

**AN ANALYSIS OF TENSES USED IN “NEW
HEADWAY” MOVIE: THE RELEVANCE TO
MERDEKA CURRICULUM FOR JUNIOR HIGH
SCHOOL**

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Abstract

Teaching tenses to Junior High School by using board or textbooks is monotonous and often confusing. Learners cannot see clearly the application of tenses in practice. To understand better, learners need more appealing media. This study analyzed a European movie so students can see how native English actually use tenses in daily life. Azar's theory of tense was used to investigate types of tenses in the movie then English for Nusantara Grade VII book was used to meet their appropriateness to the merdeka curriculum for junior high school as the Indonesian updated curriculum. Using qualitative approach with Content Analysis method, this study followed steps promoted by Subhojit Dey, et al. The results showed that there were five tenses found in the movie namely present simple (70%), past simple (19%), future simple (3%), present progressive (4%), and present perfect (4%). Since according to the merdeka curriculum only descriptive and procedure texts are mandatorily

introduced to the seventh graders of junior high school, the movie already provided enough sources for teaching and learning present simple tense (70%). Meanwhile, it is optional to introduce about the other tenses found due to its necessity in basic conversations.

Keywords: *Tenses, Movie, Merdeka Curriculum.*

Introduction

Even though realizing that grammar is crucial, Indonesian EFL (English as a Foreign Language) learners have felt learning grammar as a specter causing consternation to the day. Based on the study reported in 2021, Komara and Fidaniar (2021, pp.7) found that 46.45% out of 500 Indonesian EFL learners across Indonesia ranging from lower secondary, upper secondary to University truly viewed that grammar is difficult. It means that grammar is not quite easy for learners. Learners has faced some problems in learning grammar. From its interview result, the hardest part of grammar that mostly learners encountered was *tense verb*. As well

as English has many types of verb's change, therefore learners often see those complicated. In addition to the problem, learners thought that teachers' explanations with less varied media accompanied is sometimes confusing while textbook was considered less in providing explicit examples.

Fareed (2019, pp. 9) state that the importance of teaching tenses in grammar learning is essential since the concept of English verb tenses is very important in establishing effective communication. Mastering tenses' formal concept is important in standardized writing so they can be broadly acceptable by society. Therefore, teaching tenses is significantly important. Teaching tenses, especially to Junior High School learners, should be delivered firstly as clearly as possible that learners can understand and know how to use them in life practice. Secondly, the lesson need to be taught in the way that can make learners feel engaged, relaxing and fun, not monotonous and frightening. Teachers need to try

multi-different attractive media in class so the class may carry out the new environment that meet the learners interest in learning.

Prioritizing the needs of learners and boosting teachers' creativity in teaching, Merdeka Curriculum came up with a vision to provide learners and teachers freedom. BSNP or the National Education Standards Agency stated that Merdeka curriculum is a learning curriculum that refers to the approach of aptitude and interest. It means that freedom given to teachers in determining their teaching components such as methodology, media and references is unlimited as long as those meet to the learners' interest and talent or competence.

Bringing the bright idea for teachers, this research suggest movie to experiment as a media for learning tenses. As Isna (2018, pp. 11) said that movies have been seen as an encouraging media in learning English, turning out the formal fear of English. It means that movie can be a nice choice to try out. It

also means that movie can help learners to get rid of their negative perception that sees grammar learning as a scrooge. However, not every movie can be presented to learners, only appropriate and authentic movie are selected and used. This research selected 'New Headway' movie as an example.

