CHAPTER II
LITERATURE REVIEW

2.1 Grammar

English is one of the most popular languages to be learned, and there are binding rule about how the language should be used properly and correctly. Grammar is a set of rule in English that guide speaking, writing, listening, and reading. With the existence of grammar, all the rules in English can be in accordance with the native language. According to Harmer (2007), stated that grammar is a description of words that can change their form and can be combined into sentences. Grammar rules are used as a standard so that the sentences that are composed have meaning and can be understood by the person receiving them. And if there is a change in formation, the sentence given will also make the recipient receive different information.

Thornbury (2002) stated that grammar is an explanation of the rules for building sentences that deliver the meaning of language. With grammar, we can easily understand the information delivered, and if there is a change in the word formation, it can also change the meaning. Meanwhile, according to Gerot and Wignell (1994), grammar is how a language is used. In short, grammar is a language rule that allows a person to construct sentences to deliver meaning in language. Since grammar is a grammatical rule in the English language, grammar must be used so that the language used can be understood by the recipient, whether it is native or not.

2.1.1 Tenses

Tenses are one of the materials in English grammar that are used to discover changes that occur in time and verbs, which aim to provide information on a statement, action or incident (Setiawan, 2021). To understand various kinds of tense, there are basic tenses that must be known first, which are the simple tense. Simple tenses have three tenses, the first is simple present tense, simple past tense and simple future tense. In this research, the writer focused on the simple present tense, simple past tense, and simple future tense.

2.1.1.1 Simple Present Tense

According to Rahman et al., (2021), the simple present tense is the most commonly used tense in English, and usually this tense is used to express events that occur now, events that occur repeatedly, or general truths. Through his book, Azar said, "the present perfect expresses the idea that something happened (or never happened) before now, at an unspecified time in the past. The exact time it happened is not important," (Azar, 1999 p. 36). Based on Fitria (2019), simple present tense is the tense for the description, definition and statements of general truth. In conclusion, the simple present tense is a tense that shows an event that is happening or an event that continues to happen, and is even a habit that continues to be done and has nothing to do with time.

For the simple present tense, if there is an affirmative statement sentence, there will be the addition of -s and -es at the end of the verb for the third singular person, such as: he, she, it. Then for negative sentences there will be the addition of do not or does not before the infinitive verb. Then, for interrogative sentences, there will be the addition of the word do or does at the beginning of the sentence.

The Usages are as follows:

1) Positive Verbal (S + Verb 1 + (s/es)
   Example: She reads a book
2) Nominal
   (S + is/am/are+nominal)
   Example: He is a smart student
3) Negative Verbal and Negative Nominal
   (S + do/does + not + infinitive)

   Example: She does not read a book
   (S + is/am/are + not + nominal)
   Example: He is not a smart student
   Interrogative Verbal and Interrogative Nominal
   (do/does + S + Verb)
   Example : Does she read the book?

(Is/Am/Are + S + Nominal)

Example: Is he a smart student?

2.1.1.2 Simple Past Tense

The simple past tense is a tense used to express past events or events that have already happened. It could be the day, the situation and the time. According to Vera (2020), the simple past tense is a crucial part of writing narrative text. Verbs in the regular simple past tense will end with the word -ed. Then for irregular, there is no definite change.

In the simple past tense, there is a pattern that must be known, namely Verb. Verbs are words that are used to describe an action or existence and also connect objects with nouns or with adjectives. Verbs can be divided into two according to the infinitive form and the past tense. The verbs are regular verbs and irregular verbs. For past tense usage, the second verb is used.

a) Regular Verb

According to Lolopayung et al., (2023), "Regular verbs are verbs that change them according to normal rules, namely by adding the letter –d or –ed to the first form of the verb/verb-1 (infinitive) so that it becomes the second form of the verb/verb-2 (past tenses)". They also added that regular verbs can change according to the tense.

Example:

Table 2. 1 Regular Verb

Verb 1	Verb 2	Verb 3
Add	Added	Added
Help	Helped	Helped
Lock	Locked	Locked
Listen	Listened	Listened
Open	Opened	Opened

b) Irregular Verb

There are no specific changes for irregular verbs in the past tense and past participle because the changes are irregular. Because in irregular verbs there will be three types of forms

As follows:

1) Verbs where Verb 2 and Verb 3 are not different from Verb 1

Table 2. 2 Irregular Verb

Verb 1	Verb 2	Verb 3
Cut	Cut	Cut
Hurt	Hurt	Hurt
Cost	Cost	Cost

2) Verbs where Verb 2 and Verb 3 are the same but different from Verb 1. For verbs ending with ch, -f, -k, -p, -s, -sh, and -x, if they are formed into verb 2 and verb 3, the pronunciation and writing end with the letter -t.

