



## How Mr. Bean Film Influence Student's Engagement in Learning Tenses

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**Abstract.** This research concentrates to analyze student's engagement in learning English in online environment amid Covid 19. Mr. Bean film used in this study to help students understand English tenses for EFL classroom. A random choice of English subject was made with 21 students from Technique Information of Computer Science faculty at Universitas Al Asyariah Mandar Indonesia. The English tenses content and language level difficulty based on a Mr. Bean film was chosen in teaching were: simple present tense, present continuous, Present perfect, past simple. They looked at the Mr. Bean film, analyze the tenses, re write the tenses in sentences then create their own tenses. After the film, the participants replied to material understanding and questions by retelling on their video. The collected data were subject to descriptive qualitative. The findings showed that Mr. Bean film have a positive effect on English understanding of tenses content. It can be argued that the participants better understand the English tenses with film. In addition, it is found in this study student's engagement increase and they were motivated to learn English tenses. The teacher's pedagogy is to use a certain Mr. Bean film to enhance the student's motivation, engagement and help to be easier to understanding tenses.

**Keywords:** *Mr. Bean Film, EFL, Tenses and Engagement*

### Introduction

Education as transformation has transformed methods of learning and teaching, making them more entertaining and productive and YouTube has recently received much attention from scholars and instructors as an instructional tool. Hameed, P. F. M. (2016). The new internet-based language learning modes have long been described as dependable sources. The rise of the internet gave scholars the opportunity to learn the language through fun and fun activities. According to Halic et al., (2010); (Deng & Yuen, 2010); Hameed (2016); Albahlal (2019) YouTube is an online education platform that makes it easy for students to keep content and push them to learn by means of videos, film and images can improve student's language skills. The challenges face relating to instructors, strategy and facilities most of English teachers are still repetitive in teaching English; instead of teaching materials they give too much attention to the topic of what they teach. It needs media to support its technology and YouTube can teach skills, improve teaching perform, great extent and effective in EFL Classes, Roza, V. (2021); Szeto, E., & Cheng, A. Y. N. (2014) and Adhikari, Y. N. (2021). The role of technology feature (including YouTube) in learning

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process is not only as a medium in classroom (Apriani, 2016; Apriani and Hidayah, 2019; Apriani et.al, 2020; Sanjaya et.al, 2020; Gusmuliana et.al, 2020); Apriani et.al, 2021) but more than that; using this tool can aid teachers in shaping and molding their students' personalities. (kendiani, et.al, 2021; Apriani, et.al, 2019; Fathurrochman, I., & Apriani, E, 2017).

The importance of technology as a tool to aid teachers in facilitating their students' language acquisition has grown as more teachers realize the benefits of incorporating current pedagogy into the classroom. High and low academic success can be impacted by a variety of elements, including motivation, mood, learning techniques, environment, social support, and intellect, physical condition, and lecturer teaching approaches (Meilinda, et.al, 2021). Using technology in the classroom is a necessary for today's language teachers who want to keep their students interested and engaged. Ahmadi (2018); Borthwick and Brett (2014); have shown that the efficient application of new technology enhances language learning skills for learners. As a result of technological advancements like the World Wide Web and collaborative software, instructors now have more ways than ever to disseminate information, interact with students from all over the world, and organize and assess student performance in their courses.

Short film study looks at how movies can be used in EFL classrooms. It demonstrates a student's abilities in relation to listening and speaking, use movies as a great source of variety in EFL teaching. Previous studies has shown YouTube's efficiency in learning and teaching EFL. According to the latest collaborative and social networking in education trends, YouTube has great potential as an educational-technology tool in the performing arts, with the ability to enhance language, motivation, teaching, and the ease with which lessons are recalled (DeWitt et al., 2013; Guan, Song, & Li 2018; Selvi, Tulgar, Senturk, Topcu, & Ozer, 2019). Other findings demonstrate by using YouTube-film based as media in teaching, Hariyono, T. C. (2020), Arianti, A. (2019); Otchie, W. O., Pedaste, M., Bardone, E., & Chounta, I. A. (2020); Moghavvemi, S., Sulaiman, A., Jaafar, N. I., & Kasem, N. (2018) and Almurashi, W. A. (2016). The Internet and YouTube are wonderful potential resources for language acquisition. In addition, students more fun to expressed great ideas and also YouTube in the EFL classroom it is possible to improve the capacity to speak, listen and pronounce via YouTube; both in and outside the classroom. This suggests that short films can get kids to think critically and increase memorizing skills for students. Short films also contribute to developing student English skills (writing, reading, listening, and speaking); students can not only watch the video and listen to it all, but they may also encourage students to discuss and share their ideas on the film, too.

