

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1 Grammar**

English is one of the most studied foreign languages. There are legal rules that must be followed to use English correctly. English grammar serves as a guide for speaking, writing, listening, and reading. With the presence of language structure, all the rules in English can be understood with the native language. Harmer (2007), states that language structure can be defined as the representation of words that can change their form and be combined into sentences. Language structure rules are utilised as a reference so that the sentences that are composed have meaning and can be understood by the target audience. Additionally, the audience would receive different information if the sentence is reformulated.

Thornbury (2002), states that grammar is an explanation of the rules for building sentences that come to linguistic meaning. With grammar, we can easily understand the information conveyed, and if there is a change in word formation, it can also change its meaning.

According to Gerot and Wignell (1994), grammar is how a language is used. In short, grammar is the rules of language that allow one to construct sentences to convey meaning in language. Since grammar is the rules in English, it must be used so that the language used can be understood by the recipient of the message, whether a native speaker or not.

##### **2.1.1 Tenses**

According to Greenbaum and Nelson (2002), tense is a part of grammar that indicates the time of an event and is indicated by the form of a verb. Tense also plays a role in determining whether an event occurs in the present, past, or future (Gafur, 2016). There are four types of tense: simple, continuous, perfect, and perfect continuous. There are also four types of time in tense: present, past, future, and past future. Tense also has 16 tenses known in English. In this study,

the author focuses on the simple present tense, the simple past tense, and the simple future tense.

### **2.1.1.1 Simple Present Tense**

According to Rahman et al., (2021), the simple present tense is the most frequently used tense in English, and it is usually used to express events that occur now, events that occur repeatedly, or general truths. “The present perfect expresses the idea that something happened (or never happened) before now, at an unspecified time in the past. The exact time of the event is not important” (Azar, 1999, p.36). According to Fitria (2019), the Simple Present Tense is a verb form for descriptions, definitions, and general truth statements. In conclusion, the simple present tense is a tense that shows an event that is happening or an event that continues to happen, and even becomes a habit that continues to be done and has nothing to do with time.

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 person singular, 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 as follows:

- a. Positive Verbal (S + Verb 1 + (s/es))  
Example: She reads a book
- b. Nominal (which uses to be to connect instead of verb)  
(S + is/am/are + nominal)  
Example: He is a smart student
- c. 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

d. 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 Tenses

The simple past tense is a verb form used to express a past event or occurrence that has happened. It can be a day, a situation, or maybe an hour. According to Vera (2020), the simple past tense is an important part of narrative text and is usually used when writing narrative text. Verbs in 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 the verb. A verb is a word used to describe an action or existence, and also connects objects with nouns or with adjectives. Verbs are 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 according to standard rules, namely by adding the letters -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 tense). They also added that regular verbs can change according to their form.

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 special changes for irregular verbs in the past tense and past participle because the changes are irregular. Because in irregular verbs, there will be 3 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 whose Verb 2 and Verb 3 are the same but different from Verb 1

1. For Verbs ending in ch, -f, -k, -p, -s, -sh, and -x, when formed into Verb 2 and Verb 3, their pronunciation and writing end in the letter -t.

Table 2. 3 Irregular Verb

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

Bleed	Bled	Bled
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3. Verbs where Verb 1, Verb 2 and Verb 3 are different.

Table 2. 4 Irregular Verb

Verb 1	Verb 2	Verb 3
Take	Took	Taken
Go	Went	Gone
Eat	Ate	Eaten

### 2.1.1.3 Simple Future Tense

In De Gruyter's (2006) research, the future tense refers to the time after the present, placing a situation in the zone after the present time. According to Nordquist (2020), the simple future is a verb form that refers to an action or event that has not yet begun. The simple future is also used to make predictions or show ability, intention, or determination. It is also called the simple future.

The easiest way to understand the simple future tense is to find the word “will” or “shall” after the word. For example (I will go to the SEVENTEEN concert: I won't lose my wallet again).

The usages are as follow:

1. To express predictions about future.

Example:

- a. It will bright tomorrow
- b. Boyband “SEVENTEEN” will be hold 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 promise or offer

Example:

- a. I will accompany you tonight
- b. I will be there at 8 a.m

Simple Future Tense has 3 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 said to be effective if educators and students know how to use the right method. In order for learning to be effective, there is media as an connector. Media is needed so that learning can be conveyed well and can be accepted by listeners and students. There are various kinds of methods and media in learning, especially learning methods and media used to learn grammar. Each person has different methods. According to Mukhlisin (2025), learning media includes everything that can stimulate the thoughts, feelings, attention, and interests of students so as to encourage the learning process.

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

- a. Human-based media (teachers, instructors, tutors, role-playing, group activities, field-traps),
- b. Print-based media (books, guides, exercise books (zworkbooks), job aids, and loose sheets),

- c. Visual-based media (books, job aids, charts, graphs, maps, pictures, transparencies, slides),
- d. Audiovisual-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 author chooses visual and print-based media as grammar learning media, according to Arsyad (2020), print-based media are 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 medium is a comic book. The author chose comics because this learning medium is still very rarely used, especially for grammar learning.

