

CHAPTER I INTRODUCTION

A. Research Background

There are so many languages in this whole world, one of them is English. In Indonesia, English is one of the subjects which is taught from elementary up to university. By mastering English students could enrich their information and their knowledge also because most books are available in English¹. By that statement, we need to learn English, and in the learning process, we need to learn grammar. Learning grammar is a necessity in studying English, which is a crucial aspect as stated by Freeman Larsen D., an applied linguist. She introduces the concept of "grammar as a complex system" in the context of language teaching. She emphasizes that a profound understanding of grammar helps learners comprehend and produce correct sentences². In general, grammar encompasses syntax, morphology, and phonology, forming the foundation of language conventions and aiding effective communication. According to A. S. Hornby, an English lexicographer who developed the Advanced Learner's Dictionary, grammar is defined as the rules governing the relationships between words, phrases, and sentences in a language³. In the research of language, grammar occupies a central position. But there is also a practical reason to emphasize the study of grammar. It is easy to learn to use dictionaries by yourself to find the pronunciation, spelling, or meanings of words, but it is difficult to consult grammar books without a considerable knowledge of grammar⁴. A grasp of English grammar is a key aspect individuals need to master for effective communication. Among various grammar aspects, understanding the grammar of Present and

¹ Ester Kristina Manalu, "The Effect Of Using Comic In Teaching Writing Descriptive Text At The Tenth Grade Of SMA MARDI Lestari Medan," October 5, 2019, <https://Repository.Uhn.Ac.Id/Handle/123456789/3643>.

² Diane Larsen-Freeman, "Research Into Practice: Grammar Learning And Teaching," *Language Teaching* 48, No. 2 (April 2015): 263–80, <https://doi.org/10.1017/S0261444814000408>.

³ Albert Sydney 1898-1978 Hornby, *Oxford Advanced Learner's Dictionary Of Current English*, 3. Ed., 7th Impr. (Oxford University Press, 1977).

⁴ Sidney Greebaum And Gerald Nelson, *An Introduction To English Grammar*, Second Edition (Pearson Education Limited, 2002).

Past Tense is vital, as both are used to depict the sequence of events and relationships between them in the English language.

Conventional methods of teaching grammar often rely on textbooks, which may not always be suitable for diverse learning styles and students' needs. This approach could sometimes be less effective in fully engaging students and making grammar learning enjoyable. It is crucial for an educator to employ varied and creative teaching methods to enhance students' understanding of grammar. We should make innovative approaches, such as using visual media, and interactive activities, so educator could improve grammar learning and boost students' motivation. Therefore, there is a need for innovative and engaging teaching approaches, especially to make learning complex grammar concepts, such as Present Tense and Past Tense, more accessible and enjoyable for students.

Comics, in general, are a form of illustrated storytelling that combines text and images in a specific sequence to convey information and create aesthetic experiences for readers. Comic media are highly effective in visual communication and facilitating understanding of information. Comics are often used as educational media due to their simple, clear, and engaging nature, making them suitable for conveying informative and educational messages. Comics are divided into two main types, comic books and comic strips, the latter being serialized comics initially published in newspapers and now also available on the internet⁵. In this context, comic strips have gained recognition as a language learning tool. By combining visual elements with text, comic strips provide a unique platform for presenting grammar concepts interactively and in an enjoyable manner. Their visual appeal, combined with narrative concepts, offers an engaging approach to understanding grammar, especially for junior high school students who might feel less motivated by conventional grammar learning.

It is important to note that comic strips have flexible and practical characteristics in language teaching⁶, and their application is not limited to grammar alone. Comic strips could also help

⁵ Dini Restiyanti Pratiwi, "PEMANFAATAN KOMIK STRIP SEBAGAI ALTERNATIF PENGEMBANGAN BAHAN AJAR MEMPRODUKSI CERITA ULANG DI SMA,," 2015.

⁶ Catur Sunu Wijayanto, Fitria Iswari, And Dian Handayani, "Designing Of Comic Strip As Learning Media In Future Tense Material," *Cultural Syndrome* 2, No. 2 (December 24, 2020): 150–61, <https://doi.org/10.30998/Cs.V2i2.501>.

stimulate students' potential in improving vocabulary⁷. The significant impact of using comics in language learning is their ability to enhance students' vocabulary mastery, thereby aiding in their comprehension and understanding. The sentences presented in dialogues help students recognize the grammar structure of a language, providing exposure to the language being learned, especially in its grammar⁸. Comic strips prove to be a versatile tool for enhancing various language skills. The substantial impact of incorporating comics into language learning lies in their capacity to elevate students' mastery of vocabulary and grammar, ultimately contributing to improved comprehension and understanding of the language. This allows students to learn multiple aspects simultaneously, such as grammar and enriching vocabulary.

Furthermore, the dialogues presented within comic strip narratives play a pivotal role in enhancing students' grammatical awareness. The sentences embedded in these dialogues serve as linguistic building blocks, allowing students to recognize and internalize the grammar structures inherent in the language. This exposure is particularly beneficial for students grappling with the intricacies of grammar, providing them with a tangible and context-driven understanding of grammatical rules and usage⁹.

By integrating comic strips into language education, students could concurrently tackle multiple facets of language acquisition. The synergy between grasping grammar structures and enriching vocabulary creates a symbiotic learning process, where students not only comprehend the intricacies of language rules but also actively apply this knowledge to expand their linguistic repertoire. In essence, the use of comic strips transcends traditional

⁷ Ricky Eka Sanjaya, "Improving Vocabulary Ability By Using Comic," *Scope : Journal Of English Language Teaching* 1, No. 2 (February 7, 2018): 185–89, <https://doi.org/10.30998/Scope.V1i02.1510>.