'New Headway' movie is a type of European short drama series that was adapted from the 'Headway' book produced by Oxford University Press. It was written by John Murphy and produced by Oxford University Press ELT in 2002 in the United Kingdom. Based on its product information according to EBay's product trading advertisement, New Headway consist of four levels or series. The levels are beginner, elementary, pre-intermediate and intermediate. The detail overviewed that key feature each level consists of six self-contained comedy stories looking at the lives and misadventures of four people in their twenties who share a house. EBay (2022, pp. 14) state that the reason of choosing this

movies are:

1. Based on its detailed overview product, each episode of New Headway movie provides a natural context to consolidate the grammatical, functional and lexical areas covered by the course, and to develop listening skills. The vocabularies of English used in the movie were controlled and contextualized to show the clear grammar and functional language, with an emphasis on developing communicative skills. So, it is undeniable that this movie may contain of well-structured tenses and clear context's use in communication practice.
2. Through previous observation, New Headway movie showed some values that are appropriate to teach to learners such as kinship, harmony, cooperation, tolerance, and responsibility.

Based on the explanations of background

above, the researcher was fascinated to explore further about the movie concernedly in analyzing tenses used in it. Therefore, this research entitled *“An Analysis of Tenses Used In “New Headway” Movie: The Relevance to Merdeka Curriculum For Junior High School”*. This research is then expected to practically contribute to EFL teachers especially and EFL learners in providing the reference for teaching and learning tense in Junior High School and theoretically to serve contribution to the English science and further researchers in English field.

Related Letarure Review

The Importance of Grammar and Pullers of Learning Grammar

Merriam Webster dictionaries describes grammar as a system of rules that define the grammatical structure of a language. It means that English sentence is ruled by systematic patterns of grammatical English. Grammar helps our English to be more understandable. With the correct grammar, the

English language that we produce (spoken or written) becomes more effective and broadly acceptable.

In practice, informal situation and condition sometimes do not necessarily require the correct use of grammar, however, it is a mandatory for formal situation and condition such as in case of delivering formal speech at educational conference, teaching and learning, and formal writing. Then, using grammar for these contexts is a demanding requirement. In EFL (English as a Foreign Language) or ESL (English as a Second Language) learning, Grammar plays a significant role namely as a supporting element of English basic skills such as speaking, reading, writing, and listening. Therefore, grammar is important to teach at educational institutions that attach English as their subject.

Tense in Grammar

Tense in Oxford Advanced Learner's Dictionary online is briefly described as any of the

forms of a verb that may be used to show the time of the action or state expressed by the verb. It means that a verb has several forms and each form of verb is structured based on its time of action's context. Freeman & Murcia in Khozin (2013, pp.12) defined that tense is a grammatical device for conveying events or actions in a specific time. It means that each tense defines a particular meaning. In addition, Isna stated that tenses are critical in making a flawless language and delivering the intended messages across. It indicates that tense plays an important role to make our English acceptable and perfectly understandable. In Summary, tense is a verb that can be modified into several forms based on its time of action or event where each form defines a particular meaning that is helpful to make our English acceptable and perfectly understandable.

As a component of grammar, tense has a set of rules on how to modify it into several forms. According to Azar's concept, a basic verb can be

modified into 12 types of verb based on its aspects.

Table below is summarized from Azar's examples of tenses. (Azar: 1999, pp. 40)

Table 1. Brief Examples of Tenses

TENSE	ASPECT			
	SIMPLE	PROGRESSIVE	PERFECT	PERFECT PROGRESSIVE
PRESENT	Tom studies everyday	Tom is studying right now	Tom has already studied chapter 1	Tom has been studying for two hours
PAST	Tom studied last night	Tom was studying when they came	Tom had already studied chapter 1 before he began studying chapter 2	Tom had been studying for two hours before his friends came

FUTURE	Tom will study tomorrow w Tom is going to visit Jakarta tomorrow	Tom will be studying when you come	Tom will already have studied Chapter 4 before he studies Chapter 5	Tom will have been studying for 2 hours by the time his roommate gets home
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The table demonstrates that tense is related to time (when the activity is done/the event occurs). While aspect is related to the duration of the action. (How long the action is done or the event occurs). Both tense and aspect cannot be separated. Both of them collaborate together in use to deliver a particular meaning of expression.