Table 2. 3 Irregular Verb V2 and V3 are Same

Verb 1	Verb 2	Verb 3
Creep	Crept	Crept
Buy	Bought	Bought
Bleed	Bled	Bled

3) Verbs where Verb 1, Verb 2 and Verb 3 are different

Table 2. 4 Irregular Verb Where V1,V2,V3 are Different

Verb 1	Verb 2	Verb 3

Take	Took	Taken
Go	Went	Gone
Eat	Ate	Eaten

Source From Mujahidah et.al Basic English For Young Learners

2.1.1.3 Simple Future Tense

De Gruyter (2006) stated that the future tense refers to the period after the present, that is the future. According to Nordquist (2020), the simple future is a form of the verb that refers to an action or event that has not yet begun. The simple future is also used to make a prediction or to show ability, intention, or determination. Also called the future simple.

The easiest way to understand the simple future tense is to find the word "will" after the first word. For example, "I will go to the Seventeen concert; I won't lose my wallet again".

The usages are as follows:

1) To express predictions about the future.
   Example:
   a) It will be bright tomorrow
   b) Boyband SEVENTEEN will be held the anniversary party this Sunday

2) To express future decisions
   Example:
   a) I will attend the party on Saturday
   b) Joshua will reschedule the class

3) To express a promise or offer
   Example:
   a) I will accompany you tonight
   b) I will be there at 8 a.m

Simple Future Tense has three patterns

1) Positive (Subject + will be + adjective/adverb/noun)

   Example: I will be a singer

2) Negative(Subject + Will + Not + be + adjective/adverb/noun)

   Example: I will not be a doctor

3) Interrogative(Will + Subject + be + adjective/adverb/noun +?)

   Example: Will I be a doctor?

2.2 Learning Media

The learning process can only be considered effective if educators and students know how to use the right method. In order to make learning effective, there is medium. Medium is needed for learning to be conveyed well and can be received by both listeners and students. There are various methods and media in learning, especially learning methods and media used to learn grammar. Everyone has their own variety of methods. According to Mukhlishin (2025), learning media includes everything that can stimulate students' thoughts, feelings, attention, and interests to facilitate the learning process.

According to Leshin et al., (2006) there are five forms of media in learning, as follows:

a) Human-based media (teachers, instructors, tutors, role-playing, group activities, field-traps)

b) Print-based media (books, guides, exercise books, job aids, and loose sheets)

c) Visual-based media (books, job aids, charts, graphs, maps, pictures, transparencies, slides)

d) Audio-visual-based media (videos, films, slide-tape programs, television)

e) Computer-based media (computer-assisted teaching, interactive video, hypertext).

From the many types of learning media, the writer chose visual and print-based media as grammar learning media. According to Arsyad (2020) print-based media for print-based learning materials known as textbooks, guidebooks, journals, magazines, and loose sheets where consistency, format, organization, attractiveness, font size, and the use of blank spaces are elements that must be considered. The chosen media is a comic book. Comics were chosen by the writer because this learning medium is still very rarely used, especially for grammar learning.

2.3 Comic

Books containing stories and pictures are commonly known as comic. According to Franz and Meier (1994), comic are a story that focus on motion and action displayed through a sequence of images made characteristically with a combination of words. Comic can also be said to be cartoons that describe the characters of an illustrated story, and comics are usually designed to provide entertainment for the readers (Maharani et al., 2018). In the learning process, comics are also used as a medium that can improve the quality of the learning process. This is because of the characteristics of comic, which are simple, clear, and easy to understand. The characters in the comics are also made simple so that it can make it easier for readers to interpret the messages delivered.

2.3.1 Types of Comic

Comics have many types, among them are comic books, online comics, cartoons or caricatures, annual comic, and comic strips. Comics have characteristics that can stimulate interest in reading. The following are these characteristics:

(1) Comics have a variety of narrative ambience that is continuous with each other.

(2) The character in the comic has its own characteristics

(3) It can entertain its readers

(4) Readers can feel the story through the characters in a comics through the emotions and behaviour of the characters

(5) Most of the stories brought up in comics are daily stories around us

(6) In a comic can be found action

(7). Comics usually use primary colours that create a sense of life in the story.

(8) Comic narration is usually concise to easily attract the readers' attention.