⁸ Habibatul Azizah Al Faruq And Nurhalimah Nurhalimah, "Comic Strips In Teaching Simple Past Tense For EFL Learners," *ELLITE: Journal Of English Language, Literature, And Teaching* 3, No. 2 (2018): 53–56, <https://doi.org/10.32528/Ellite.V3i2.1912>.

⁹ Desi Purnama Sari, Sofyan Abdul Gani, And Saiful Marhaban, "The Use Of Comic Book As A Media In Teaching Reading Comprehension To Improve Students' Vocabulary Mastery," *English Education Journal* 12, No. 1 (January 31, 2021): 56–70, <https://doi.org/10.24815/Eej.V12i1.19110>.

language teaching methods, offering a dynamic and integrated approach that caters to the multifaceted nature of language learning.

The research conducted by Dian Rakhmawati, titled "The Effectiveness of English Comic in Teaching Grammar (Present and Past Tense)," delves into the realm of language education, specifically exploring the efficacy of utilizing English comics as a teaching tool for grammar, with a focus on Present and Past Tense¹⁰. This research aligns seamlessly with the objectives of broader research initiatives seeking innovative and engaging methods to enhance language learning. In a parallel vein, the work of Desi Purnama Sari, Sofyan Abdul Gani, and Saiful Marhaban, as evidenced in their research titled "The Use of Comic Book as a Media in Teaching Reading Comprehension to Improve Students' Vocabulary Mastery," underscores the potential of comics not only as a grammar teaching aid but also as a medium to boost reading comprehension and vocabulary mastery among students¹¹. These studies collectively contribute to the burgeoning body of research dedicated to exploring the multifaceted applications of comic strips and comic books in language education.

The findings of both studies shed light on the positive impact of incorporating visual elements, such as comics, into language teaching methodologies. The visual and narrative components of comics offer a unique and interactive approach, capturing students' attention and fostering a more enjoyable learning environment. This innovative teaching strategy not only caters to diverse learning styles but also addresses the challenge of maintaining student engagement, particularly in the context of grammar instruction. Furthermore, This research specifically examines the effectiveness of comic strips for teaching present and past tense to 8th-grade islamic junior high school students. This study directly implements comic strips in the classroom learning process, making the results more representative of their effectiveness in the islamic junior high school context. Due to the focus, medium, and implementation, it is expected that the results of this research will provide a more detailed picture of the utilization of comic strips

¹⁰ Dian Rakhmawati, "THE EFFECTIVENESS OF ENGLISH COMIC IN TEACHING GRAMMAR (PRESENT AND PAST TENSE)," *Jurnal Smart* 4, No. 1 (January 30, 2018), <https://doi.org/10.52657/Js.V4i1.574>.

¹¹ Sari, Gani, And Marhaban, "The Use Of Comic Book As A Media In Teaching Reading Comprehension To Improve Students' Vocabulary Mastery."

as a grammar teaching medium.

The results of this research are expected to provide valuable insights into the role of comic strips in improving grammar understanding among middle school students and may contribute to the development of more effective and engaging English teaching methods. Ultimately, this research aims to assist students in Kudus in achieving higher proficiency levels in English grammar, thereby enhancing their language and communication skills.

B. Research Questions

1. To what extent is the use of comic strips effective in mastering present and past tenses among Islamic junior high school students in English language learning?
2. Is there a significant difference between the pre-test and post-test scores of the experimental class after receiving treatment in the form of comic strip learning media?
3. To what degree is there an improvement in students' grammar mastery (present and past tenses) after receiving treatment using comic strips as learning media?

C. Research Objectives

1. To determine the effectiveness of utilizing comic strips as learning media to improve students' mastery of grammar, specifically on present and past tenses.
2. To analyze whether there are significant differences between the pre-test and post-test scores of the experimental class after receiving treatment in the form of comic strip learning media.
3. To examine the degree of improvement in students' grammar mastery (present and past tenses) after receiving treatment using comic strips as learning media, through N-Gain test analysis.

D. Research Significance

The significance of this research lies in its exploration of the potential impact of using comic strips as an innovative pedagogical tool for enhancing students' mastery of grammar, particularly focusing on the present and past tenses. The research holds several key implications and contributions to the field of language education:

1. Pedagogical Innovation

This research contributes to the ongoing discourse on pedagogical innovation by examining the effectiveness of an unconventional approach—comic strips—in teaching grammar. The findings can guide educators in diversifying their instructional methods.

2. Practical Recommendations for Educators

The research significance lies in providing practical recommendations for educators based on empirical evidence. These recommendations offer guidance on integrating visual elements like comic strips into language instruction effectively.

3. Contributions to Language Education Research

This research contributes to the broader body of research in language education, particularly in the realm of innovative teaching methodologies. The findings may inspire further investigations into the use of visual aids for language acquisition.

E. The Organization of Thesis

CHAPTER I : INTRODUCTION

This chapter contains and explain about research background, research focus, research problem, objective of the research, and the organization of thesis.

CHAPTER II : REVIEW OF RELATED LITERATURE

This chapter contains of contains of four sub-chapter, namely theoretical description, theoretical framework, the review of previous studies that are relevant to the research, and hypothesis of research

CHAPTER III : RESEARCH METHODOLOGY

In this chapter consist of six sub-chapter, such as the basis of the types of approaches, research subjects, instrument and data collection techniques, research data validity and data analysis techniques.

CHAPTER IV : FINDING AND DISCUSSION

This chapter will be explain the result of research which includes, an overview of research objects, description of research and data analysis from the research .

CHAPTER V : CONCLUSION AND SUGGESTION

The last chapter, it will provide a quick summary of the discussion's findings and offer suggestions for future research topics to those who might be interested