

“Shang Chi And the Legend of The Ten Rings”: Tense and Perspective

Yunie Amalia Rakhmyta^{1*}, Rusmiati²

¹Tadris Bahasa Inggris, Faculty of Tarbiyah, IAIN Takengon, Aceh, Indonesia; email: amalia.nirfan@gmail.com

²Tadris Bahasa Inggris, Faculty of Tarbiyah, IAIN Takengon, Aceh, Indonesia; email: rusmiatiza19@gmail.com

ABSTRACT

Due to English's global significance, it indirectly affects Indonesia's education system. In this area of study, most scholarly publications speak English. All Indonesian nationals are required by law to take English classes. Many students have trouble understanding the grammatical rules of English because they are so different from those of their native language, Indonesian. The most important distinctions are those of tense and aspect. Many students struggle with grammar because of this. This analysis aims to determine which tenses and aspects are used in the script for "Shang Chi and the Legend of the Ten Rings," and which are employed most often. This research makes use of content analysis and qualitative descriptive methods. Data collection made use of record-keeping. The data was examined using the Miles and Huberman dynamic model. After the data has been compiled and presented, inferences can be made. The data shows that there are nine distinct permutations of tense and aspect. There are 33 current tenses, 37 past tenses, 6 future tenses, 35 progressive tenses, 3 past progressive tenses, 3 perfect tenses, 1 perfect tenses, 2 future perfect tenses, and 2 present perfect tenses. The present progressive is only represented by 35 occurrences, while the plain past tense is represented by 37. There are twelve permutations of tense and aspect, nine of which are used here. There is no distinction between past and future occurrences in the progressive tenses (future, past, and future perfect).

Keywords: Tense; Aspect; Movie Script; Shang Chi and The Legend of The Ten Rings

INTRODUCTION

The necessity of communication for our existence arises from our inherent social character. Indonesia designates Indonesian as its official language, and other nations own their indigenous languages. The prevalence of English-language publications among information and technology experts holds significant implications for the education system in Indonesia. The acquisition of the English language may significantly contribute to the academic success and effective communication of individuals from Indonesia (Fitriani, 2019; Yanuar, 2023). The government effectively implements English throughout all educational tiers to provide Indonesians with the necessary skills to compete globally. The advent of technology has effectively eliminated the constraints imposed by physical distance and temporal limitations (Prayudha, 2023; Yamazaki, 2019). Acquiring proficiency in the English language serves as a means to gain access to a vast array of global knowledge within the context of our interconnected society.

The complexity of the English language poses challenges for several learners in their acquisition and mastery of the language (Al-Quyadi, 2016; Rusmiati, 2022). While it is common for many individuals in Indonesia to utilise their ethnic language within their households, the prevailing perception among the populace is that English and Indonesian are regarded as non-native languages. Recent research has indicated that teaching grammar to young learners has significant challenges (Daloglu, 2020; Li, 2015; Rakhmyta & Maulidiyah, 2021). To comprehend English, it is essential to possess a solid grasp of grammatical principles. Grammar systems and structures are called "language patterns," while the general

*Corresponding Author:

amalia.nirfan@gmail.com

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understanding among individuals predominantly revolves around syntax and morphology (Dragomir & Niculescu, 2021; He, 2015).

The examination of grammatical discourse includes the study of tenses and aspects. The concept of tense pertains to categorising activities into present, past, and future, whereas features characterise acts as continuous, completed, or recurrent (Adejare, 2022; Fatemipour & Hemmati, 2015). Numerous students encounter challenges in understanding and using tense and other aspects of their language learning process. In Indonesia, research revealed that many learners have challenges comprehending and utilising tenses and dimensions due to the influence of their native language. Another study shows that it is commonly observed that ESL/EFL courses and materials overlook certain elements and lexical meanings (Hassan, 2022; Pangesti et al., 2023). A significant number of English as a Foreign Language (EFL) learners have challenges when it comes to comprehending tense and aspect (Lorenna et al., 2020; Matsumoto & Dobs, 2017). Therefore, students should make the most of their time researching and locating appropriate resources for learning English. EFL educators engage in a competitive process to identify effective pedagogical approaches, which they may implement with their students to pursue favourable outcomes in English language proficiency enhancement (Khatmah, 2020; Lissamustika et al., 2021).