Merdeka Curriculum

Curriculum is designed to set the goals of

education and how to achieve it based on a systematic procedures of works done by every element of educational system. Following its development, the Indonesian education curriculum has undergone several changes. The most current change is the change of the 2013 Curriculum to the Merdeka Curriculum. Merdeka Curriculum is the educational curriculum that was launched by the Indonesian Ministry of Education in 2022 as an effort to restore education after the pandemic COVID-19 era. BSNP or the National Education Standards Agency introduced that a learning curriculum that refers to the approach of aptitude and interest. (JTO: 2019, pp. 7)

Pertiwi reported that Nadim Makarim (Minister of Indonesian Education G20) explained that this new system is expected to create a fun learning environment rather than burdensome learners by a particular achievement of the score (Anita: 2021, pp. 19). Moreover, he also stated that

the notion of Merdeka Belajar is expected to be able to improve the quality of Indonesian human resources. The Learning Outcome of Merdeka Curriculum is not only focused on the scores (intelligence), but also equally focus on forming students' characters into Pancasila Student' Profile that includes six characters namely having faith and piety to God Almighty, independent, critical reasoning, creative, mutual cooperating and holding global diversity.

In Merdeka curriculum, structure of curriculum and learning outcomes are ruled based on the levels of education which are divided into phases namely Foundation Phase (PAUD), Phase A (Grade I - II Elementary School), Phase B (Grade III - IV Elementary School), Phase C (Grade V - VI Elementary School), Phase D (Grade VII- IX Primary/ Junior High School), Phase E (Grade X Secondary/ Senior High School), Phase F (Grade XI-XII Secondary/ Senior High School). Learning Outcome (CP) is learning competencies that must be achieved

by students in each phase, starting from the Foundation Phase at PAUD. For primary and secondary education, the learning outcome (CP) is structured to every subject and explained further into the rational of subject, the objective of subject, and the leaning outcomes of subject.

English for Junior High School in Merdeka Curriculum

English is one of subject in Merdeka curriculum that is primarily need to build international communication skill of Indonesian EFL (English as a Foreign Language Learner). The English as a subject taught in Phase D is generally focused on strengthening spoken English and written language skills in six elements namely speaking, reading, writing, listening, viewing and presenting. According to the regulation of Indonesian Ministry of Education regarding learning outcomes, it is stated that at the end of Phase D, students use spoken, written and visual texts in English to interact and communicate in

a wider variety of contexts and in formal and informal situations (Keputusan Kepala BSKAP Nomor 033/H/KR/2022). Texts that are studied are various such as narratives, descriptions, procedures, special texts (short messages, advertisements) and authentic texts. Learners are lead to use English to discuss and convey their wishes/feelings. Learners' understanding of written texts is expected growing and inference skills begin to appear when understanding implied information. Also, learners are trained to produce written and visual texts in structured English with a more diverse vocabulary. Also, learners is expected to be able to understand the purpose and audience when producing written and visual text in English.

Specifically, the types of English texts taught in general for Junior High School Grade VII (Phase D) based on the English For Nusantara SMP/MTs Grade VII are focus on descriptive text, procedures, and short messages which is intensively introducing the

structure of simple sentence using the basic form of verb tense (V1). Meanwhile the skills that built are focused on strengthening spoken English and strengthening written language skills. (Damayanti: 2022, pp. 5)

New Headway Movie

New Headway is a video category movie written by John Murphy produced by Oxford University Press ELT in 2002 in the United Kingdom. New Headways is a type of drama clip that was adapted from the 'Headway' book produced by Oxford University Press which presents a series of short videos about daily conversations for beginner, elementary, pre - intermediate and intermediate to advanced levels with various conversation themes. Key Features each level consist of six self-contained comedy stories looking at the lives and misadventures of four people in their twenties who share a house. (Ebay : 2002, pp. 18)

Connectivity of New Headway and Merdeka Curriculum

Quoted from the description of the YouTube channel; Learn English with 7Levels, *“With its proven methodology, Headway is the course you can always trust. The strong grammar focus, clear vocabulary syllabus, and integrated skills work give you lessons that really work in class”* (Learn English with 7 Levels: 2017).