This study believes that in people's everyday lives, technology plays a significant part and may be utilized efficiently for numerous elements of education. Traditional English classes can benefit from incorporating YouTube into their curriculum. It's also a great place to find resources online that may be used in the classroom.

However, while some research had a favourable opinion of technological integration, Saqlani and Mahmood (2013) were concerned that technology will be used in the teaching process. The issue was that teachers were unable to overcome the technical problems they faced when using new technology. Similarly, Cebi (2018) found that while teachers were optimistic about the potential benefits of incorporating technology into their lessons, they were concerned that a lack of training, resources, and knowledge could prevent them from doing so. Mahdi and Al- Dera(2013), as well as Tweed (2013) found that teachers' ages had little impact on their use of technology in the classroom. However, because this research was not conducted on a sizable population, its findings should not be applied broadly. Computers and intelligent boards should be made available to students, and teachers should be offered training and support in order to effectively integrate technology into their lessons.

This study sheds light on an innovative approach to English instruction and investigates the usefulness of the multimodal text included in many YouTube films as a

supplementary resource for English instruction in traditional classroom settings. Teachers and students at the computer science department were motivated to work together, cooperate, support one another, and take an interest in their lessons after viewing the Mr. Bean short film as a teaching and learning resource. In this study, we asked the following research question: How the Mr. Bean Movie Affects Tenses Learning in the Context of Covid 19.

## **Theoretical Framework**

### **Integration Technology in EFL classroom**

According to Adhikari, Y. N. (2021), the influence of ICT in promoting educational innovation stems from its ability to assist teachers and students in connecting and collaborating with each other. Utilizing technology in language learning seems to be an effective training strategy for enhancing comprehension of the complex learning process. The integration of ICT can facilitate the learning of English and enrich the learning experience. English teachers utilizing ICT have examined their colleagues' proficiency in ICT within the current infrastructure to enhance the instruction and acquisition of the English language. It is crucial to choose and apply the appropriate information and communication technology (ICT) tools at the right moments. Additionally, teachers should receive adequate training on the latest tools to efficiently manage both in-class and extracurricular activities. They should also supervise and evaluate students' online activities to measure their progress toward achieving learning goals. The perspectives of students regarding the utilization of diverse ICT devices and applications in the process of learning the English language can greatly influence the convictions of educators. The existing literature has observed that several elements have an impact on the overall technological integration, particularly in EFL classes. These factors encompass the widespread use of ICT as a tool for enhancing learning, the inclination of instructors to modify existing instructional approaches, the advantages for both teachers and students, and the resourcefulness of teachers. Studies by Al-Awidi & Aldhafeeri (2017), Li & Walsh (2010), Afshari et al. (2009), Al-Kafyulilo, Fisser, & Voogt (2015), Eickelmann (2011), Harvey & Hurworth (2006), and Li & Walsh (2010) show that policymakers and educators who prioritize continuous learning are more likely to incorporate technology into their lessons.

Some research has investigated the effect of use modern technology help the learning process in various subject, including EFL classroom. Henry (2008) and Egbert et al., (2002) stated that the teacher can be more comfortably with their topic by using the newest technological teaching methods. Technology as media support the teaching and learning in EFL classroom. According to Almalki, A. (2020); Khatoony, S., & Nezhadmehr, M. (2020); Hakim, B. (2020); Alghasab, M. B., Alfadley, A., & Aladwani, A. M. (2020); Chaaban, Y., & Ellili-Cherif, M. (2017) consistent beliefs about the importance of using technology as a learning tool in EFL classroom. In addition, Pital, (2020) and Adnanetal (2019) claimed that technology can boost the involvement of students. Lam (2000), showed that the potential of the technologies to offer a different way of presenting, motivating students and offering realistic resources are aspects that drive teachers to utilize technology. Now, Technology has advanced to the point that traditional methods of education no longer challenge either students or teachers to reach their full potential. Technology enhances and gives a new dimension to teaching and learning. It is the finest approach to develop language acquisition particularly at critical situations. The Teachers who utilize technology often have technology experienced technology teaching and have got help from their peers to obtain fresh ideas on CALL activity.

### **Film as ELT Materials**

One of the challenges to engage student's online environment, the language teachers must supply high-quality teaching materials which are engaging, intriguing and up-

to-date and at the same time a tool that ensures that students learn. Many studies are being conducted about the use of movies as language skills and improving student's foreign language skills, Goctu, R. (2017); Aliyev, A. (2017). Alluri, P. (2018) and Voller, P., & Widdows, S. (1993). Films capture the interest of students, and today's language is more naturally found in class texts. Films also provide visual context support that helps students grasp and develop their learning skills also its help to help students to master (improve language skills).

