AN ANALYSIS OF TENSES USED IN *FINDING NEMO* MOVIE SCRIPT: THE RELEVANCE TO 2013 CURRICULUM FOR TEACHING TENSES TO JUNIOR HIGH SCHOOL STUDENTS

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ABSTRAK :

Penelitian ini bertujuan untuk mengetahui jenis tenses yang digunakan dalam skrip film Finding Nemo dan relevansinya dengan kurikulum 2013 untuk pembelajaran tenses pada siswa SMP. Kurikulum 2013 digunakan sebagai pedoman standar untuk menentukan kesesuaian kalimat hingga saat ini. Penelitian ini merupakan penelitian kualitatif deskriptif dengan menggunakan teknik analisis isi untuk menganalisis data. Sumber data didokumentasikan dari skrip film dan kurikulum 2013 Bahasa Inggris untuk SMP. Hasil penelitian disajikan dalam bentuk kalimat yang dianalisis dan diklasifikasikan kedalam enam jenis tenses. Keenam tenses tersebut sesuai dengan kurikulum 2013, yaitu Simple Present Tense, Simple Past Tense, Present Continuous Tense, Past Continuous Tense, Present Perfect Tense, dan Present Future Tense. Hasil penelitian menunjukkan adanya frekuensi relevansi yang tinggi antara tenses yang terletak pada skrip film dengan kurikulum 2013 dengan jumlah keseluruhan adalah 96%. Penelitian ini menyimpulkan bahwa skrip film Finding Nemo dapat digunakan sebagai materi pendukung oleh guru Bahasa Inggris untuk mengajarkan tenses pada siswa SMP, khususnya Simple Present Tense sebagai tenses paling banyak ditemukan pada film tersebut.

Kata Kunci: *english tenses, movie, 2013 curriculum*

ABSTRACT :

This research aims to find out types of tenses used in Finding Nemo movie script and the relevance to 2013 curriculum for teaching tenses to junior high school students. The 2013 curriculum is used as the standard guideline to determine the sentences' appropriateness. This study was a descriptive qualitative method by employing content analysis technique to analyze the data. The data resources were documented from the script movie and 2013 English curriculum. The findings are presented in the form ofthe sentences that were analyzed and classified into six types of tenses. These six tenses matched for the curriculum, they were Simple Present Tense, Simple Past Tense, Present Continuous Tense, Past Continuous Tense, Present Perfect Tense, and Present Future Tense.The result indicated there was a high frequency of the tenses in the sentences with total number 96%.This study concluded that Finding Nemomovie script can be used as supporting material by English teachers to teach tenses for junior high school students, particularly Simple Present Tense which is the most used tense in the movie.

Keywords : *english tenses, movie, 2013 curriculum*

INTRODUCTION

Teaching English as a Foreign Language (TEFL) may give more challenge for English teachers than Teaching English as a Second Language (TESL)(Maxom, 2009, p. 19). This happened because some countries that use English as a Foreign Language (EFL), like Indonesia, do not use it as a daily communication tool, but it is used only for certain events or purposes (Ruusunen, 2011, p. 13). According to Broughton (2003), EFL teachers tend to have more interesting instructional media to teach the students and give them concrete examples based on the environment of their real life to make the students understand easier.

Based on 2013 English curriculum of junior high school in Indonesia, the main objective of learning English is to improve students' competency as they learn it at school. The competency here means they are able to apply English in every context needed, whether in written or spoken form and they will understand the function and the use of English (Kemdikbud, 2017, p. 1). This means, the teachers are demanded to give real examples such as posters, pictures, videos, or movies of English sentences that can be seen by the students and not only focus on textbook because some of English

textbooks may contain some contents that are unfamiliar for the students(Isna, 2018). Therefore, teacher should make this thing as a concern.

One of English materials being taught to junior high school students based on the curriculum and has to be mastered by them is English tenses (Kemdikbud, 2017). The tense is a formation of a verb that explains the time of the action (Behrens, 2014, p. 124). Freeman & Murcia (2016) also stated that a tense is a grammatical device for conveying events or actions in a specific time. There are three of tenses, they are past, present, and future tense (Freeman & Murcia, 2016, p. 105).Action and time are the main points of tenses based on the previous definitions of some experts. Students can understand tenses easier when they can see the real look of the tense done in real action, then they will know when they should apply the tense in a proper time to be a correct sentence (Isna, 2018). Teachers may use alternative interestingvisual teaching aids to teach itto them, such as posters, pictures, videos, and others, one of them is a movie with English subtitle.