## **2.3 Comic**

Books with stories and pictures are usually called comics. According to Franz and Meier (1994), comics are stories that show motion and action through a sequence of images combined with words. Comics can also be said to be cartoons that describe the characters of an illustrated story, and usually comics are designed to provide entertainment for the readers (Maharani et al., 2018). In learning, comics are also used as a medium that can improve the quality of the learning process, as comics possess properties that are simple, clear, and easy to understand. The characters in the comics are also made simple to make it easier for readers to interpret the messages conveyed.

### **2.3.1 Types of comics**

According to Arafah (2017), there are types of comics, namely, comic books, online comics (web comics), cartoons/caricatures, annual comics, and comic strips. Not only are there many types of comics that can increase reader interest, but there are also many characteristics that exist in comics, among others:

1. Comics consist of various continuous storylines
2. There are characterizations that can be recognized and become the strength of comics
3. Comics are entertaining
4. Readers can quickly feel connected to the main character through his emotions and behavior because the comic story focuses on personal experiences
5. Comics have a story setting of community life
6. There is action in comics
7. Using primary colors makes comics feel more alive
8. Comic narratives are made concise to attract attention easily.

### 2.3.2 Elements of Comics

According to Suparmi (2018), there are five elements in comics, as below:

#### 1) Panel

Panels are the boxes that are outlined by the drawings in each scene. Panels are also divided into two types: closed panels, which have boundary lines, and open panels, which do not have boundary lines.

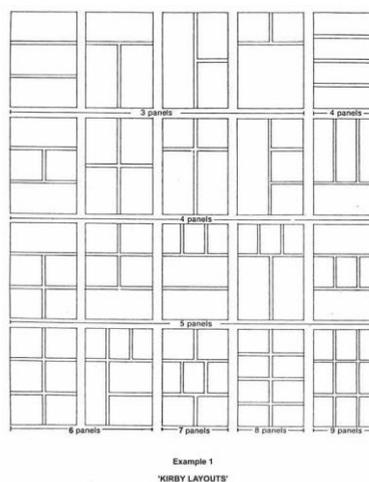


Figure 2. 1 Comic Panel Reference (<https://pin.it/5xTc0r4Zw>)

## 2) Speech Bubbles

There is a visual form that features dialogue from several characters. These speech bubbles have different types and can be adjusted according to their function, for example, when speaking normally, speaking silently, whispering, or shouting.



Figure 2. 2 Comic Speech Bubble Reference (<https://pin.it/dTjWj11JQ>)

## 3) Narration

Narration is a dialogue that can explain the conditions, time, and place at that time.



Figure 2. 3 Comic Strip Style Reference (<https://x.com/kbinsa>)

4) Icon

An icon is an image that can represent a person, location, object, expression, and idea.

5) Sound Effect

A sound effect is a sound that describes a situation, such as “zzz” for a person who is sleeping, “bak buk” for a person being hit, “tok tok tok” for the sound of someone knocking, and also “bang” for an explosion.



Figure 2. 4 Sound Effect References (<https://pin.it/3fgU2v11f>)

## 2.4 Previous Studies

Saputro (2015), in his research entitled “*Aplikasi Komik Sebagai Media Pembelajaran*” used comics as a science learning medium on ecosystem material specifically for seventh-grade students. The comics provided received a good response, with 3 students who were used as test subjects showing interest in the comics. Their reactions remained the same until the end of the study. After implementing several methods with students, there were several inputs, such as less bright comic colors, and also ideas in comics that were expected to be more variable. After the trial, it can be concluded that the science comic learning media (*IPA*) is feasible to use and can improve student learning achievement.

Septiani and Rosmana (2021), with research titled “*Pelatihan peningkatan literasi dalam penggunaan media pembelajaran komik di SDS Angkasa 4 Jakarta Timur*” this research used digital comics to improve student learning outcomes. The class 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 3 cycles, digital comics as a medium to improve learning outcomes can be said to be effective to apply.

Rakhmawati (2018), in her research entitled “The Effectiveness of English Comic in Teaching Grammar (present and past tense). The research subjects were 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 conducts some tests, she can conclude that teaching grammar by using an English comic is effective for students. And it shows by the significance of the difference between before and after the pre-test and post-test. 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 learning media, it can be concluded that comic media can be used as a new choice in learning, as shown by an increase in learning outcomes and literacy in students.

The similarity of our research and the previous studies is using comic as media learning. Based on the three previous studies, comics are both used as learning media with the target is for students. But the differences of our research with the previous studies are that we use simple tense, including simple present tense, simple past tense, and simple future tense, and Rakhmawati (2018) only includes simple present tense and simple past tense. The research gap is making

comics as a medium in learning grammar, especially in the simple present tense, simple past tense, and simple future tense. In this case, comics will be a new medium in grammar learning.