Hameed, P. F. M. (2016). Believe that one of the reasons why films motivate English teaching materials is: films give real and diverse use of language. Success in the language classroom is a motivating factor for students. An engaging and learner-centered setting will surely attract EFL students and lead to improved learning results. Films provide the chance for a complete immersion experience that cannot be duplicated in an EFL context. The film's audiovisual aspect is accompanied by the EI (Emotional Intelligence participation)'s in making language learning experiences holistic. The movie covers the dynamics of dialogue and this is a lacking situation in classroom teaching. Students are encouraged to simultaneously view visual aids such as facial expressions and gestures (body language). These visual hints help to understand the vocal message and at the same time create a focus.

Mr. Bean Film's helpful students for more understated English. Examples The movies provide dramatic English utilized in 'actual' settings outside the classroom. More specifically, films offer interactive language and that interactive language is the true language of conversation; the learners are familiar with it. The students are subject to the film's genuine expressions. It leverages and teaches the natural language flow. English students learn it as a second or foreign language, and most of them don't speak English. In such a circumstance, it is possibly only film and television that can give students this real-life language input.

### **When Mr. Bean enter EFL Classroom**

Patil (2020) notes that pedagogical shifts have been a problem for EFL teachers from the very beginning of the field to the present day. Numerous theories of language acquisition have been presented and many improvements have been made to the techniques of language instruction based on the learner's demands. Developing ELT materials like movie, video or film more helpful and easier to understand the study than printed materials, (Huang, Wu & Chen 2012); Kuhl, Scheiter, Gerjets, & Gemballa, (2011). Students must continue their home study via an online learning system. This is the best way to keep students learning amid this crisis. Jena (2020) says that online learning is an internet learning system.

As such, Pallof and Pratt in Gudea (2008) say, it's not always easy to teach online because it demands supervision and hard work. The conclusion here is that teachers need to prioritize online education in terms of time spent on instructional design, student assessment, and other related tasks. One of the alternate materials by using Mr. Bean film to aid students in learning English tenses to make English teaching and learning more relevant is to present in virtual classrooms unphysically by building a supportive and welcoming environment for students.

### **Materials and Method**

The study included second-semester students from the computer science faculty specializing in information methods. The individuals in question were EFL students, meaning they were not natural English speakers. They mostly used the Indonesian language and occasionally resorted to their mother tongue for communication during their daily activities, including English learning. Factors considered in the selection of these examples include the common challenge students have in learning tenses, as well as their strong familiarity and preference for the films featuring Mr. Bean and the use of Mr. Bean are intended for the

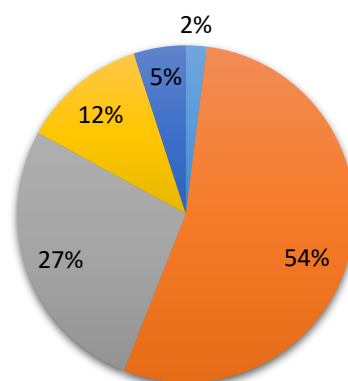
purpose of acquiring knowledge and comprehension of grammatical tenses. In order to answer the study issues, a quantitative research technique was chosen. Students agreed to take part in the survey on a voluntary basis, and their responses will remain anonymous. The quantitative technique is intended to determine and measure the link between the various factors, as is the purpose of the current study (Dornyei 2007). The study was conducted from March to June 2021. Students' motivation Questionnaires were provided online via Google Forms as this platform enabled the questionnaire to be quickly shared with students and shared with lecturer through a WhatsApp group of students. Prior to being disseminated to study participants, this questionnaire underwent testing and its validity and reliability were assessed using SPSS. Participants received a total of 20 responses. A correlation analysis was performed to assess the strength of the link between the variables (Pallant, 2011), using SPSS software version 25 to examine the data. The descriptive analysis was employed to obtain mean values. The criterion (Petta, et al, 2005) governs the spectrum of attitudes and talents that are determined. The researcher commenced the process of determining the measures of central tendency, variability, and frequency of answers by employing descriptive statistics. Moreover, the results of this test demonstrated the synchronized reactions of the participants. A Pearson correlation analysis was conducted to determine the association between the level of motivation exhibited by students and their English academic performance. The researcher employed the product moment correlation to test the null hypothesis concerning the association between two variables (X and Y).

## Results and Discussion

### Results

The finding elaborates the result of an instrument used in this study.