A movie can be an entertaining and interesting instructional medium to teach English. It gives various types of scenes, stories, and events. It also provides a real-life language input for the students (Sari & Sugandi, 2015). Harmer (2001, p. 282) explained teaching English with movie has a main advantage for students, that is they do not only hear the correct pronunciation, but they also can see the language in use through the gesture and expression from the characters. He also stated that students will receive some interests and improvements when they can see language in use as well as they hear it.Ruusunen (2011) stated that students can analyze the appropriateness of language use and non-verbal behavior from watching movies. He also stated that students can understand the grammatical structures from it. From the information above, it can be said that movie can be a useful medium for teaching Englishtenses. Every movie must have a story line which includes some dialogues among the characters. Dialogues can be used by teachers to introduce some functions and structures of English to the students, including tenses (Aquariza, 2016). The sentences from the dialogue that consist of tenses can be used as example. Teachers can use movie with English subtitle to show the correct sentences for tenses and when the sentences should be used. The students are also able to see the real action of the sentences.

This research is a new study in terms of tenses usage analysis in *Finding Nemo*movie script. There was no any previous research has examined the use of tenses in *Finding Nemo*movie scriptand its relevance to the 2013 curriculum for teaching tenses to junior high school. Although this research is new in the term of tenses usage analysis, there were some researchers didstudies about teaching English using movies. Kusumaningrum (2015) in her research with title *"Using English Movie as an Attractive Strategy to Teach*

Senior High School Students English as A Foreign Language" stated that teaching English grammar using English movie is fun hence the students love watching movie while learning. She also stated that teaching English using movie can make teachers more confident because it is an attractive strategy to teach English. Mushtaq & Zehra (2016) in their study entitled *"Teaching English Grammar Through Animated Movies"* stated that animated movie is an effective medium to teach grammar to students. Besides it provides entertaining scenes, it also provides significant content from different aspects of grammar that can be learnt by students. They also stated that it can encourage the students to study English language.Kabooha (2016) in his study with title *"Using Movies in EFL Classrooms: A Study Conducted at The English Language Institute (ELI), King Abdul-Aziz University"* found that movie is a powerful instructional tool in increasing students' interest and participation in learning English that candevelop students' language skills.

*Finding Nemo*is a famous animated movie with 8.1/10 rating, a comedy family movie genre released in 2003 by Pixar and won Best Animated Feature in 2004 Oscar Award (IMDB, 2003). The movie tells about the struggle of a father in finding his lost son. There is a clown fish family live in Great Barrier Reef, they are a father named Marlin and a son named Nemo. Nemo is not a good swimmer because he has small fins. Marlin always warns Nemo not to swim into the open sea, because there are many ocean's dangers. Despite his father's warnings, Nemo swims into the open sea and trapped in a net from a boat and sent to an office of a dentist in Sydney. Marlin directly looks for his son. When he crosses over the sea to find his son, he meets a blue tang fish named Dory. He suffers from short-term memory loss. Dory helps accompanies and helps Marlin to go to Sydney. On their way, they meet many dangerous ocean's creatures, such as jellyfish, anglerfish, and sharks. They have arrived and met Nemo in Sydney, but they could not bring him back. After that, Nemo decides to escape by himself, and he did it. In the end, Nemo safely meets Marlin and they go home together happily.

As stated in 2013 curriculum, the objective of learning English focuses more on communication skill with a proper sentence. Presenting tenses with a movie can support the objective of the curriculum. *Finding Nemo*movie is chosen as a medium to teach English tenses. It is a good movie that was released in 2003 by Walt Disney Pictures(IMDB, 2003). The selection of this movie was considered by three factors. First, the scenes presented are age-appropriate. Second, the moral values of the movie are good for building students' positive characteristics. The last reason, the dialogues in the movie are simple and easyto be understood. Therefore, the purposes of this study are to find out types of tenses used in *Finding Nemo*movie and the relevance

to 2013 English Curriculum for teaching English tenses for junior high school
students.