There are several methods via which individuals may acquire language proficiency; one is utilising movies as a learning tool (Lee, 2022; Senguttuvan et al., 2022; Zheng et al., 2023). In contemporary times, many movies are readily accessible for viewing. Certain movies may not be appropriate for children due to their portrayal of explicit or inappropriate content that might hurt their well-being. Not all movies possess such substance. The cinematic production "Shang Chi and the Legend of the Ten Rings" can be deemed satisfactory if the data obtained for viewing possesses ethical significance (Pak et al., 2023). Hence, this research investigates the grammatical concept of tense and its associated elements through analysing a given script. Movie, including the script scripts, can meet learners' needs in learning English. The movie's script encompasses the story, the characters, and the overall tone. Screenwriters are responsible for crafting movie scripts for various mediums, such as movies, television, and movie games. The movie scripts detail the characters' movements, activities, attitudes, and discussions.

Previous work produced a thorough script that covered a wide range of topics. The present analysis aims to examine the intrinsic and extrinsic value inside the movie scripts of the critically acclaimed movie "Erin Brockovich." This essay examines the internal and external ideals shown in Susanah Grant's movie "Erin Brockovich." Information was extracted from movie scripts and movies. The movie script effectively portrays positive character actions, aligning with the research findings highlighting the prominence of intrinsic value over extrinsic value. For instance, Erin's genuine care for the residents of Hinkley and PG&E's indifferent attitude toward them exemplify this distinction. The study by Lissamustika et al. (2021) reveals that intrinsic value holds more prominence inside movie scripts. The present investigation, titled "Adjacency Pairs of Conversational Script in Storks 2016," utilises a descriptive-qualitative methodology to examine the adjacency pairs found within the conversation of the cinematic production Storks, released in 2016. The academic study examines the correlation between two utterances produced by different individuals, referred to as adjacency pairs.

Additionally, Nurfadilla and Rizkiani (2021) has demonstrated several language patterns, such as established protocols for greeting and being greeted, questioning and answering, making and accepting suggestions, seeking and providing information, and accepting and declining offers. The research, "Exploring Educational Values in the Script of the Movie Finding Dory and Its Pedagogical Implications for Enhancing Speaking Skills among Vocational High School Students," examined the movie's script and its suitability for instructional purposes within the framework of language classroom work. In light of these results, the movie scripts had 175 instances of valuable information, with self-assurance and potential emerging as the prevailing themes. The movie "Finding Dory has been analysed and demonstrated its potential as an educational tool for instructing eleventh-grade students in public speaking inside vocational high schools (Nugraeni et al., 2023). This article examines the application of construction grammar in teaching cinematic English at the university level. The comprehension of movie idioms may be analysed within the framework of construction

grammar, which prioritises pragmatic factors in language structure and semantics. The instructional approach encourages imitation and repetitive practice, focusing on the learner's grammatical framework. This study found that because construction grammar has a strong theoretical foundation, English instructors can effectively incorporate movies into their instructional practices.

The next study was "Utilizing Movie Clips as a Catalyst for Encouraging Students to Generate Narrative Texts." This study examines the utilisation of movie snippets within educational settings to facilitate discussions surrounding narrative texts. The research utilised a mixed-methods, explanatory design, incorporating pre-and post-tests, document analysis, and face-to-face interviews. The average score increased from 63.58 to 77.5 after the intervention. The study's findings indicate that students' test results significantly impact their academic achievement. Furthermore, it was observed that all participants included in the sample expressed a desire to enhance their writing abilities. According to Oktaviani and Rohayati (2021), achieving success in this course requires consistent practice and considerable proficiency. The movie is scheduled to be distributed by Marvel Studios in 2021 and adopted from American comics. The movie has garnered widespread praise and has been enthusiastically received by audiences of all ages. Moreover, the primary objective of this study is not language parallels; rather, it focuses on a comprehensive analysis of narrative tenses and aspects.