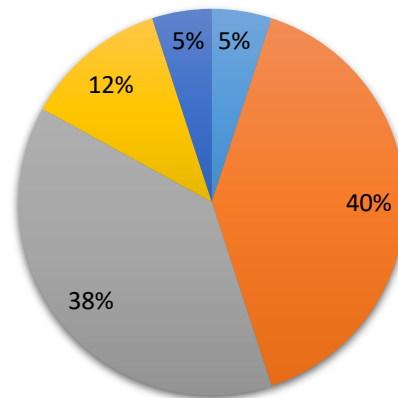
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**Figure 1.**  
Students' Interest in Online Learning

According to the statistics presented in figure 1, students' interest in learning has increased as a direct consequence of participating in online classes. During the online lesson, the students found it highly advantageous. Specifically, 2% strongly agreed, 54% agreed, 27% remained neutral, 12% disagreed, and 5% severely disagreed.

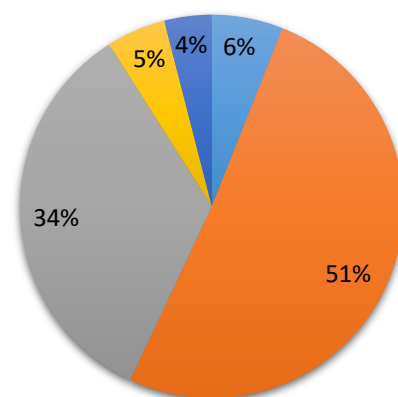
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**Figure 2.**  
Students' Psychological Motivation

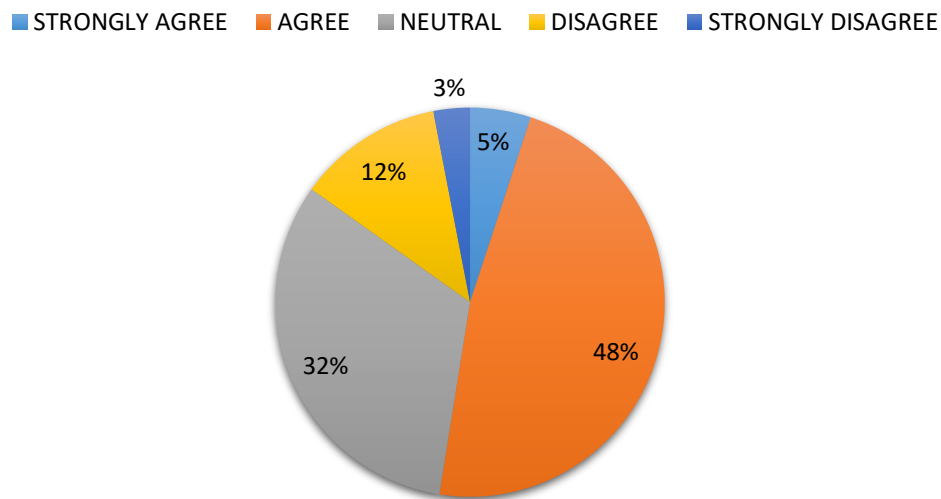
The majority of students (85%) have a positive perception of online classes, with 5% strongly agreeing, 40% agreeing, and 38% remaining neutral. Additionally, they are enthusiastic about the prospect of participating in online lessons and are satisfied with the online course.

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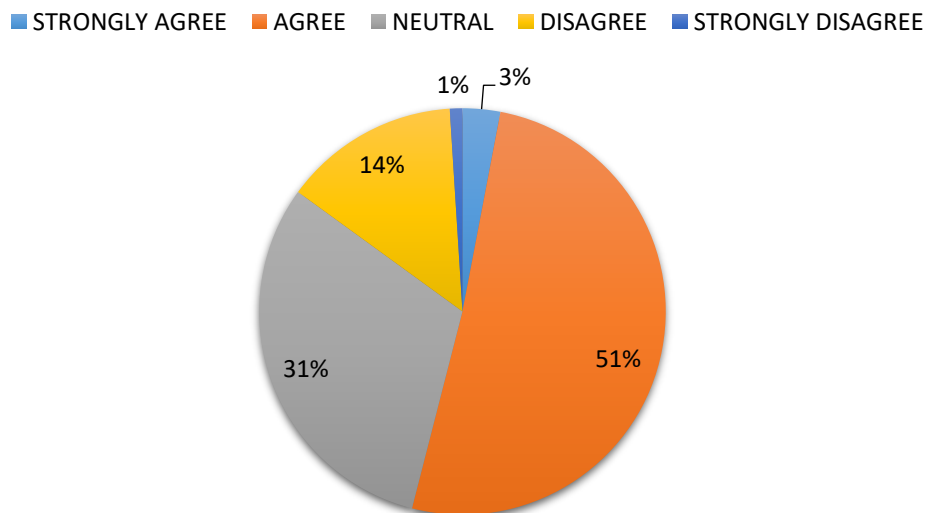
**Figure 3.**  
Students Peer Collaboration

Figure 3, The majority of students reported their active participation in collaborative efforts, wherein they worked together with fellow students to address challenging issues encountered in online projects or assignments. Their motivation for collaboration stemmed from a lack of comprehension of certain concepts taught in the online class, prompting them to seek assistance from their peers.



