



Harry Potter and the Chamber of Secrets: How well does this film teach English tenses?

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Abstract

English tenses are always considered a crucial yet problematic grammar topic. Therefore, every English teacher is highly recommended to employ teaching strategies in their classes. One of the suggested alternatives to teach English tenses is by watching popular films like *Harry Potter*. The objective of this study was to find out the efficacy of *Harry Potter and the Chamber of Secrets* film as an instructional tool for English tenses. To complete the aim, a quasi-experimental study design was employed. This study involved students in grades VIII D and VIII E of MTs Ma'arif NU 1 Cilongok, Banyumas, Indonesia. There were 36 students in the experimental class and 32 students in the control class. Pre- and post-tests were used to gather the data. IBM SPSS Statistics 20 was then utilized for examining the data obtained. The outcome indicates the effectiveness of the film since the table's Sig. (2-tailed) value is less than the significance level ($0.01 < 0.05$). Additionally, the t-value ($3.321 > 1.997$) is greater than the t-table. Thus, *Harry Potter and the Chamber of Secrets* film is an effective English tense teaching alternative.

INTRODUCTION

In learning English, there are three different sub-skills that must be studied by English learners called grammar, vocabulary, and pronunciation. The first element is commonly considered an important yet problematic sub-skill for the students. Grammar in the English language is frequently regarded as a vital element (Ameliani, 2019; Aniuranti et al., 2023, 2025; Aniuranti &

Rizkina, 2019; Effendi et al., 2017; Hos & Kekec, 2015; Ly, 2020; Nawira et al., 2019; Saengboon et al., 2022; Yuliyanto & Fitriyati, 2021; Yusnitasari & Suwartono, 2020). Furthermore, Unsiah et al. (2016) mention that the cornerstone of linguistic proficiency is mastering grammar. Habiburrahman et al. (2025) also argue that inaccurate grammar can render messages unclear, which can cause miscommunications and misunderstandings. Damis et al. (2024) add that learners must be skilled at employing the appropriate tense forms in their sentences since grammar is essential to creating precise statements. Simply put, grammar is a crucial part of English, and learning it may boost learners' capacity to communicate.

English grammar has numerous different topics including tenses. According to Musdalifah (2019), the word "tense" describes a verb form or set of verb forms used to express a temporal association. English tenses can reveal if a state, activity, or action is occurring. In practice, the term "tense" only ever refers to grammatical form. A verb's tense—present (he speaks), past (he spoke), or future (he will speak)—indicates the moment of the action or the state of being. According to Salaberry & Shirai (2002), tenses are a deictic category that situates a circumstance in relation to another time, typically a speaking moment.

The importance of English tenses is undeniable, yet mastering it is troublesome for most of the students. According to Toni (2025), many students in high schools find it difficult to master tenses. Students struggle to comprehend and correctly apply tenses due to the intricacy of English verb forms, the distinctions between Indonesian and English grammatical structures, and the abstract nature of time representation. One of the two or three hardest topics for English language learners to comprehend is how to use verb forms (Cowan in Rahman & Ali, 2015). Many students in Indonesia struggle to understand and use English tenses and aspects correctly (Damis et al. 2024). According to typology, Indonesian is tenseless, while English is a tense language (Damis et al. 2024; Listia & Febriyanti, 2020). Accordingly, the majority of Indonesian students struggle to comprehend and use English tenses and aspects correctly (Listia & Febriyanti, 2020). In short, learning English tenses is commonly challenging for Indonesian learners because Indonesian language does not have any tense rules or tenseless.

One of suggested teaching strategies to overcome tenses problem is employing English films. According to Ruusunen (2011), watching films allows students to assess the appropriateness of language use and nonverbal behaviour. Moreover, the students can comprehend the grammatical patterns from it. Teachers can utilise dialogues to introduce pupils to English tenses and other functions and structures. According to Aquariza (2016), dialogue lines with different tenses can serve as examples. HS & Mufliah (2020) add that teachers can demonstrate proper sentence usage and tenses by showing students films with English subtitles. Additionally, the actual action of the sentences is visible to the students.