Tense may be defined as a grammatical category of verbs that conveys information about the timing of an action or its completion (Fahmi, 2022; Shabani & Dizani, 2015). One might modify the verb form (e.g., see, saw, seen) or employ auxiliary verbs (e.g., will see, is seeing, have seen) to express temporal relations. The phenomenon under consideration is known as inflection. According to Bernard Comrie, tension may be conceptualised as the dematerialisation of time and space (Bourjaily, 2018; Morato et al., 2020). This matter might be regarded as a critical concern. This approach can be employed to evaluate how much a particular language style conveys temporal and spatial information through "tense." Conversational discourse employs several linguistic forms to convey temporal information, encompassing past, present, and future temporal references. Tenses encompass the present, past, and future temporal domains. According to David Comrie, a writer known for his exploration of tension, time is perceived as a linear construct, where in the past is situated to the left and the future to the right (Abdalla, 2014; Guo & Wang, 2020). This notation enables the representation of many temporal expressions in the English language. When discussing an "aspect" of an event, action, or process, the term refers to the several perspectives the speaker can adopt and articulate consistently. The aspect is contingent upon the perspective of the speaker. According to Comrie, the aspect may be seen as a particular perspective on the temporal dimension of a given scenario (Khasanah & Sutrisno, 2022). Based on the preceding, the researcher has chosen "Shang Chi and the Legend of the Ten Rings": Tense and Perspective" to describe her examination of the movie's use of tense and aspect. Classifying the tenses and aspects found in the movie script is the primary goal of this research. Moreover, find the most often used ones.

The goal of this study is to have an impact in the field of grammar, particularly in the areas of tense and aspect, according to Binnick (Binnick, 2012), by stimulating more conversation and making grammar easier to grasp for a wider audience. This will benefit students, lecturers, readers, and future scholars. Both students and educators will benefit from a more thorough knowledge of tense and aspect (Daloglu, 2020; Komara & Tiarsiwi, 2021). The study can be used as a benchmark for researchers in the future to fill in gaps in the state of the field. The researcher thinks the findings might be useful for educators in English language instruction, particularly in tense and aspect.

METHODS

Research design

The present study employs qualitative research methodologies, focusing on meaning and objective situations. Descriptive qualitative research, such as phenomenology, theory, ethnography, or content analysis, is employed with content analysis. The data finding obtained

strategy, as it generates hypotheses supported by evidence (Braun & Clarke, 2013), aligns with Braun's postpositivist philosophical framework.

Research Object

In scientific terms, the research object refers to a tangible entity or occurrence in the physical world that remains unaffected by human actions. Furthermore, this information is integral to the body of knowledge that a scientist or student is actively researching. Frequently, the object is closely linked to the topic but does not replicate it (Gesa et al., 2023). This study uses qualitative research to analyse the movie scripts developed by Guest (Guest et al., 2013), using the movie script as the basis. The research aims to identify tenses and aspects in the movie scripts and common ones. The study uses primary and secondary sources of information, including raw data from sources and random sampling. The researcher collected 114 utterances from 1147 lines, expanding the sample size to 120. The secondary data, including the movie and site, is gathered from sources other than primary sources.

Figure 1. The Screenshot from Shang-Chi and The Legends of the Ten Rings



Research Instrument

The term "instrument" in academic research refers to a tool used for measuring or gathering data (Xu & Storr, 2015). This study is classified as descriptive, focusing on data collection and analysis, and qualitative, analysing and interpreting data. The researcher serves as the instrument, but various tools like scripts, movies, websites, laptops, and traditional writing instruments are also required for practical study.