METHOD

This study used descriptive research with qualitative approach.
Descriptive research gives a detail illustration of a phenomenon (Priyono,
2008, p. 37). Qualitative approach uses analysis of data to examine and make
note of small cues in order to make sense of the context and build bigger
illustration for the data (Tracy, 2020, p. 3).From these theories, descriptive
qualitative is a method to analyze the collected information using detailed
description and illustration. The major data resources are documented,
including the script of *Finding Nemo*movie and 2013 English curriculum for
junior high school. Data collections are from reading the script of the movie in
the form of sentences with tenses and classify the tenses based on 2013
curriculum, they are Simple Present Tense, Simple Past Tense, Present
Continuous Tense, Present Future Tense, Present Perfect Tense, and Past
Continuous Tense. The process of selecting the data went through
observationto assure the data accuracy.

This research used content analysis technique to analyze the data. This
study investigated the compatibility of the data to English grammatical as the
initial process. After that, the sentences that had tense in it were counted and
classified into each type of tenses and given percentages for it.Then, this
study examinedthe relevance of the sentences with English tenses learning
topic in 2013 curriculum for junior high school.

RESULTS AND DISCUSSION
Types of Tenses Used in *Finding Nemo* Movie

After identifying the data, there were 807 sentences with tenses found
in the movie that are compatible with ten types of English grammatical tenses
(Figure 1 and Table 1). These sentences have been validated with English
grammatical structures.The most tenses used in the movie are simple present
tense with total number are 47% (373 sentences). This can be said that, this
movie can be used as learning material especially for topic simple present
tense. Here is the percentage for each tense used in the movie.

Nada Rona Amiroh Khozin HS[1], Tatik Muflihah[2]. An Analysis of Tenses Used in
Finding Nemo Movie Script: The Relevance to 2013 Curriculum
for Teaching Tenses to Junior High School Students.
Konstruktivisme : Jurnal Pendidikan dan Pembelajaran, Vol.12 (2) : 165-178

Table 1. Types of Tenses Generated from *Finding Nemo*

Types of Tenses	Number of Sentences	Percentage (%)
Simple Present Tense	373	46%
Simple Past Tense	135	17%
Present Future Tense	126	16%
Present Continuous Tense	77	10%
Present Perfect Tense	51	6%
Past Future Tense	15	2%
Present Perfect Progressive Tense	13	2%
Past Continuous Tense	12	1%
Future Past Perfect Tense	3	0%
Past Perfect Tense	2	0%
Total Sentences	807	100%

From the table above, it can be seen that almost half part of the tenses found in *Finding Nemo* movie is simple present tense. It is understandable because most common tense used in the dialogue is that tense. Thetable above shows the specific number of sentences for every tense which grammatically correct.

The Appropriateness for Teaching Tenses to Junior High School Based on 2013 Curriculum

The appropriateness of the sentences with tenses in the movie to the 2013 English curriculum for junior high school is in line with basic competencies for tenses learning in junior high school. The topic for teaching tenses are being taught to grade eight and nine of junior high school. The results are presented in Table 2 and Table 3.

Table 2. The Application of Tenses in 2013 Junior High School English Curriculum for Grade 8 Students.

Basic Competence#	Basic Competence	Tenses Involved
3.7	Implementing text structures and linguistic elements to execute the social functions by giving and asking information related to actions / events that occur / usually occur and general truths, based on the use of context.	Simple Present Tense
4.7	Arranging a very short and simple oral and written text by giving and asking information related to actions / events that occur / usually occur and general truths, in accordance with the use of context, social functions, and linguistic elements.	Simple Present Tense
3.8	Implementing text structures and linguistic elements to execute the social functions by giving and asking information related to actions / events that are going at the moment, based on the use of context.	Present Continuous Tense
4.8	Arranging a very short and simple oral and written text by giving and asking information related to actions / events that are going at the moment, in accordance with the use of context, social functions, and linguistic elements.	Present Continuous Tense
3.11	Comparing text structures and linguistic elements of some oral and written Recount Texts to execute the social functions by giving and asking information related toactions / events frompersonal experience happened in the past, based on the use of context.	Simple Past Tense
4.11.1	Capturing the meaning of very short and simple verbal and written Recount Texts in accordance to its context, social functions, and linguistic elements.	Simple Past Tense
4.11.2	Arranging a very short and simple verbal and written recount texts in accordance to its context, social functions, and linguistic elements.	Simple Past Tense

Table 3. The Application of Tenses in 2013 Junior High School English Curriculum for Grade 9 Students.