In this study, the researchers employed *Harry Potter and the Chamber of Secrets* due several reasons. First, this film is a globally recognized film, so we assume that the students know the film already. Second, there are a lot of various tenses used in the film. Third, the majority of the analysis of the movie came from the perspectives of linguistics, literature, or translation. Therefore, by offering an analysis of this film from an educational perspective, this study can fill the gap. Further, the findings of this study may offer alternatives for teaching English tenses and can serve as a basis for future pertinent research. Usmany (2022) analysed the translation technique and procedure used in this film, and identified several translation types, including communicative, idiomatic, free, faithful, and word-for-word translation. Rusman & Widodo (2018) then explored the grammatical shift in translating the novel. The translation contains grammatical shifts in various percentages and quantities, such as word form shifts, level shifts, class shifts, and unit shifts. Furthermore, Aniuranti & Suwartono (2020) discussed the use of this film to teach the pronunciation of English allomorphs. In conclusion, this study differs to the previous studies because the objective of this study was to find out the efficacy of the film or to answer the question "Does *Harry Potter and the Chamber of Secrets* film affect students' tenses mastery?".

RESEARCH METHODOLOGY

In this research, the researcher employed a quantitative approach to find out the efficacy of *Harry Potter and the Chamber of Secrets*. According to Kothari (2004), quantitative approach is focused on the measurement of

quantity or amount. This approach can be categorized into inferential, experimental, and simulation approaches to research. Ahmad et al. (2019) point out that quantitative research produces actual facts and numerical data by applying methods from the natural sciences. It establishes a cause-and-effect relationship between two variables using mathematical, statistical, and computational methods. Kandel (2020) adds that the objective of quantitative research is to determine the link between an independent variable and a dependent or outcome variable in a population. This method involves analyzing the relationship between variables in order to test objective theories. These variables can then be measured, usually with instruments, allowing numbered data to be examined using statistical techniques and/or phenomenon-related hypotheses. In summary, quantitative approach generally uses numerical data and analysis.

The type of method in quantitative approach used was a quasi-experimental. According to Rogers & Révész (2019), researchers typically employ experimental or quasi-experimental study approaches to determine whether there is a causal relationship between the treatment and the outcome. Hardani et al. (2020) explain that quasi-experimental design is a development of true experimental method because conducting true experimental is commonly challenging. Despite having several control groups, this design is unable to completely control outside factors that affect how the experiment is carried out.

The participants of this study were grade VIII of MTs Ma'arif NU 1 Cilongok. This school was picked because the initial author did his teaching practice there, and he found it challenging to teach English, particularly tenses. In order to perform this experimental study, the team talked about this issue with the English teacher. VIII D and VII E were selected by the team. There were 36 pupils in grade VIID and 32 students in grade VIII E. The English teacher recommended these two classes because they were thought to be equally capable. The pre-test findings confirmed this notion. The experimental class's average score was 31.61. The control group, meanwhile, received 29.31.

Based on the syllabus, there was several grammar topics taught in the seven grade such as Present Tense, Past Tense, and Future Tense. These three

tenses became the focus of this study. Then, the data collected through tests consisted of pre and post-test. The 45 multiple-choice questions on the English tenses test were modified from Azar (2003). Fifteen questions were used to evaluate each English tense that was mentioned. The test items were set up to evaluate question, affirmative, and negative statements. By developing a blueprint and taking into account multiple-choice item test theories and arrangement, the initial author modified the test items. They were then verified and examined by the other writers.

IBM SPSS Statistics 20 was used to analyse the data in this study. The t-value, significance, normality, and homogeneity are all examined with this program. Each of these stages was carried out to examine the film's effectiveness.

RESEARCH FINDINGS AND DISCUSSION

Findings

Three distinct tenses—Present Simple, Past Simple, and Future Simple—were taught in this study using the Harry Potter movie as a guide. The researchers used the dialogue from multiple scenes in the experimental class. After seeing the entire movie, the researchers studied the screenplay and picked out a few lines that included the intended tenses. To ensure that pupils understood the context, we also took into account how clear the dialogues were. The example is as follows:

Location: Hogwarts – Quidditch pitch – daytime

Wood : I _____ (1) the summer devising a whole new Quidditch program. We are gonna train earlier, harder, and longer. What- I don 't believe it! Where do you think you 're goin', Flint?