Data Collection

The research at hand utilizes the qualitative descriptive research paradigm proposed by Miles and Huberman. This particular paradigm consists of three distinct stages that guide the research process. These stages include data reduction, data display, and the crucial step of inferring and checking results presentation uses a narrative format for easy digestibility (Mezmir, 2020). Firstly, the writers obtained the script from a website. Once the writers had the script downloaded, they proceeded to read through it. The writers collected a total of 1150 utterances, which included both narrative and other types of utterances. Then the writer selects the utterance for analysis. Followed then, the writer selected the utterance made by the main

character, as they were the most talkative. There are a total of 1147 utterances. According to the theory proposed by Dikilitas (Dikilitas, K., & Reynolds, 2022), it was found that 114 utterances accounted for 10% of the total number of sentences. Nevertheless, the writers opted to collect 120 utterances. In order to support the research, the writers also need to view the movie acquired from a website. After collecting 120 utterances, the writers compiled a table displaying the utterances as shown below.

Table 1. Tense and aspect in ‘Shang Chi and The Legend of Ten Rings’ Movie Script

| No. | Tense-Aspect | Utterances |
|-----|-----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | Simple Present | 1. “Where people <u>practice</u> a martial arts style from the gods” 2. “I <u>want</u> to <u>find</u> it” 3. <u>And so on...</u> |
| | Total | 33 utterances |
| 2. | Simple Past | 1. “If dad’s rings were so powerful, how <u>did</u> you <u>beat</u> him?” 2. “I <u>knew</u> Katy <u>was</u> trouble the first day we <u>met</u> in high school” 3. <u>And so on...</u> |
| | Total | 37 utterances |
| 3. | Simple Future | 1. “ <u>I’ll go slow</u> ” 2. “But one day, <u>I’ll make you proud</u> , I promise” 3. <u>And so on...</u> |
| | Total | 6 utterances |
| 4. | Present Progressive | 1. “You don’t know who <u>you’re talking</u> to” 2. “ <u>I’m driving</u> ” 3. <u>And so on...</u> |
| | Total | 35 utterances |
| 5. | Past Progressive | 1. “ <u>I was getting picked</u> on a lot.” 2. “So <u>I was struggling</u> with my English and” 3. <u>And so on...</u> |
| | Total | 3 utterances |
| 6. | Present Perfect | 1. “ <u>Have you heard</u> the legend of Talo?” 2. “ <u>Have you heard</u> of her?” 3. <u>And so on...</u> |
| | Total | 3 utterances |
| 7. | Past Perfect | 1. “At which point she revealed that <u>she had also swiped</u> the keys to the guy’s Mustang” |
| | Total | 1 utterance |
| 8. | Present Perfect Progressive | 1. “Shaun, <u>we’ve been friends for 10 years</u> , okay?” 2. “ <u>I have been by your side</u> for half of your life.” |
| | Total | 2 utterances |
| 9. | Future Perfect | 1. “We just know Waigong <u>would’ve wanted you</u> to move on and enjoy your life.” 2. “ <u>I would’ve asked him...</u> ” |
| | Total | 2 utterances |

The last step was inferring and checking results involves using pie charts for visual clarity and examining patterns across multiple tenses and aspects. Interviews with English language

professionals and practitioners will be conducted to ensure the accuracy of the data.

RESULTS AND DISCUSSION

Results

The research findings encompass the comprehensive analysis of tense and aspect in the movie 'Shang Chi and The Legend of The Ten Rings' conducted by the researcher. Moreover, a comprehensive elucidation of the study results was provided in the research discourse. Within this chapter, the resolution to the research challenge will be presented. This chapter presents the researcher's identification and analysis of several tense and aspect forms. The tenses identified in this study encompass the present, past, and future. This study identifies several elements as simple, progressive, perfect, and perfect progressive. Nevertheless, it should be noted that the research does not include all tenses and characteristics. While examining the study data, the researchers implemented a series of procedures, as elucidated in the preceding chapter. In this part, the researcher comprehensively describes the tense and aspect elements recognized and acknowledged in the movie.