The statement indicates that New Headway movie does not only bring the entertaining purpose but also can be an authentic media for learning English. Supporting the ideas, the statement is in line with the learning design in merdeka curriculum which tries to integrate multi-skills of language. The existence of English subtitles and parts of the series in this movie are helpful to recognize what the characters pronounce at the moment of speaking the English expressions.

Method

This research use the qualitative research approach with Content Analysis method. According to Isti (2019, pp. 87), qualitative research is a research that gives the descriptive data in the form of written or oral words. It means that the report should be explained in descriptions form. Qualitative approach was chosen since the objective of this research is to describe what tenses are used in the movie and how is the relevance of those tenses to the merdeka curriculum for junior school.

Based on the characteristics of learners' age and competence of Junior High School in merdeka curriculum and the CEFR (Common European Framework of Language Reference) level, the beginner and elementary levels are equal to Junior High School. Thus, source of data is the movie entitled "New Headway: Beginner and New Headway Elementary) on YouTube channel namely *Learn English with English7 Level*. The primary data in this

study are the transcriptions of expressions spoken by each characters in the New Headway movie. Meanwhile, the secondary data were taken from Grammar Book (hardcopy) and several internet sources (journals, research papers, thesis, government's website, and articles on websites, online dictionaries, and online library websites).

Following and adapting the procedure of qualitative content analysis by Dey et al (2016, pp. 10), the data were processed following the steps of data familiarization, generating initial codes (coding), searching for themes, reviewing themes, and defining themes and next reporting. After that, the transcription data were calculated and analyzed using Ms. Office Excel 2013 and interpreted, then matched to tenses Merdeka curriculum for Junior High School grade VII by using Venn diagram's analysis based on the Jhon Venn's theory in order to present the relevance between tenses in the curriculum and the movie so that the conclusion

could be drawn clearly and logically then.

Finding

1. Results of Analyzing Transcription

The data familiarization resulted all the transcriptions of all expressions spoken by the characters in the movie series containing well-structured tenses and meaningful expressions. Coding systems resulted the lists of patterned expressions. Searching and reviewing themes resulted organized and systematic classification of tenses then defining themes resulted the brief summary and grouping of the use of each tense.

2. Results of Ms. Excel Analysis

After processing the data by Ms. Office Excel 2013, the results were shown in table below:

Types of Tenses	Beginner series	Elementary series	Total Expressions	Percentage of Appearance (%)
Present Simple	146	145	291	70%

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Past Simple	26	51	77	19%
Future Simple	1	12	13	3%
Present Progressive	9	9	18	4%
Present Perfect	0	18	18	4%
TOTAL	182	235	417	100%

The Table above showed that New Headway: Beginner and New Headway:Elementary contain of 417 examples of statements containing tenses used commonly in daily life conversation. 182 statements were found on the beginner series, while 235 others were found on elementary series. Beginner series consists of 146 present simple, 26 past simple, 9 present progressive, and only 1future simple. Meanwhile, in the Elementary series, the presence of the present simple decreased (only 145 statements), on the contrary the past simple and future simple increased to 51

and 12 statements, the present progressive remained stable (9 statements) and there were additional tenses that were more frequently found than the future simple and present progressive, namely present perfect with 18 statements. Overall, the frequency of tenses contained in both series are: 70% present simple, 19% past simple, 4% present progressive, 4% present perfect and 3% future simple. Thus, it can be concluded that there are 5 types of tenses used in the new headway movie: beginner and elementary series with the highest percentage of frequency is namely the present simple (70%).