Basic Competence#	Basic Competence	Tenses Involved
3.5	Implementing text structures and linguistic elements to execute the social functions by giving and asking information related to actions / events that occur in the present, past, and future, based on the use of context.	Present Continuous Tense; Past Continuous Tense; Present Future Tense
4.5	Arranging a very short and simple oral and written text by giving and asking information related to actions / events that occur in the present, past, and future, in accordance with the use of context, social functions, and linguistic elements.	Present Continuous Tense; Past Continuous Tense; Present Future Tense
3.6	Implementing text structures and linguistic elements to execute the social functions by giving and asking information related to actions / events that have done in the past and have an impact in the present without stating certain time, based on the use of context.	Present Perfect Tense
4.6	Arranging a very short and simple oral and written text by giving and asking information related to actions / events that have done in the past and have an impact in the present without stating certain time, in accordance with the use of context, social functions, and linguistic elements.	Present Perfect Tense
3.7	Comparing text structures and linguistic elements of some oral and written Narrative Texts to execute the social functions by giving and asking information related toactions / events fromfairytales happened in the past, based on the use of context.	Simple Past Tense
4.7	Capturing the meaning of very short and simple verbal and written Narrative Texts in accordance to its context, social functions, and linguistic elements.	Simple Past Tense
3.9	Comparing text structures and linguistic elements of some oral and written Information Report Texts about ninth grade subjects to execute the social functions by giving and asking information related toactions / events fromfairytales happened in the past, based on the use of context.	Simple Present Tense
4.9.1	Capturing the meaning of very short and simple verbal and written Information Report Texts about ninth grade subjects in accordance to its context, social functions, and linguistic elements.	Simple Present Tense
4.9.2	Arranging a very short and simple verbal and written Information Report Texts about ninth grade subjects in accordance to its context, social functions, and linguistic elements.	Simple Present Tense

The list of basic competencies of English curriculum for junior high
school includes six types of tenses: Simple Present Tense, Simple Past
Tense, Present Continuous Tense, Past Continuous Tense, Present Perfect
Tense, and Present Future Tense. The objectives of the competencies are
expected to be mastered by the students. The teachers can use the sentences
of the movie to be some examples in the class. The detail percentage of the
relevancy between the sentences and the curriculum are presented in the
table below.

**Table 4. The Appropriateness of Tenses and 2013 English Curriculum for
Junior High School**

| Types of Tenses	Number of Sentences	Percentage (%)
Simple Present Tense	373	46%
Simple Past Tense	135	17%
Present Future Tense	126	16%
Present Continuous Tense	77	10%
Present Perfect Tense	51	6%
Past Continuous Tense	12	1%
Total Sentences	774	96%

Table 4 shows 96% of the tenses used in *Finding Nemo* movie matches
with the basic competencies for teaching English of 2013 curriculum. From
those results, it can be concluded that the sentences with tenses provided by
the movie can be used as additional learning material to teach English tenses
to junior high school students, especially eighth and ninth grade. The purposes
of this study are to find out types of tenses used in *Finding Nemo* movie script
and the relevance of the tenses and 2013 English Curriculum for teaching
tenses to junior high school students. The English curriculum has six types of
tenses to be taught, they are Simple Present Tense, Simple Past Tense,
Present Continuous Tense, Past Continuous Tense, Present Perfect Tense,
and Present Future Tense. As presented by the results of this study, there are
807 sentences with tenses found in the movie and are classified into ten types
of tenses. From all of the sentences, not all of them are appropriate to the
curriculum. The sentences that match the curriculum are 774 sentences from
807 in total. It means that 96% of the sentences with tenses in the movie script
are relevance to the curriculum. They are Simple Present Tense 46% (373
sentences), Simple Past Tense 17% (135 sentences), Present Future Tense