**Figure 4.**  
Students Community Support

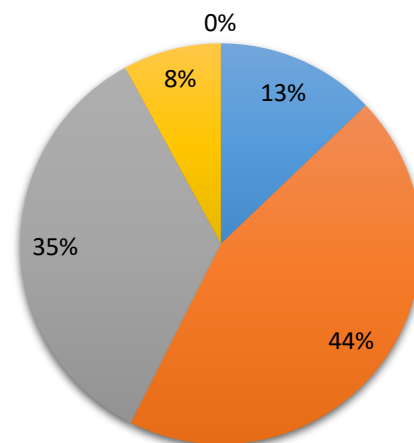
Figure 4, Community support: I experience a sense of affiliation with the students enrolled in my online courses. I regularly engage with fellow students in my virtual courses. I experience a strong sense of affiliation with the online class community.



**Figure 5.**  
Learning Management

Figure 5 depicted the process of managing learning. Students exhibit a favorable reaction to the questions, as I eliminate all disruptive environmental elements during online classes, amounting to a mere 3%. I independently review learning materials after completing 51% of the online lesson. I utilize online system answers to self-manage my learning, accounting for 31% of my overall approach. Additionally, when undertaking an online course, I allocate 14% of my time to devising a structured learning timetable.

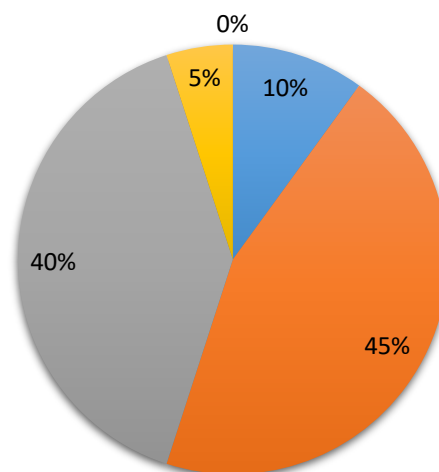
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**Figure 6.**  
Mr. Bean Improving English Skill

The English-language Mr. Bean film has a positive impact on enhancing your proficiency in the English language. Based on the results of the aforementioned questionnaire, it is evident that 13% of respondents strongly agree, 44% agree, 35% are indifferent, and 8% disagree with the notion that Mr. Bean films facilitate the acquisition of English language skills.

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**Figure 7.**  
Mr. Bean Motivates Students to Learn English Tenses

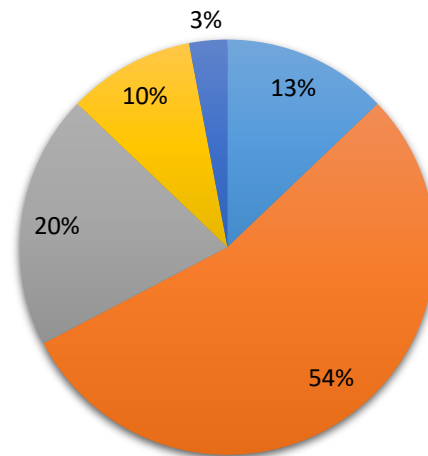
According to the findings of the questionnaire, the film featuring Mr. Bean can serve as a motivating factor for students to learn English, particularly in relation to verb tenses. The result of the questionnaire indicates this. 45% of them are in agreement, 40% of them are neutral, and 10% of them strongly agree.



Mr. Bean films can enhance students' comprehension of listening activities. The conclusion can be inferred from the questionnaire's outcome. 45% of them are in agreement, 45% of them are neutral, and 10% of them strongly agree.

The incorporation of movies or films in the English as a Foreign Language (EFL) classroom has the potential to reduce students' anxiety in both online and offline language learning. The result of the questionnaire indicates this. 45% of them are in agreement, 45% of them are neutral, and 10% of them strongly agree.

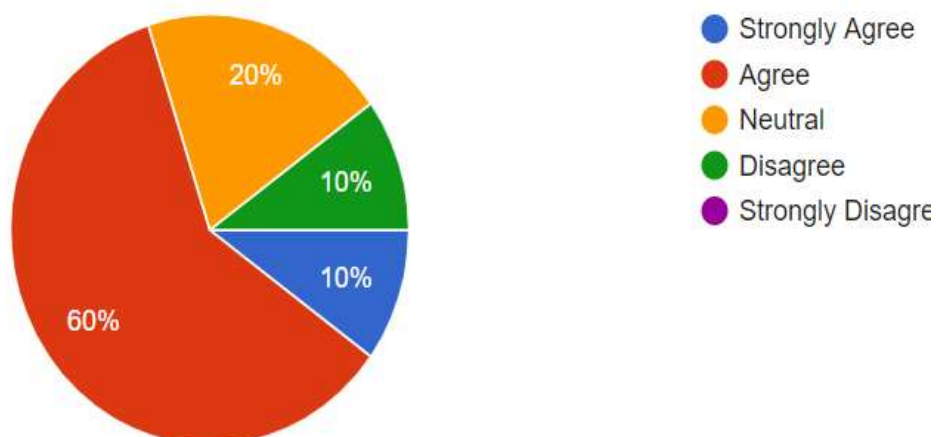
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**Figure 8.**