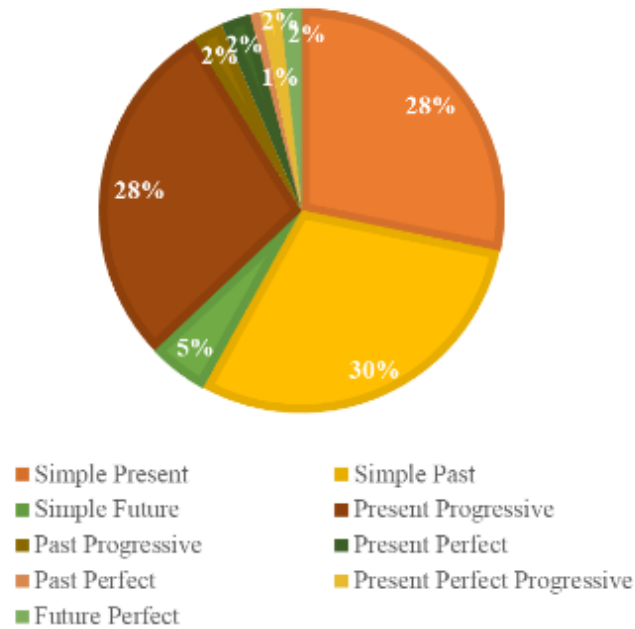
Data reduction involves minimizing the amount of data while preserving its essential information. The initial phase of this study involves the process of data reduction. Researchers within the movie script discovered the subsequent facts. The study identifies nine types of tense aspects in the movie, each with a specific function. For example, the first utterance, "Where is the entrance to Talo?" is in the simple present tense, expressing general truths not limited by time. The second text consists of six utterances: "Did you think valet parking is easy?", "I will be back in three days," "Dad's coming for," "I was getting picked on a lot," and "Just know Waigong would have wanted to move on and enjoy life." Each utterance expresses a past, present, past progressive, and future event.

The next stage is to display the data. The researcher has categorised the utterances found in the research into different tense aspects. For instance, "it does not matter" expresses general truths not limited by time. The integrative question "Does he look like he can fight?" is used to ask and express general truth. The utterance "If dad's rings are so powerful, how did beat him?" uses an apostrophe to show ownership of something, but also uses "to be re" to indicate that the rings no longer have por. The utterance "I am trying to help " expresses an activity that is taking place now. The utterance "Shaun, have been friends for 10 years, okay?" shows that the people have known each other for 10 years and continue to do so; the activity has been ongoing since then. In the realm of research, the chart presented below serves as a valuable tool for researchers to draw inferences and formulate conclusions. Researchers can gain insights and make informed judgments about the subject by analysing the data and patterns depicted in the chart. The chart visualises information, enabling researchers to draw connections and identify trends that may not be immediately apparent in raw data. Through careful examination and interpretation of the chart, researchers can develop well-founded conclusions that contribute to advancing knowledge in their respective fields. When addressing the complexity of tense and its various features in research, there are three distinct forms to consider: present, past, and future. A study examined multiple factors. In the realm of grammar, there is a fascinating array of verb forms known as tense and aspect. These linguistic concepts are crucial in expressing time and how an action or event unfolds. Twelve distinct types of tenses and aspects help us convey precise meanings in our language. The study examines nine verb tenses, including simple, progressive, perfect, perfect, and progressive and perfect tenses of present, past, and future, as well as their perfect forms. Nevertheless, it is crucial to acknowledge that this investigation is confined to the verb mentioned above tenses alone. This examination will examine the five verb tenses: simple present, simple past, simple future, present progressive, and past progressive.

These tenses are crucial in expressing different actions and events in English. By understanding their usage and structure, one can effectively communicate ideas and convey the timeline of events. The present tense was the most frequently used in the given context, with the superficial aspect being the most common form. In analysing the usage of tenses and aspect types, it is evident that the simple past, present progressive, and simple present are the most frequently employed. Among these, the simple past stands out with 37 utterances, closely

followed by the present progressive with 35 utterances, and the simple present with 33 utterances. Interestingly, the present progressive is the least commonly used tense and aspect type in this context. To ensure the accuracy and reliability of the obtained results, the researcher implemented a rigorous verification process. This involved seeking the expertise of two English lecturers and a practitioner in the field. The researcher aimed to validate the findings and ensure their credibility by involving these individuals. This verification process played a crucial role in establishing the results' trustworthiness. Researchers have engaged in discussions with numerous English language practitioners, further enhancing their understanding of the subject.