3. Results of matching the tenses found in New Headway Movie to Tenses in Merdeka Curriculum For Junior High School

According to the learning objectives of Junior High School Grade VII in Teachers' guidance book "English For Nusantara" for Junior high school grade VII (2022), Indonesian EFL learners study

about following tenses:

Learning Objectives	Grammar Focus	Type of Tenses
1.1. introduce themselves and others; 1.2. talk about hobbies; 1.3. describe people's physical and personality traits, and 1.4. Describe their daily activities.	Verbs: be - affirmative, negative, interrogative, short answers. Use pronouns: singular and plural. Introduce the structures of descriptive text	
2.1. describe one's favorite meals; 2.2. ask and give information about food; 2.3. identify tools and ingredients in a recipe, and 2.4. make a sequence of Cooking steps.	Verbs: be - affirmative, negative, interrogative, short answers; use pronoun, singular and plural. Use articles a and an. Introduce the structures of procedure text: Goals, ingredients, and steps	Present Simple

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<p>3.1. describe rooms in a house and things in the rooms;</p> <p>3.2. talk about what people do and use to clean up a house; and</p> <p>3.3. give instructions on how to do something.</p>	<p>Verbs: be - affirmative, negative, interrogative, short answers; use pronoun, singular and plural. Use simple present to describe things</p>
<p>4.1. talk about class schedules and school subjects;</p> <p>4.2. talk about online learning tips; and</p> <p>4.3. describe one's study habits.</p>	<p>Verbs: be - affirmative, negative, interrogative, short answers; use pronoun, singular and plural. Use adverbs of frequency: always, usually, normally/ generally, often/ frequently, sometimes, occasionally, seldom, hardly ever/ rarely, never</p>

5. 1. ask for and give directions; 5.2. talk about extracurricular activities; and 5.3. Describe a school festival.	Verbs: be - affirmative, negative, interrogative, short answers; use pronoun, Singular and plural.
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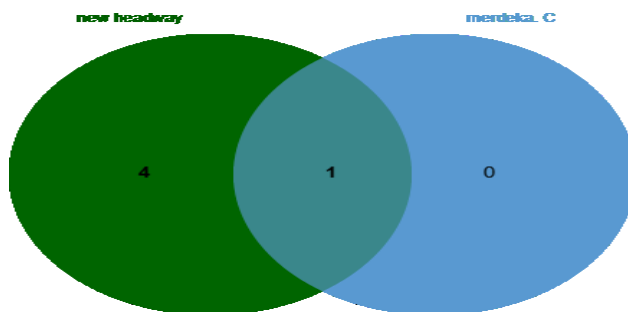
The table above shows that at the seventh grade junior high school level, learners only learn one type of tenses, namely the simple present since the seventh grade learners are focused on building English skills under the themes of descriptive text and procedure text which involve present simple as their grammatical features.

4. Results of Venn diagram analysis

Venn diagram is used to analysis some groups of data to find out the relevance between the data. After, converting data group of tenses found in new headway movie and data group of tenses in merdeka curriculum using online Venn diagram maker by Good Calculators app (Good calculators:

2022), the results is shown as in chart below:

tense in merdeka curriculum for grade VII	Tense in NewHeadway
present simple	present simple
	past simple
	future simple
	present progressive
	present perfect



The diagram showed that that there was only one tense found in merdeka curriculum book for Junior High School grade VII. Meanwhile there were five tenses found in new headway movie. It indicated that all tense used to teach merdeka

curriculum for grade VII was included in the new headway. Therefore, there is only one tense of New Headway that appropriate to use for teaching and learning Junior High School learners grade VII in Indonesia based on Merdeka Curriculum Book namely present simple with the frequency of existence is (70%) which is 291 in total.

Discussion

Based on theory of tense proposed by Schampfer Betty Azar, a verb can bein form can be change into twelve forms based on their aspect namely present simple, past simple, future simple, present progressive, past progressive, future progressive, present perfect, past perfect, future perfect, present progressive perfect,past progressive perfect, and future present perfect.

This research only found five tenses namely present simple which found 291 times (70%), past simple found 77 times (19%), future simple found 13 times (4%), then present progressive and present

perfect found equally same namely 18 times (3%) . In total, there were 471 statements (100%).