16% (126 sentences), Present Continuous Tense 10% (77 sentences), Present Perfect Tense 6% (51 sentences), and Past Continuous Tense 1% (12 sentences). This number shows a high frequency of relevancy between them, especially simple present tense with the highest percentage, 46% (373 sentences). The movie uses a lot of simple present tense that appropriate with its genre, comedy family movie. This indicates that the target audience is for all-age, especially for children, hence this movie is an animated movie about fish. The explanation above indicates this movie can be used as supporting learning material to teach tenses, particularly simple present tense.

The followings are some patterns of tenses according to Freeman & Murcia (2016)and an example of each tense used in the script of the movie:

1. Simple Present Tense
   Pattern: (+) S + Verb1 (s/es) + Complement
   (−) S + do/does + not + Verb1 + Complement
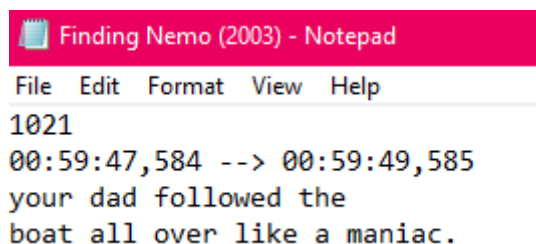   (?) Do/does + S + Verb1 + Complement?
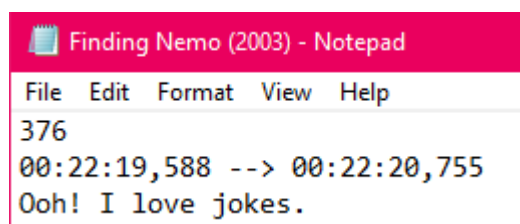
Figure 1. An Example of Simple Present Tense in The Movie Script

This is the expression of Chum when he asked Marlin to tell him a joke. Theuse of this tense is in accordance with the rules of simple present tense.

2. Simple Past Tense
   Pattern: (+) S + Verb2 + Complement
   (−) S + did + not + Verb1 + Complement
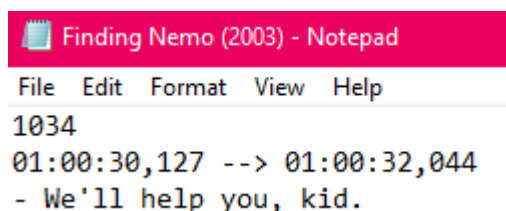   (?) Did + S + Verb1 + Complement?

Figure 2. An Example of Simple Past Tense in The Movie Script

This is the expression of Nigel when he told Nemo the struggle of his father, Marlin, to find him. Theuse of this tense is in accordance with the rules of simple past tense.

3. Present Future Tense
    Pattern: (+) S + will + Verb1 + Complement
    　　　　(–) S + will + not + Verb1 + Complement
    　　　　(?) Will + S + Verb1 + Complement?

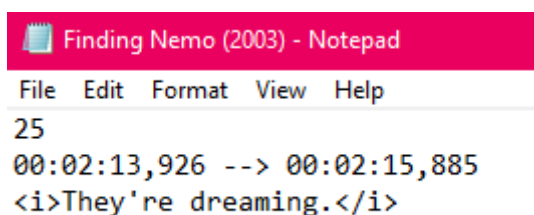**Figure 3. An Example of Present Future Tense in The Movie Script**

This is the expression of Gill when he helped Nemo to escape.Theuse of this tense is in accordance with the rules of present future tense.

4. Present Continuous Tense
    Pattern: (+) S + to be (am/is/are) + Verb1-ing + Complement
    　　　　(–) S + to be (am/is/are) + not + Verb1-ing + Complement
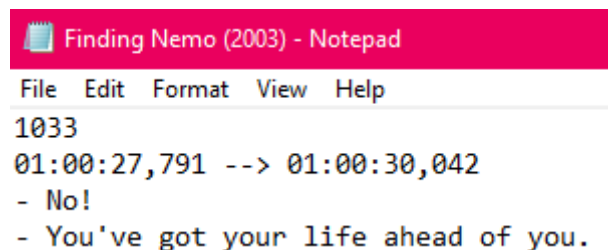   　　　　(?) to be (am/is/are) + S + Verb1-ing + Complement?