Figure 2. Tense and aspect found in the Movie Script



Discussion

The analytical content of this movie has been derived from two scholarly investigations. This essay explores the intricate realm of conversational implicature and the deliberate violation of maxims, as shown in the same movie. In a recent empirical investigation, scholars explored the intricate domain of conversational implicature, particularly emphasising the phenomenon of flouting maxims. Through a comprehensive analysis of a well-acclaimed movie, the researchers aimed to ascertain the prevailing maxim that was repeatedly violated throughout the narrative. This inquiry illuminates the complex dynamics of communication and the nuanced methods through which meaning is transferred, extending beyond the literal understanding of language. The study used the theoretical framework proposed by Grice and adopted a qualitative descriptive methodology.

The research revealed that the prevalence of generalised implicature outweighed that of particularised implicature throughout the movie. Furthermore, it was noted that the maxim of manner was the maxim that was most frequently contravened throughout the movie. The findings of this study illuminate the utilisation of implicature within the context of cinema, offering significant contributions to our understanding of prevailing communication patterns, this occurs also in speech script (Rosyidah, 2020; Wahid & Afkar, 2023; Wu, 2022). Within the communication domain, it is frequent for those who speak to assume that their audience would get the intended significance without necessitating additional elucidations.

This phenomenon suggests the presence of an implicit anticipation for reciprocal comprehension among the individuals engaged in a dialogue. Moreover, it is important to acknowledge that violating conversational maxims might occur due to vague or ambiguous explanations. When a speaker cannot offer a lucid and concise elucidation, it might result in

transgressions of the conversational conventions that regulate efficient communication. These infractions can show in several manners, including suppressing information, presenting contradicting assertions, or employing language open to multiple interpretations. In conclusion, comprehending information without explicit elucidation and violating conversational maxims due to ambiguous explanations are two captivating facets of communication that provide insights into the intricacies of human connection (Immanuel & Ningsih, 2023; Musa et al. 2022).

In the second study, researchers have delved into the fascinating world of the movie to explore how conversational maxims are violated. The study draws upon Grice's theory to shed light on the various instances where these maxims are disregarded within the movie's dialogue. By analysing these violations, the researchers hope better to understand the communication dynamics in this highly acclaimed movie. In a recent study, researchers discovered that the main character exhibited violations of various conversational maxims in a particular context. The character violated the maxims of quantity, quality, relation, and manners in 40% of instances, breaching the cooperative principle and causing confusion about the speaker's intended meanings. This unique study examines the tense and aspect distinctions in the movie script of this critically acclaimed movie. Unlike previous studies that may have overlooked these linguistic elements. Language fundamentals like tense and aspect shape how events are described and understood. They describe when and how an action happens. The study collected data using record-keeping content analysis and qualitative descriptive methods by examining tense. These methods are used to learn and comprehend the topic. Researcher can gather useful data for the study by using these methods. Data was analysed using the Miles and Huberman dynamic model.

This study found nine tense and aspect permutations. With 35 occurrences, the present progressive tense was the most common. The study found twelve tense and aspect permutations, nine of which were in use. These findings illuminate the complexity and variety of language usage for different tenses and aspects (Dewi & Ariyaningsih, 2023). Grammar relies on verb tenses to convey timing (Tilahun et al., 2022). Many people speak English with three main verb tenses: present, past, and future (Torrengo, 2018). Expressing actions and events in different time frames requires these tenses (Rahayu, 2020). Understanding these verb tenses is crucial for English communication and accuracy. Verb tenses are further divided into simple, progressive, perfect, and perfect progressive. These characteristics describe each tense. Simple is the simplest verb tense. It describes simple events without details. Example: "I walk to school every day" uses the simple present tense to indicate habit. However, the progressive aspect adds a sense of Tense, which is essential in English for expressing different time frames and durations of actions. Twelve forms are needed to address the tense aspect. This collection features a wide range of tenses, from the simplest to the most complex: present, past, future, progressive, perfect, past perfect, progressive perfect, and present perfect. Each format conveys an action or event's meaning and duration. Understanding and using these live forms lets one speak English.