Mr. Bean can improve Students' Vocabulary Acquisition

Movies can enhance your vocabulary acquisition. The conclusion can be inferred from the questionnaire's outcome. 13% of respondents highly agree, 54% agree, 20% are indifferent, 10% disagree, and 3% strongly disagree.



**Figure 9.**

Mr. Bean can make Students' more Relax in Language Learning

Lastly, movies have the potential to enhance relaxation during the process of language acquisition. The result of the questionnaire indicates this. 60% of them agree, 20% are impartial, 10% disagree, and 10% strongly agree.

The result of the diagram above will be cleared deeply as follow:

**Table 1.**  
Students' learning motivation in the film Mr. Bean

<b>Statistics</b>		
Motivation		
N	Valid	21
	Missing	0
Mean		82,7143
Median		79,0000
Mode		79,00
Std. Deviation		12,70489
Range		42,00
Minimum		56,00
Maximum		98,00

According to the provided data, the average score (mean) for students' learning motivation in the film Mr. Bean is 82.71. The median value is 79.00, and the most frequently occurring value (mode) is 79. The standard deviation in this case is 12.704, which represents the variation from the average value. The range, which is the difference between the greatest and lowest values, is 42. The lowest score obtained is 56, while the maximum score obtained is 98, which is close to the ideal score of 100. The students' motivation to learn is influenced by the Mr. Bean film show. Despite lacking verbal communication, Bean effectively conveys messages through his body language. This approach is included into the learning process to provide stimuli that can impact students' learning outcomes. The impact of student learning outcomes can be observed in the subsequent table.

**Table 2.**  
Student learning outcomes

<b>Statistics</b>		
Learning Outcomes		
N	Valid	21
	Missing	0
Mean		84,6667
Median		81,0000
Mode		81,00 <sup>a</sup>
Std. Deviation		11,96383
Range		39,00
Minimum		60,00
Maximum		99,00

According to the provided table, it can be deduced that the average score (mean) of student learning outcomes in the Mr. film application is obtained. The value of Bean is 84.66, the median value is 81.00, and the dominating value (mode) is 81. The standard deviation in this case is 11.963, which is the measure of variation from the average value. The range, which is the difference between the greatest and lowest values, is 39. The lowest score received is 60, while the maximum score obtained is 99, just one point below the ideal score of 100. In order to reach a conclusion in this study, it is imperative to conduct tests utilizing inferential statistics. The outcomes of these tests are presented in the subsequent table.

Prerequisite analysis is conducted in inferential statistical analysis to assess the efficacy of the learning process implemented by subject teachers. This analysis specifically involves doing a Normality test.

The data collected from the pre- and post-tests about the learning outcomes was analyzed using a normality test. The Kolmogorov-Smirnov test was conducted using SPSS 22.0 for Windows with a significance level of 0.05. A normality test was performed to ascertain the distribution of the population under investigation, namely whether it followed a normal distribution or not. The hypothesis to be tested is

H<sub>0</sub>: Data comes from a normal population

H<sub>1</sub>: Data comes from an abnormal population

In inferential statistical analysis, normality test is carried out, for that we can see in table 3, which is as follows:

**Table 3.**

Normality test

<b>Tests of Normality</b>			
Kolmogorov-Smirnov <sup>a</sup>			
	Statistic	Df	Sig.
RES_1	,178	21	,081

The significant value obtained from the Kolmogorov-Smirnov test for normality of variance, as shown in table 3, is 0.081. Given that the significance value exceeds 0.05, we can conclude that the data follows a normal distribution. This indicates that the prerequisite examination for decision making has been satisfied.

