

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Description

1. The Importance of Learning Grammar

Grammar is a component of the language learning that focuses on the forms and structures of words (morphology), encompassing their usual organization in phrases and sentences (syntax), in addition to the sounds of language (phonology) and the meanings of words (semantics). It provides users with the framework to construct sentences that are both comprehensive and meaningful¹². Learning grammar is an essential for more effective communication and language proficiency. Grammar provides the structural foundation of language, guiding how words are organized into sentences and conveying meaning with precision. A solid grasp of grammar ensures clarity in both written and spoken communication, fostering professionalism in various contexts. Proficiency in grammar enhances writing skills, allowing individuals to articulate their thoughts coherently and express ideas with accuracy. Moreover, studying grammar cultivates critical thinking by necessitating an understanding of language rules and the ability to identify errors. Whether in academic, professional, or personal settings, a strong command of grammar instills confidence, promotes clear communication, and contributes to language mastery, ultimately enriching our ability to engage meaningfully with others and the world around us.

2. The Difficulty of Grammar Structure Mastery

One of difficulties in learning grammar is tenses structure mastery¹³. Mastering the structure of tenses poses a significant challenge in the process of learning grammar. Tenses, which indicate the time of an action or state, play a crucial role in shaping the meaning and clarity of sentences. One of the primary difficulties faced by learners is the intricate web of rules and nuances associated with different tenses. The complexities arise

¹² Andrew Rossiter, "The Importance Of Grammar," *Online Submission*, 2021, <https://eric.ed.gov/?id=ED613321>.

¹³ Murti Sari Dewi, "Difficulties In Teaching Grammar In Junior High School" (Thesis, Program Studi Pendidikan Bahasa Inggris FBS-UKSW, 2015), <https://repository.uksw.edu/handle/123456789/9877>.

not only from the identification of tense forms but also from understanding their appropriate usage in various contexts. The mastery of tenses requires learners to grasp not only the basic rules but also the subtleties of when to use each tense, considering factors such as temporal relationships, ongoing actions, and the sequence of events. Moreover, the irregularities and exceptions within certain tenses further contribute to the intricacy of tense structure mastery. Teachers need to adopt strategies or medium that combine clear explanations, contextual examples, and enough practice to navigate the challenges associated with mastering tenses in grammar.

3. The Mastery of Grammar

According to Chomsky, someone is considered to have mastered grammar if they can produce and understand sentences that adhere to the rules of syntax¹⁴. Chomsky argues that this ability is not solely acquired through experience and learning but also involves innate structures in the human brain that enable the comprehension of complex grammatical rules. On the other hand, according to Pinker, he identifies the indicators to assess someone's grammar proficiency¹⁵. These include the ability to independently analyze sentence structures, recognize grammatical relationships and functions of words. Proficiency is also demonstrated through the identification of word categories, parsing complex sentences, analyzing and correcting grammar errors, evaluating sentence coherence, and applying grammar terms accurately in context.

4. Visual Media in Teaching Grammar

According to Purnaningsih, learning media consists of two essential elements, namely the device and the message it carries. The device refers to the tools or equipment used to present instructional materials or messages. The message element comprises information or instructional content that will be conveyed to the learners¹⁶. So, choosing media has a big

¹⁴ Noam Chomsky, *Syntactic Structures*, Second Edition (Mouton De Gruyter, 2002),

https://Tallinzen.Net/Media/Readings/Chomsky_Syntactic_Structures.Pdf.

¹⁵ Steven Pinker, *The Sense Of Style: The Thinking Person's Guide To Writing In The 21st Century* (London: Allen Lane, 2014).

¹⁶ Pari Purnaningsih, "Strategi Pemanfaatan Media Audio Visual Untuk Peningkatan Hasil Belajar Bahasa Inggris," *Jurnal Informatika Universitas*

influence on the teaching process, with used media could make the students interested in the lessons and easily understand the lesson. The most interesting media is visual media. Visual media are media that involve the sense of sight. These media only convey messages through the sense of sight or can only be seen with the eyes¹⁷. The forms of visual media usually are pictures, poster, cards, and comic.