2.3.2 Elements of Comics

Comics have many elements in them in order to support readers to feeling the meaning of the story being delivered. These elements are panel, speech bubble, narration, icon and sound effect. According to Suparmi (2018), there are five elements in a comic, as follows:

1. Panel

A panel is a group of several boxes that border each story or scene in the comic. Panels can be divided into two types, namely closed panels that have boundary lines and open panels that have no boundary lines at all.

Figure 2. 1 Panel Comic*(Source: https://pin.it/5xTc0r4Zw//DarrinLauritzen*

2. Speech Bubbles

It is a shape that is used to fill in the dialogue of a character in a comic. Speech bubbles have a variety of different types that can be used according to the dialogue. For example, when speaking normally, the speech bubble will be in an ordinary shape, but when it is deep in the heart, the shape is also different, and similarly, when the character yells, the speech bubble will be sharp.
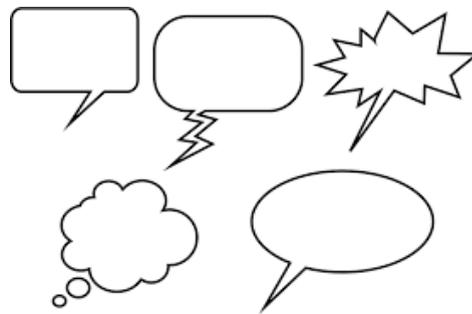

Figure 2. 2 Speech Bubble Comic

(Source: https://pixabay.com/illustrations/cartoon-comic-word-bubbles-268493/)

3. **Narration**

Narration is a dialogue that explains the description of the conditions, time, and place of a comic story.

Figure 2. 3 Narration Comic

(Source: https://x.com/kbinsa)

4. **Icon**

   Icons are images that can represent a person, location, object of expression and an idea.

5. **Sound Effect**

   Sound effects are sound images that explain a situation or incident. For example, the sound effects of sleep, the sound of punches, the sound of knocking on doors and the sound of explosions.

Figure 2. 4 Sound Effect Comic

(Source: https://pin.it/3fgU2vl1f //)

2.4 Previous Studies

Saputro (2015), in his research "*Aplikasi Komik Sebagai Media Pembelajaran*", used comics as a science learning media on ecosystem material specifically for seventh-grade students. The comic received a fairly good response, with the appearance of interest in the comic by three students who were used as test subjects. The reaction given remained the same until the end of time. After several methods were carried out on students, there were several inputs, such as the colour of the comic, which was less bright and also the ideas in the comic were expected to be more varied. After the trial, it can be concluded that science comic learning media (*IPA*) is easy to use and can improve student learning achievement.

Septiani and Rusmana (2021), in their research "*Pelatihan Peningkatan Literasi dalam Penggunaan Media Pembelajaran Komik di SDS Angkasa 4 Jakarta Timur*", used digital comics to improve student learning outcomes. The classroom action research they used was carried out in cycles. In the pre-cycle, the results obtained were only 54%, but in cycle I, the learning outcomes increased by 61% with an average of 70.79. While in cycle II, it reached a value of 93% with an average of 83.60. With these three cycles, digital comics as a medium to improve learning outcomes can be said to be effective.

Rakhmawati (2018) , has researched with the title "The Effectiveness of English Comic in Teaching Grammar (Present and Past Tense)". The target of her research is junior high school students. In her research, there is only one class as the experimental group. This research used a one-group pre-test and post-test design. After she conducted the test, it can be concluded that teaching grammar by using an English comic is effective for the students. And it shows by the significance of the difference before and after the experiment. Besides comics having advantages, there are also some disadvantages to using English comics as a medium for learning grammar. Using comic stories to teach brings up a potential for story content to be seen as inappropriate for certain age groups.

Comic learning media has not been widely applied by many educators, but this media can be used as a solution and a new innovation in the world of education, so that students and learners can find new learning methods that suit each individual. After several researchers conducted their research with comics as a learning medium, it can be concluded that comics as a medium can be used as a new choice in learning, as evidenced by the improvement of learning outcomes and literacy in students. Comic is one of the interesting learning media. Comics are a visual medium that readers can see directly. This medium can be used as a learning medium because it presents colours that are attractive to readers. In addition, the explanations are not too much, but can be understood immediately by many people.

The similarity of this research and the previous studies is that they use comics as a medium of learning. Based on the three previous studies, comics are

both used as learning media with the target of comic media is for students. But the differences of our research with the previous studies are that the writer and partner use simple tense, including simple present tense, simple past tense and simple future tense, and Rakhmawati (2018) only include simple present tense and simple past tense. This research has novelty in that comics are a medium for learning grammar, especially in the simple present tense, simple past tense and simple future tense. In this case, comics became a new medium for learning grammar.