Different tenses in English allow us to express different time frames and actions. Each aspect conveys an event's timing and nature differently. Because these nine tenses are used often. The verb tense shows when an action, event, or state occurred. The main tenses are present, past, and future. "I wish I knew." implies a complex, tense-time relationship. The past tense is used for "knew" even though its temporal reference is not in the past. Multiple tenses maintain complexity. Some say English has no future tense. Despite popular belief, English verbs do not inflect for the future. "run" is unstressed in "I run" and "I will run," even "I will run." However, "will" and "shall" indicate future events. Some linguists think these sentences are modal auxiliary verbs expressing purpose or duty, not future events. Verbs express temporal action using aspect, a grammatical concept. Temporal aspects lack completeness due to imperfection. Like "He engaged in the act of reading" or "He habitually engaged in the act of reading / He was actively engaged in the act of reading." The first is perfective, and the second is imperfective.

English has progressive and non-progressive verbs instead of perfective and imperfective. The progressive verbs "I was living" and "I have been living" indicate ongoing action. are wrong to assume I read before. This implies that habitual means habitual category. This movie uses

37 words. This analysis shows that the movie incorporates historical traditions and behaviours. Habitual or sequential actions are indicated by the simple past tense with modal auxiliaries like "next," "then," or "afterwards." Past events are described with auxiliary verbs. Present tense statements appear 33 times in the movie. Lack of current events. The image shows the present simple tense. Daily interactions use the simple present tense due to its temporal flexibility and simplicity. The present progressive tense has 35 statements. This shows that the movie addresses current issues in depth, which was its goal. Figure 1 shows that the movie's protagonist discussed current events, such as "She is engaged in composing a research paper while aboard a bus." The event under discussion is happening. Six key future statements are in this movie. This means the movie rarely covers the future. Figure 1, entry three, simple future, subpoint five: "I will return in three days." The protagonist explains a past event and wishes for its recurrence using a basic future framework. Remember, this is a future event. It emphasises that the statement can be present tense while referring to a previous or future plan. This movie has three progressive remarks. Current historical events are absent from the movie. Only repeated activities can be described in the past progress.

The movie uses three present perfect utterances. Because the movie did not focus on the past, the present progressive was rarely used. A speech is nearly perfect. The movie seems to have missed an earlier event. Ordinarily, the past perfect tense is rarely used. Two statements are future perfect. Figure 1's ninth item under point two, "I would have asked him..." provides the data. First, "are aware that Waigong would have desired to progress and find happiness in his life." This movie describes an upcoming event. Figure 1 shows two perfect progressive utterances, one of which is eight. The present perfect progressive statement begins, "Shaun, have been friends for 10 years, all right?" I have held my ground most of my life. The two expressions describe a past activity that continues. None of the progressive tenses future, future perfect, or past are used in this movie. This research shows that the movie does not cover these historical events. Instead, it briefly discusses future topics. Rarely are the three tense-aspect forms used. Many simple past-tense utterances support this.

Additionally, tense and aspect are closely related. Tense, like aspect, cannot exist independently. Researchers discovered movie tension and aspects intriguingly in a recent study. This groundbreaking research identified nine tension and aspect categories, illuminating the complexities of movie storytelling. Recent statistical analysis found 35 simple past tense utterances. This shows how common and used this grammatical structure is in communication. The simple past tense conveys information and thoughts by indicating past actions or events. Researchers can learn about people's everyday language choices by studying their frequency and patterns. Historical events and the movie's narrative structure are closely related.