In this study, decision making was conducted by a correlation test, which involved comparing the correlation coefficient with the value of r table. Further details may be found in the accompanying table. The hypothesis to be investigated using the correlation test in this study is as follows:

H<sub>0</sub> : There is no effect on the application of Mr. film. Bean

H<sub>1</sub> : There is an effect on the application of Mr. film. Bean

**Table 4.**

Correlation test

<b>Correlations</b>			
		Motivation	Learning outcomes
Motivation	Pearson Correlation	1	,999**
	Sig. (2-tailed)		,000
	N	21	21
Learning outcomes	Pearson Correlation	,999**	1
	Sig. (2-tailed)	,000	
	N	21	21

The correlation test yielded a correlation coefficient value of 0.999, with a significance value of 0.0001. To draw conclusions in this study, the researchers compared the obtained correlation coefficient with the critical value from the r table, which was 0.433. Put simply, the correlation coefficient exceeds the value of the r table. The study's findings

indicate that H1, which suggests the presence of an effect resulting from the administration of Mr. Bean, is accepted based on the comparison between 0.999 and 0.433.

**Table 5.**  
Product Moment Interpretation

The magnitude of "r" Product Moment	Interpretation
0,00 – 0,20	There is indeed a correlation between the X and Y variables, but the correlation is neglected (it is assumed that there is no correlation between X and Y variables).
0,20 – 0,40	Between variable X and variable Y there is Weak or low correlation
0,40 – 0,70	Between variable X and variable Y there is a moderate or sufficient correlation
0,70 – 0,90	Between variable X and variable Y there is a strong or high correlation

If  $r$  is close to (1), it means that the variable X has a strong and positive influence on the variable Y. This means that if the variable X increases, the variable Y will also follow: (1) If  $r$  is close to (-1) it means that the variable X has a strong and negative influence on the variable Y. This means that if the variable X increases, the variable Y decreases / decreases; (2) If  $r$  is close to (0) then X has less effect on the Y variable. This means that there is no correlation. To find out the magnitude of  $r$  or to determine the level of correlation (relationship) between variables, a benchmark for interpreting the value of  $r$  is used.

## Discussion

The correlation study reveals that the film Mr. Bean has a substantial impact on the learning outcomes of tenses in informatics engineering students. The correlation analysis computation reveals a positive value for the correlation coefficient " $r$ ", indicating a positive association and influence. Therefore, the alternative hypothesis H1, which asserts a correlation between the film Mr. Bean and the outcomes of studying English tenses in language courses, is deemed valid. The parameters for determining the relevance of the relationship between student engagement and students' English learning results are:

- If the significance  $> 0.05$ , then  $H_0$  is accepted.
- If the significance is  $< 0.05$ , then  $H_0$  is rejected.

The calculation reveals a correlation coefficient of 0.34 between Variable X and Variable Y. This indicates a moderate correlation between the two variables, as the product moment correlation index typically ranges from 0.40 to 0.70. Therefore, engagement has a significant impact on learning outcomes. The correlation coefficient between student involvement and students' English learning results is 0.34, which is statistically significant at a level of  $p < 0.005$ . Therefore, it can be inferred that there exists a substantial correlation between student engagement and learning outcomes in the subject of English.

The magnitude of the role of the film Mr. Bean on learning outcomes is influenced by several factors, namely:

1. Enthusiastic students in carrying out every series of learning activities in online courses using the Mr. film. Bean to improve understanding of tense.
2. Material tenses obtained from the film Mr. Bean not only shows sentences but is accompanied by actions or activities so that the description of the use of these

tenses can be applied in real life, so that students easily remember and know and understand the function of tenses in activities of daily life.

3. The use of Mr. short film. Bean adds insight on how to interact well, communicate by applying language functions in real life.
4. Development of English language competence by using the film Mr. Bean is shown in students' listening, interpreting, writing and speaking skills.

Aforementioned above were supported by some experts' assumptions. According to Slameto (2010), interest is a feeling of prefer-ability and connection to an item or activity that occurs without anybody asking. In this situation, the pleasure of paying attention to an activity motivates someone to be interested in it. Someone who is interested in anything will pay close attention to it since it piques his curiosity. What as stated by Slameto, it can be concluded that the first factor was related to the students interesting in watching Mr. Bean film in learning tenses. Besides that, Dasna (2015) stated that interactive learning is the interaction of students and educators, students and teachers, or students and media / learning materials. It means that the learning model also take a role of teaching and learning process. As what researchers found in second and third factors, it could be implied that the learning model by using Mr. Bean film made the students felt more comfortable in learning tenses.