Marcus Flint : Quidditch practice.

Wood : I _____ (2) the pitch for Gryffindor today.

Marcus Flint : Easy, Wood. I've got a note.

Ron : Uh-oh. I smell trouble.

Wood : "I, Professor Severus Snape, do hereby give the Slytherin team permission to practice today, owing to the need to train their new Seeker." You've got a new Seeker. Who?

Harry : Malfoy?

Draco : That's right. And that's not all that new this year.

Ron : Those are Nimbus Two Thousand and Ones! How ____ you _____ (3) those?

Marcus Flint : A gift from Draco's father.

Draco : You see Weasley, unlike some, my father can afford the best.

Hermione : At least no one on the Gryffindor team had to buy their way in. They _____ (4) it on pure talent.

Draco : No one _____ (5) your opinion, you filthy little Mudblood!

Ron : You'll pay for that one, Malfoy. Eat slugs!

Others : Ha, ha, ha!

Draco : Ha, ha!

The pupils were instructed to fill in the dialogue's blanks while they watched the scene. Following the discussion of the responses, the instructor went over the tenses using the script. The teacher guided the class in comprehending the context and meaning of every sentence. The teacher then provided other pertinent examples to aid the students in comprehending the functions and coming to their own conclusion about the formula.

Meanwhile the students in control class were taught using traditional ways. The teacher directly explained the function and formula of each tense, then gave the exercises. In total, the team needed five meetings to complete the research. In the first meeting, the students in both classes did the pre-test. In the second to the fourth meeting, the tenses were taught. Then, in the sixth meeting, the students were asked to complete the post test. Here are the examples of the test items:

1. I _____ a package in the mail last night.
 - a. do not get
 - b. does not get
 - c. did not get
 - d. was not got
2. Tiara _____ a new car three days ago.
 - a. buy

- b. buys
- c. bought
- d. is buying

After the data was collected, the researchers analyzed the data using IBM Statistic SPSS 20. The first calculation is the test of Homogeneity of Variance between both classes. Table. 1 showed the result of homogeneity test.

Table 1. Homogeneity of Variance Test

		Levene Statistic	df1	df2	Sig.
Student Learning Outcomes	Based on Mean	.582	1	66	.448
	Based on Median	.484	1	66	.489
	Based on Median and with adjusted df	.484	1	65.79 5	.489
	Based on trimmed mean	.506	1	66	.479

The table reveals that the significance of the data distribution of this research is 0.448, and it is higher than 0.05. It means that the data distribution of post-test from experimental and control group is homogeneous. The next is about normality test as shown in Table 2.

Table 2. One-Sample Kolmogorov-Smirnov Test Table

		Unstandardized residual
N		68
Normal Parameters ^{a,b}	Mean	DE-7
	Std. Deviation	18.44120093
Most Extreme Differences	Absolute	.131
	Positive	.131
	Negative	-.094
Kolmogorov-Smirnov Z		1.076
Asymp. Sig. (2-tailed)		.197

The table above shows that the significance of normality of data distribution from experimental and control group is 0.197 > 0.05. Meanwhile, the data can be said normal if the significance value is higher than 0.05. Therefore, the distribution of data in this research is normal. Furthermore, here is the class statistic of the data research.

Table 3. Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
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Student Learning Outcomes	Post-Test Experimental Class	36	45.33	19.417	3.236
	Post-Test Control Class	32	30.34	17.588	3.109

From the group statistics, it can be seen that the experimental class once again obtains higher mean score ($M = 45.33$, $SD = 19.417$) than control group ($M = 30.34$, $SD = 17.588$). Because of the low pre-test result, the means remained low. Improving the score in such a short period of time was not simple. As a result, further study can be carried out over a longer time frame.