Figure 4. An Example of Present Continuous Tense in The Movie Script

This is the expression of Coral, Nemo's mom, when she was happy to see her babies sleep. Theuse of this tense is in accordance with the rules of present continuous tense.

5. Present Perfect Tense
    Pattern: (+) S + have/has + Verb3 + Complement
    　　　　(–) S + have/has + not + Verb3 + Complement

Nada Rona Amiroh Khozin HS[1], Tatik Muflihah[2]. An Analysis of Tenses Used in
Finding Nemo Movie Script: The Relevance to 2013 Curriculum
for Teaching Tenses to Junior High School Students.
Konstruktivisme : Jurnal Pendidikan dan Pembelajaran, Vol.12 (2) : 165-178


(?) Have/has + S + Verb3 + Complement?

Figure 5. An Example of Present Perfect Tense in The Movie Script

This is the expression of Gurgle when he praised Nemo for being brave. Theuse of this tense is in accordance with the rules of present perfect tense.

6. Past Continuous Tense
    Pattern: (+) S + to be (was/were) + Verb1-ing + Complement
    　　　　 (–) S + to be (was/were) + not + Verb1-ing + Complement
    　　　　 (?) to be (was/were) + S + Verb1-ing + Complement?
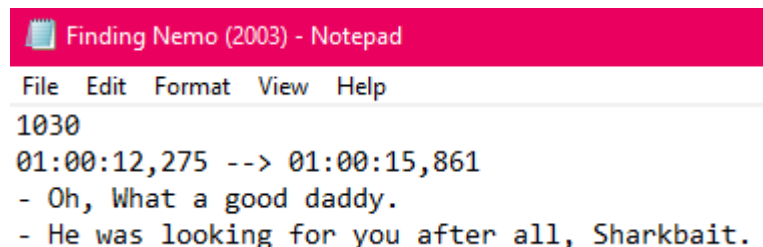
Figure 6. An Example of Past Continuous Tense in The Movie Script

This is the expression of Gill to Nemo that he was happy to know Nemo's father was looking for Nemo. Theuse of this tense is in accordance with the rules of past continuous tense.

Based on the description above, this can be stated that mostly, *Finding Nemo* movie script consists of sentences which fulfill or match to the tense requirements. English teachers can use this movie as a learning material to teach tenses to junior high school students.The movie took one hour thirty minutes to be played. This long time might waste the time for the class, then the teachers can ask the students to watch the full movie at home before attending the class. This can be an initial knowledge of the movie for them. They can show some examples of tenses from its script such as presented in

some figures above. These sentences are taken from the English subtitle of the movie. Then, teachers can play the movie with the English subtitle. Next, they play some parts of the movie that have tense being discussed and ask the students the type of tense to initiate the class. Also, they can play some parts randomly and ask the students what type of tense it is.In addition, they explain when the tense should be used and the action of the tense done by the characters based on the scene of that part. After the students understand, teachers can give some exercises for them, for example teachers can divide students into some groups. They are asked to look for some sentences with specific tense from the movie and write them on a piece of paper. This can bring new environment for the students because they learn tenses while they enjoy watching the movie. From that, the students will also understand the use of tenses based on certain situation and they will clearly see and understand the proper examples of tenses.

CONCLUSION

Based on the results and discussion of this study, it can be concluded that *Finding Nemo* movie script has significant relevancy to 2013 English curriculum for junior high school. Six tenses found in the movie script match to the basic competencies in the English curriculum for teaching junior high school. They are Simple Present Tense, Simple Past Tense, Present Future Tense, Present Continuous Tense, Present Perfect Tense, and Past Continuous Tense. Simple present tense has the most frequency of used among other tenses in the movie. This is in line with this movie target audience, that is for children. This proves that the movie has significant relevancy to the curriculum and can be used as a learning material to teach tenses to grade eight and nine of junior high school students, especially simple present tense. Teaching tenses using this movie can bring different atmosphere to the class. The students can learn tenses from it while they enjoy watching the movie.

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