Based on the result of the questionnaire, it can be revealed that Mr. Bean film influenced many aspect in influencing student's achievement. It is proven by the answers of the questionnaire. Most of student interest in online class because it can engage them to study and during online class the students felt they were extremely beneficial in a group. They also fell fun. It attempts to increase the student accomplishment index at university, one of which is learning motivation, are consistent with the findings of Budi's (2016) study, which found that motivation has a substantial impact on learning outcomes. In addition, most of the student's engage in collaboration, they collaborate with another student to solve their difficult problem on online projects or assignments, their motivation in collaboration when the students don't understand a concept taught in the online class, the students were asking for the assistance from other students. This condition fosters a sense of community support. They have the ability to engage with the students who are enrolled in their virtual courses. Consequently, students get a feeling of affiliation with the virtual class community. Through this online course, students have the ability to oversee their learning system and establish a structured study schedule. This state can foster greater autonomy in individuals. According to Miller (2016), there are both advantages and disadvantages associated with watching movies. The advantages encompass independent study for students, an opportunity for introverted individuals to hone their skills without social interaction, no cost associated with attending a class, and the promotion of colloquial language, pronunciation, and accents through movies. Moreover, the utilization of movies as a means of visualization enhances the effectiveness of learning for students (Silviyanti, 2014). Putu's (2015) research indicates that student motivation, learning media, mastery of teaching approaches, and parental support all exert significant influence.

Integrating social media can effectively enhance students' acquisition of English-language skills and elevate the overall quality of their learning experience. In a second language learning classroom, films serve as a highly effective instrument to actively include students in a range of activities (Goldstein & Driver, 2014). It is important to select and utilize appropriate ICT tools or social media platforms. Additionally, teachers should receive training on these new tools to effectively organize both in-class and out-of-class activities. They should also be equipped to guide and supervise students' online activities in order to assess their learning progress. Students' perceptions of the use of different social media tools and applications in learning English can have a favorable impact on pedagogical beliefs.

Mackey & Ho (2008) said that the information presented in the movies was highly accepted by learners during the learning process. Films, as one of the alternative media, motivate English teaching materials because films give real and diverse use of language. It provides the chance for a complete immersion experience that cannot be duplicated in an EFL context. The film's audiovisual aspect is accompanied by the EI (Emotional Intelligence) participation's in making language learning experiences holistic. The movie covers the dynamics of dialogue and this is a lacking situation in classroom teaching. Students are encouraged to simultaneously view visual aids such as facial expressions and gestures (body language). These visual hints help to understand the vocal message and at the same time create a focus.

Mr. Bean Film's helpful students for more understated English. Examples, the movies provide dramatic English utilized in 'actual' settings outside the classroom. More specifically, films offer interactive language and that interactive language is the true language of conversation; the learners are familiar with it. The students are subject to the film's genuine expressions. It leverages and teaches the natural language flow. English students learn it as a second or foreign language, and most of them don't speak English. In such a circumstance, it is possibly only film and television that can give students this real-life language input.

That is why, one of the alternative materials by using Mr. Bean film is to exponential students in learning English tenses.

## Conclusion

This study underscored the influence student's engagement in learning tenses amid Covid 19. This study applied the quantitative approach. The finding revealed that Mr. Bean movie can influence students' engagements in learning English especially about tense. Based on the aforementioned description, it can be inferred that the film Mr. Bean exhibits a favorable correlation with English learning outcomes. The beneficial impact of scouting activities is evident through the results of data analysis utilizing correlation analysis, which indicates that the correlation coefficient ( $r$ ) obtained is smaller than the calculated  $r$  value observed when watching the movie "Mr. Bean". This suggests that students find it simpler to learn English through scouting activities due to the incorporation of enjoyable elements. This situation induces relaxation and reduces anxiety, while also yielding positive effects on the improvement of English language proficiency. Besides, by watching that movie, it is able to be an activity to improve listening comprehension and enrich their vocabulary. Therefore, studying tenses by watching Mr. Bean movie can be influencing students' engagement.

In relation to the conclusion, there are some suggestions offered for the teacher and student. As suggestion to the teacher, the selection of media to deliver the material determine students' achievement. Moreover, the class is undergone by online during this pandemic. Then, student must be enthusiastic students in carrying out every series of learning activities in online courses. The result of this research is expected to become a benefit for learners, teachers, and material designers. For learners, this research is expected to make the influence toward the students' engagement during covid-19. For the learners, this research showed another media to teach tenses effectively. As we know, teaching tenses quite boring if there is no an effective strategy during teaching and learning process. Besides that, the research is hoped to make students feel easier to learn English because it contains many things fun. This condition makes them relax and able to decrease their anxiety, they also have beneficial effect in improving English language skill. Besides, by watching that movie, it is able to be an activity to improve listening comprehension and enrich their vocabulary.

For teachers, the researchers expect that the research can give suggestion for better way to teach tenses as well. Hopefully, this media can be used for other teachers to improve their students' achievement in learning English. Sometimes, learning English is

something hard for some learners. So that, this strategy is expected to make teachers give the learning more attractive and let the students having fun on that. For material designers, this research is expected to give better method to teach tenses. As material designers, this method that uses in learning tenses can be used for them as the references. Accordingly, this strategy could be the one of others method out there that can improve students' learning English ability. Material designers can give suggestion to use media that can attract during learning English especially in online class.

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