Table 4. Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Student Learning Outcome	Equal variances assumed	.582	.448	3.321	66	.001	14.990	4.514	5.977	24.003
	Equal variances not assumed			3.340	65.972	.001	14.990	4.488	6.030	23.950

The use of Harry Potter and The Chamber of Secrets Film to teach Tenses can be said effective if the significance of t_1 is lower than 0.05. From the table above, significance of t_0 is $0.448 > 0.05$. Then, the significance of t_1 is $0.01 < 0.05$. Since the Sig. (2-tailed) value in this table is lower than the level of significance ($0.01 < 0.05$), it can be concluded that there is a significant difference between both of class experimental and control class. Because of the significance of t_1 is lower than 0.05, it means that the use of Harry Potter and The Chamber of Secrets Film to teach English Tenses is effective.

Discussion

The finding demonstrates that the film can be applied as an effective strategy to teach English tenses. Students' grammar understanding can be enhanced because the film introduced more real-life languages and provided

more opportunities for students to learn from natural English. The students were encouraged to learn about how or when to use the tenses correctly. In the films, various complete utterances using English tenses are also studied in this paper. This finding is in line with some previous studies. HS & Muflihah (2020) argue that teachers can demonstrate proper sentence usage and tenses by showing students films with English subtitles. Additionally, the actual action of the sentences is visible to the students. Pabayo et al. (2022) also point out that pupils' comprehension of the information and content is possible to be boosted by multimedia instruction that includes animated films. Films provide students with real-world language exposure in EFL lessons (Brown, 2010; Goctu, 2017; Ruusunen, 2011). Furthermore, Ruusunen (2011) contends that students might use film viewing to assess the appropriateness of language use and nonverbal behavior. He added that tense is a component of grammar and that pupils can learn the grammatical structures from it. Thus, using English films is proven to be effective in boosting students' tenses understanding.

The implementation of film is also ascertained to bring a pleasant atmosphere. An enjoyable teaching process is believed to support the achievement of learning objectives. When the students feel delighted, they tend to be more participative during the class. A fun learning environment for vocabulary and grammar is offered by films (Kusumaningrum, 2016). HS & Muflihah (2020) also argue that an engaging and amusing teaching tool for teaching English is a movie. It provides different kinds of events, storylines, and scenarios. Abbe in Alluri (2018) asserts that implementing audio-visual techniques gains interest in learning and instruction beyond what is possible with traditional approaches alone. He argues that watching films can help students acquire grammar principles more quickly than attending traditional grammar classes. Goctu (2017) states that movies bring enjoyment and engagement to language classes by presenting aspects of real life and actual everyday discussions. In summary, providing enjoyable learning media like films can create a comfortable learning process, encouraging the improvement of students' skills or comprehension of the topics taught. The students can be more participative in fun learning situation rather than tense and boring ones.

In addition, the dialogues of the films provide more contextual usage of tenses, so it can be understood easily. The scenes and dialogues used in the film display the situation in using English tenses, and this is presumed to be

useful in assisting the students to comprehend the tenses taught. If students are not given the opportunity to explore grammar in context, it will be challenging for learners to figure out how and why different forms exist to express diverse communicative meanings (Nunan, 1998). Context-based grammar training boosts pupils' competency to apply English structures properly in language skills (Mart, 2013). This indicates that contextual grammar instruction is thought to be successful, and movie speech offers helpful context. According to Aquariza (2016), dialogues can be applied as more contextual grammar teaching media. In summary, the film is possible to create more contextual teaching practice that benefits the students in mastering the material taught.

CONCLUSION AND SUGGESTION

Following its use by the experimental class, the Harry Potter movie had a significant impact, whereas the control group employed the traditional method. According to the findings of the pre- and post-tests conducted using SPSS, the film demonstrated statistically significant efficacy in teaching the Present Tense, Past Tense, and Future Tense of English. The result significance of t_0 is $0.448 > 0.05$. Then, the significance of t_1 is $0.01 < 0.05$. Using entertaining media, such as films, is a good way to help children understand difficult subjects like tenses/grammar.

Despite the film's shown effectiveness as a teaching tool, both groups' post-test scores remained low. The low pre-test scores led the researchers to assume that It's difficult to significantly raise the score in such a short period of time. As a result, researchers and English teachers may decide to carry out a longer-term study. In order to solve students' tenses issues, action research can be conducted or the movie can be used to teach other tenses and grammar concepts. The effectiveness of other English-language films can also be investigated.

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