5. Comic Strips as Learning Media

Comic media have simple, clear, engaging, and easily understandable characteristics, often making it informative and educational¹⁸. It is informative because comics contain text that is easily comprehensible and a simple storyline, making it easier to understand and follow. It is educational because many comics not only provide entertainment but also depict contexts for education presented in a visually appealing manner, breaking away from monotony and relying solely on text. As it evolves, comics are not limited to book form but also exist as comic strips typically found in newspapers. Nowadays, comic strips are not confined to newspapers but also could be accessed through the internet

According to Rokhayani and Utari, comic strips are effective as a tool for English language learning because they combine visual elements with simple stories that capture students' attention and motivate them to engage with the material¹⁹. Other advantages include the indirect delivery of content through character dialogues and expressions, the use of straightforward language for easy comprehension, the utilization of both visual and verbal learning pathways, and the enhancement of students' motivation and interest due to the engaging nature of comic strips compared to plain text. Therefore, the use of comic strips in

Pamulang 2, No. 1 (March 25, 2017): 34,
<https://doi.org/10.32493/informatika.v2i1.1503>.

¹⁷ Sintia Siregar, "Teaching Grammar By Using Media At The Viith Grade Students Of SMP N 1 Batang Toru" (Undergraduate, IAIN Padangsidimpuan, 2022), <https://etd.uinsyahada.ac.id/7979/>.

¹⁸ Dini Restiyanti Pratiwi, "Pemanfaatan Komik Strip Sebagai Alternatif Pengembangan Bahan Ajar Memproduksi Cerita Ulang Di Sma," 2015.

¹⁹ Atik Rokhayani And Aisyah Ririn Perwikasih Utari, "The Use Of Comic Strips As An English Teaching Media For Junior High School Students," 2014.

English language education should be tailored to the learning objectives, teacher capabilities, and the characteristics of the students.

B. Review of Previous Study

According to Rakhmawati in “The Effectiveness of English Comic in Teaching Grammar (Present and Past Tense), there is significant improvement in students' grammar scores after using English comics as a teaching medium²⁰. The research yielded noteworthy findings as the posttest scores exhibited a significant increase compared to the pretest scores, pointing towards a positive impact on students' learning outcomes. This discernible improvement underscores the effectiveness of employing English comics as a teaching medium. The research specifically emphasized the positive influence on students' grammar skills, with a notable focus on enhancing their understanding of simple present and past tenses. The conclusion drawn from the research not only supports the viability of using English comics in the educational context but also underscores their potential to be a valuable tool in fostering proficiency in specific grammar concepts. These findings contribute to the growing body of evidence advocating for innovative and engaging pedagogical approaches to enhance language learning outcomes. Further exploration of the broader implications and potential applications of this teaching method could offer valuable insights for teachers seeking effective strategies to improve grammar skills in language learners.

According to Utomo and Ahsanah in the research titled "The Use of Digital Comic in Developing Student's English Competence," the research explores the utilization of digital comics in enhancing students' English language competence. Specifically, the research investigates the impact of using digital comics as a learning medium in TOEFL preparation classes²¹. In this research, the influence of employing digital comics on the improvement of students' TOEFL scores before and after receiving treatment is

²⁰ 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>.

²¹ Finaty Ahsanah And Dias Tiara Putri Utomo, “The Use Of Digital Comic In Developing Student's English Competence,” *IDEAS: Journal On English Language Teaching And Learning, Linguistics And Literature* 8, No. 2 (December 10, 2020): 373–83, <https://doi.org/10.24256/Ideas.V8i2.1660>.

examined. The treatment involves the use of digital comics in several TOEFL preparation class sessions. The results indicate a significant increase in TOEFL scores after the intervention. The significance value of the pre and post-tests is $0.000 < 0.05$, indicating a significant difference. Thus, it can be concluded that digital comics are effective in enhancing students' English language competence. Students responded positively to the use of digital comics in their learning experience.