According to Azar's theory, Present Simple is type of tense that expresses events or situations that exist always, usually, habitually; they exist now, have existed in the past, and probably will exist in the future. Present Simple is commonly used to express general statements of facts and timeless truth. It is also often used to express habitual/ every day activities/ routines. It is formulated by **Subject +V1**. The examples of present tense based on the movie are such as;

(+) *I like it (00:00:41)*

(-) *We don't smoke (00:02:31)*

(?) *Do you play the drums? (00:03:57)*

Past simple indicates that something/activity happened at one particular time in the past. It began and ended in the past. This tense is usually used to express events or activities happened at one particular time in the past or experience. It is

formulated by **Subject + V2**. The examples of past tense based on the movie are such as;

(+) *I got it (00:18:50)*

(-) *You didn't get the candles (00:19:13)*

(?) *Did you have a nice day? (00:19:15)*

Future simple indicates that something or activity will happen at one particular time in the future. This tense has 2 versions. Version 1 is formulated by **Subject + Will + V1**. Version 2 is formulated by **Subject + to be (present) + going to**. Both versions express events and activities will happen at one particular time in the future. Both version can be used to express prediction. But, to express a prior plan/ intention, version 2 is usually used. While to express willingness, version 1 is commonly used. The examples of future tense based on the movie are such as;

Version 1

(+) *I'll come with you (00:23:11)*

Version 2

(+) *She's going to buy it (00:27:56)*

Present progressive gives the idea that an action is in progress during a particular time (in present). The action began before, '*is in progress at the present time*', and probably will continue after another time or action. This tense usually used to express temporary activity in progress at the moment of speaking. It also shows activity which is still continuously in progress this week, this month, or this year. The examples of present progressive tense based on the movie are such as;

(+) *We are
cleaning the
house today
(00:29:03)(-
) The stain is
not coming
out
(00:26:16)*

(?) Is he wearing a black leather jacket and black jeans? (00:34:15)

Present perfect gives the idea that one thing *'happens before'* another time or event (in present). *'One activity finished sometime before now'*. The exact time is not important. This tense is used to express the ideas that something happened (or never happened) before now, at unspecified time in the past. It also used to express repetition of an activity before now. When this tense is used with "for or since", it express a situation began in the past and continues to the present. The examples of present perfect tense based on the movie are such as;

(+) I've got an idea (00:04:35)

(-) You haven't had a holiday this year (00:31:27)

(?) Have you packed everything? (00:34:10)

Some previous researchers already analyzed their studies concerning the tense analysis. As well as

this research concerned in the same topic, but this research was original. The originality of this research are that the scope of analysis was new headway movie which has never been analysed by any other researcher especially in the context of its grammatical structure namely tense. Then, even some previous researcher also concerned in using the Indonesian curriculum as the object of their researches regarding tense analysis, this research used the merdeka curriculum as the different and the most current curriculum. And the technique of drawing conclusion in this research was Venn diagram which was also never been employed in similar research. The results of this research were also found tenses which were different from the previous researches and any other research papers.

Conclusion

Since the Junior High School learners at seventh grade according to the merdeka curriculum

are just set to learn about descriptive and procedure texts, so the good understanding of present simple in grammatical aspect is required. Therefore, making learners clear about 'present simple' becomes a mandatory at seventh grade.

Based on the findings and discussions above, It can be concluded that the existence of the tense required to learn by Seventh graders according to the merdeka curriculum which is 'present simple' is available in the movie series by the highest percentage. It means that the movie series often illustrate how present simple is used by the characters' in dialogues. It means that European natives frequently use present simple for their common basic conversation. It means that learners can easily find the use of present simple in real practice. Therefore, the movie can be an appropriate media to show in classrooms for introducing present simple in actual use.

Meanwhile, other tenses such as past simple,

future simple, present progressive and present perfect were also found in the movie by low percentages. It means that the movie show the expressions for just a few times. However, it also means that those tenses are also necessary for European natives because they sometimes use those tenses as well in basic conversation.

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