The most common verb tenses in English are present progressive and simple past. It occurs 35 times. The movie's ability to depict historical and contemporary events is shown here. movie language learning requires grammar, and many people struggle with tense and aspect. Movies are a novel way to improve these language skills (Zheng et al., 2023). Movies can help people learn and use grammar, especially tense and aspect. Movies immerse in different stories and scenarios, letting us experience different emotions and perspectives. Using a movie to improve student learning language often struggles with tenses and aspects (Oktaviani, 2021). This fun and interactive resource helps students understand tense and aspects. Students can improve their understanding of these fundamental concepts with the movie. A recent study shows that watching high-quality movies can entertainingly improve English skills. This study suggests that language learners may benefit from movie-watching. Movies can help people learn English in a fun way. In educational resources, movies have long been used to enhance learning. With their ability to captivate and engage audiences, movies can visually communicate complex ideas. Movies can help students understand tense and aspect. Tense and aspect are fundamental grammar concepts that challenge language learners. Understand how actions are situated in time and viewed differently. While textbooks and lectures can provide a solid foundation, multimedia resources like movies can create an immersive learning experience.

CONCLUSION

After conducting a thorough data analysis, several key conclusions can be drawn. A recent study has revealed that there are a total of nine tense aspects commonly used in language. These aspects include the simple present tense, which was found to have been used in 33 utterances. The simple past tense was also quite prevalent, with 35 utterances recorded. The simple future tense was also used in six utterances, indicating a lesser frequency than the other tenses. On the other hand, the present progressive tense was found to have been used in 35 utterances, making it quite common in the language. There were fewer uses of the past progressive, present perfect, and future perfect tenses than the other tenses (three, two, and two, respectively). Finally, two statements were found to use the present perfect progressive tense. These findings shed light on the distribution and frequency of different tense aspects in language usage. In light of the previous explanation, it can be inferred by the researcher that the most commonly used tense aspect in the data is the simple past, which appears in 37 utterances. The movie's narrative aligns with this statement, referencing various historical events. The present progressive tense, along with the past tense, is one of the most commonly used tenses in the English language. It appears 35 times, making it a highly frequent tense. The movie not only showcased a plethora of past events but also effectively portrayed numerous current events.

The researcher of the study has offered significant insights and recommendations derived from the findings, which can be of great value to future researchers, students, and teachers. These recommendations are based on the findings of the research. A recent study aims to improve students' understanding of grammar by emphasizing tense and aspect. The study intends to provide students with an engaging and effective way to enhance their grasp of grammar concepts by incorporating this movie script into their teaching methods. The researcher highlighted the potential benefits of incorporating movie scripts into grammar lessons for teachers in a recent study. According to the findings, movie scripts can be a valuable resource for educators in improving students' comprehension of tense and aspect. Teachers can provide students with engaging and relatable content beyond traditional grammar exercises by incorporating movie scripts into lessons. According to the study, movie scripts offer a unique opportunity to expose learners to authentic language usage in a contextualized setting. According to the researcher, movie scripts can be especially helpful in helping students understand the complexities of tense and aspect. By analyzing scripts' dialogue and narrative structure, learners can better understand how these grammatical concepts are applied in real-life situations. According to the study's findings, movie scripts can be helpful for teachers looking to create dynamic and interactive learning experiences. Educators can create a more engaging and immersive environment for their students by incorporating this resource into their lessons. Furthermore, the researcher believes movie scripts can help students improve their listening and speaking abilities. Students can enhance their ability to comprehend and produce grammatically correct sentences by listening to and practicing script dialogue. Overall, the study emphasizes the value of movie scripts as a resource for teachers looking to improve their grammar lessons. Educators can provide students with a one-of-a-kind learning experience by incorporating this medium into their teaching practices. The researcher of the current study expresses a desire for it to serve as a valuable resource for future scholars interested in exploring the same subject matter to contribute to the academic community. The researcher hopes to provide a foundation for future research by sharing their findings and insights, fostering a deeper understanding of the topic.

CONFLICTS OF INTEREST

The authors declare that there is no conflict of interest regarding the publication of this paper.

AUTHOR CONTRIBUTIONS

Rakhmyta, Y.A.: Conceptualization (lead), methodology (lead), writing – original draft (lead), review (lead), editing (lead), securing funding. **Rusmiati, R.:** writing – original draft (supporting), review (supporting), editing (supporting),

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