According to Wijaya in a research titled "Comic Strips in Language Teaching: Benefits and Challenge According to Recent Research," the research focuses on the role of comic strips as a language learning medium, identifying both its advantages and challenges²². According to the research, the benefits of using comic strips in language instruction are highly significant, particularly in enhancing students' language proficiency. Comic strips can be so effective in expanding vocabulary, improving grammatical understanding, as well as advancing reading and writing skills. However, there are several challenges that need to be addressed in the application of comic strips as a language learning tool. One of the challenges are the perception that comics are purely for entertainment, potentially diminishing their educational value. Additionally, inappropriate topic choices and limitations in supporting the development of speaking skills also pose challenges in the implementation of comic strips. Therefore, despite the evident benefits, it is crucial for educators to understand and overcome these challenges to ensure the optimal use of comic strips in enhancing language learning effectiveness.

According to Faruq and Halimah in their research titled "Comic Strips in Teaching Simple Past Tense for EFL Learners," this research explain the effectiveness of using comic strips as a pedagogical tool for teaching simple past tense in English as a Foreign Language (EFL)²³. The integration of comic strips

22 Eka Anastasia Wijaya Et Al., "Comic Strips For Language Teaching: The Benefits And Challenges According To Recent Research," *Eternal* (English, Teaching, Learning, And Research Journal) 7, No. 1 (June 30, 2021): 230–48, <https://doi.org/10.24252/Eternal.V7i1.2021.A16>.

23 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>.

significantly enhances students' understanding of the simple past tense, engaging them not only visually but also effectively conveying grammar concepts in a relatable and easily memorable manner. The research findings have practical implications for English educators by creating a dynamic and interactive learning environment tailored to diverse learning styles. Encouraging the use of comic strips, English teachers are expected to adopt this teaching method for language learning. Moreover, the research stimulates reflection on the potential applications of comic strips in English language education, suggesting the need for further research on how visual storytelling elements can be applied to teach other aspects of the English curriculum beyond tenses. Overall, the research emphasizes the importance of innovative teaching methods in enhancing language acquisition, opening opportunities for further research and development in the field of language education.

According to Rachmaningsih and Hanif in their research titled "Comics as a Learning Media for English Tenses and Aspect Concepts," this research discuss about the use of comics as a teaching tool to impart the concepts of tense and aspect in the English language to students²⁴. This research was conducted using a qualitative method at ISBI Bandung. Before designing the comic, an analysis of problems and needs was carried out to identify issues and their solutions. The comic was crafted to be relevant to the daily lives of teenage students, focusing on explaining the theories of tense and aspect, depicting student life, and featuring the story of the female hero, R.A. Kartini. The comic employs a semi-realistic technique with a Javanese ethnic touch, explaining the comic creation process from sketches to finishing. Additionally, the comic uses color-coded tables to illustrate tense and aspect in both English and Indonesian. The authors argue that incorporating comics as a teaching medium in grammar instruction will facilitate students in mastering tenses.

Table 2.1. Review of Related Previous Studies

No.	Papper	Similarity	Novelty
1	Rakhmawati in "The	Rakhmawati research to examined	Rakhmawati studied the use of comics,

²⁴ "Komik Sebagai Media Pembelajaran Konsep English Tenses Dan Aspect | Rachminingsih | Panggung," Accessed January 1, 2024, <https://Jurnal.Isbi.Ac.Id/Index.Php/Panggung/Article/View/1135>.

