropriate function of the social, text structure, and linguistic elements.	Present tense; Past tense; and Future tense
3.9	Apply the text structure and linguistic elements to carry out the social function of declaring and inquiring about actions / activities / events that have / have been done / occurring in the past without mentioning of the time of occurrence in specific, in accordance with the context of its use.	Present Perfect tense
4.10	Prepare oral and written text to state and inquire about actions / activities / events that have / have been done / happened in the past without mentioning of the timing of the occurrence of the specifics, taking into account the correct and contextual social functions, text structures, and linguistic elements.	Past tense and Present Perfect tense
3.11	Understand the social function, text structure, and linguistic elements of narrative text in the form of folklore, in accordance with the context of its use.	Present tense and Past tense
4.11	Capturing the meaning of narrative text, oral and written, in the form of folklore, short and simple.	Present tense and Past tense.

The basic competencies listed in the eight and ninth grades syllabus involve six types of tenses: Present tense, Present Progressive tense, Present Perfect tense, Past tense, Future tense, and Past Progressive tense. Considering that students are expected to master the intended those competencies, the sentences in the movie "Up" seem to be highly proper to be used by the teachers as the examples in the classroom. The following table provides the breakdown of the appropriateness for teaching tenses based on the 2013 curriculum.

Table 4. Tenses appropriateness with 2013 Curriculum syllabus for junior high school.

Tenses	Number of sentences	Percentage
Present Tense	336	59.3 %
Past Tense	93	16.4 %
Future Tense	55	9.7 %

Present Progressive Tense	30	5.3 %
Present Perfect Tense	24	4.2 %
Past Progressive Tense	4	0.7 %
Total Sentences	542	95.6%

Table 4 indicates that 95.6% of the sentences in the movie "Up" matched the basic competencies highlighted in teaching English syllabus of the 2013 curriculum for teaching junior high school students. Therefore, it is concluded that the sentences produced in the movie could be an additional learning material source for teaching EFL/ESL in Indonesia, particularly the eight and ninth graders.

### Retaining Information from Videos as Authentic Learning Materials

Using movies as a learning resource as the movies has been successfully applied to various educational applications (Yang, Huang, Tsai, Chung, & Wu, 2009). However, although the information presented in the movies was highly accepted by learners during the learning process (Mackey & Ho, 2008), the absence of captions or subtitles may have caused difficulties for the students to comprehend the information presented. Sun and Dong (2004) revealed that L2 learners had difficulties in grasping the vocabulary presented in an animation-based movie context.

Other research also indicated that video clips with captions could facilitate vocabulary acquisition (Plass, Chun, Mayer, & Leutner, 1998), reading (Chun & Plass, 1997), and listening comprehension (Danan, 1992; Markham, Peter & McCarthy, 2001). Therefore, integrating the movie clips with a subtitle or a caption for teaching EFL/ESL is deemed to be more useful and efficient. Presenting the students with subtitles help the teachers visualize the appropriate form of the tense while the video clip of the movie is played. Likewise, the subtitles help the students to build the sense of using the appropriate tense form.

Additionally, the exposure to the video can also improve the students' pronunciation. Dahbi (2004) indicated that video clips with authentic accents have been recognized as a good learning resource for language learners. Similarly, with the process of retaining vocabulary, the availability of captions or subtitles help the

students to identify the appropriate pronunciation. A good deal of research has proven that combining captions with audio-visual materials is an effective instructional method to enhance the listening and reading comprehension of a second language (Danan, 2004; Garza, 1991; Markham & Peter, 2003). Through this, the learners can confirm the information they hear to what is provided by the captions (Froehlich, 1988; Grimmer, 1992; Vanderplank, 1988). In other words, the captions provide the students with auditory information of the foreign language (Danan, 2004). Thus, this additional aid helps the students to indicate the correct pronunciation of the word they hear. As the movie "Up" support the students in improving their listening and speaking skill, it is appropriate to include this movie as one additional resource for teaching EFL/ESL.

## CONCLUSIONS & SUGGESTIONS

The purposes of this study were to analyze the tenses used in the Up movie and to evaluate the appropriateness of the sentences as additional learning resources for teaching EFL/ESL at junior high school in Indonesia. The data analysis revealed 567 sentences uttered in the movie associated with ten types of English tenses. The majority (59.3%) of the sentences generated in the movie was in the present tenses form. Another finding indicated 95.6% of the sentences used in the movie were in accordance with ten basic competencies intended for the eighth graders and six basic competencies for the ninth graders. These findings suggested that video clips from the movie "Up" can be appropriate enough as additional learning materials for teaching English at junior high schools in Indonesia.

However, a particular arrangement is necessary to integrate this movie into the teaching process in schools. It is recommended that the teachers assign the students to watch the full movie at home, prior to the discussion in the classroom. This will help the students to build their preliminary understanding of the movie. Then, the teachers may present shorter video clips of the movie, by highlighting the parts of the sentences being discussed in the classroom. This technique will provide a reasonable time for the students to process and understand the topic which results in an effective learning process.

## Limitations and Further Research

This study was conducted to search for an authentic learning material that suits the students' needs for learning English. Although Miller (2005) and McNeill (1994) believe that authentic materials can be used with lower level learners, Kim (2000) and Kilickaya (2004) have raised some concerns on the learners' levels to be exposed to the authentic materials. Therefore, it is strongly encouraged that the teachers must be aware of the proper authentic materials used for teaching. The movie can be useful for learning if it is used in the classroom in the same context that it was designed for and represents the real world context. For the learning purpose, teachers are supposedly assigned the students to watch the video prior to the class activities so the students are able to understand the context of the movie. Hence, the activities in the classroom may focus on introducing and applying the uses of the forms in building English sentences.

Since the movie analyzed in this study was produced in 2009, it is encouraged that future researchers study the most current movies to better facilitate the need of teaching EFL/ESL in the classroom. Identifying the latest movie will provide a language practicality that is appropriate for the current generation needs.

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