	Effectiveness of English Comic in Teaching Grammar (Present and Past Tense)	the effectiveness of comics in teaching grammar (present and past) in grade 8 junior high school students	while the researcher specifically studied the use of comic strips in teaching grammar (present and past)
2	Ahsana and Utomo in "The Use of Digital Comic in Developing Student's English Competence,"	Ahsana and Utomo both studied the use of comics in digital form and focused on English language learning	Ahsana and Utomo focused on the use of digital comics in the TOEFL learning process as a whole, while the researchers focused on mastery of Grammar (Present and Past) in grade 8 of junior high school
3	Faruq and Halimah (2018) in "Comic Strips in Teaching Simple Past Tense for EFL Learners,"	Faruq and Halimah studied comic strips on grammar mastery in junior high school students	Faruq and Halimah in their research only studied the use of comic strips in mastering the Simple Past Tense. Meanwhile, researchers will examine the use of comic strips in mastering Present and Past
4	Wijaya (2021) in "Comic Strips in Language Teaching: Benefits and Challenge According to Recent Research,"	Wijaya both studied the use of comic strips in learning English	Wijaya focuses on examining the benefits and challenges in implementing comic strips in English language learning. Meanwhile, researchers focused on studying the use

			of comic strips in mastering grammar (present and past)
5	Rachmaningsih and Hanif (2020) in "Comics as a Learning Media for English Tenses and Aspect Concepts,"	In Rachmaningsih and Hanif's research there are similarities in that the focus is on mastering the concept of tenses or grammar	Rachmaningsih and Hanif studied the use of comics as a medium for learning the concept of tenses and aspects of the English language, while the researchers focused on mastering the present and past

C. Theoretical Framework

In comic strips, there are imaginative characters that stimulate students to use their imagination, understand the storyline, and complete the story elements²⁵. Therefore, by utilizing comic strips as teaching materials to produce stories, it is expected that students could create narratives that are creative and full of imagination.

Utilizing stories enables English teachers to provide instances of using the target language within a contextual framework. Demonstrating the use of the target language in context is crucial to training students to derive meaning from language based on its contextual usage²⁶. This is essential because at times, the meaning of an expression might differ from the meaning of the individual words comprising the expression. Comic could offer examples of language in context aids learners in applying the target language to real-life situations. Additionally, as reading stories is inherently enjoyable, fostering a connection with the content motivates learners to engage in more extensive reading activities. These reading activities contribute significantly to the enhancement of their proficiency in English.

²⁵ Dini Restiyanti Pratiwi, "Pemanfaatan Komik Strip Sebagai Alternatif Pengembangan Bahan Ajar Memproduksi Cerita Ulang Di Sma," 2015.

²⁶ I. Ketut Trika Adi Ana, "Teaching English For Young Learners Using A Digital Comic Strip," *Jurnal Pendidikan Dan Pengajaran* 48, No. 1–3 (April 1, 2015), <https://doi.org/10.23887/jppundiksha.V48i1-3.6920>.

Teachers could use comic strips as illustrations in teaching grammar (present and past) to junior high school students and comic strips could be an effective and engaging tool. Comic strips provide clear and contextual visualizations for tense rules²⁷, making them easier for students to understand. In illustrating the present tense, for example, images could depict activities or situations currently taking place, while for the past tense, comic strips could portray events that have already occurred. Involving everyday characters or situations in comic strips also allows students to see the direct application of grammar rules in their daily lives. This creative method not only enhances students' understanding of grammar but also makes learning more enjoyable and relevant. By providing concrete examples through comic strips, students could more easily internalize the rules of present and past tenses.

D. Hypothesis

The use of English comic strips as a teaching media is expected to have a positive impact on students' understanding of grammar. This research aims to investigate the effectiveness of English comics in teaching grammar, particularly for present and past tenses to junior high school students. Several previous studies have shown a significant improvement in students' grammar scores after using English comics, indicating that the hypothesis is supported by these research results. This research hypothesizes that the use of English comics will make the teaching and learning process more engaging and effective for students, ultimately leading to an improvement in their grammar scores. Additionally, traditional methods of grammar teaching, which are considered dull by students, can be enhanced by using more interesting and attractive media such as English comic strips.

²⁷ “Komik Sebagai Media Pembelajaran Konsep English Tenses Dan Aspect | Rachminingsih | Panggung,” Accessed January 1, 2024, <https://jurnal.isbi.ac.id/index.php/panggung/article/view/1135>.