

CHAPTER II

TEORITICAL REVIEW

A. Grammar

1. Definition of Grammar

There are some definitions of grammar which are stated by some experts. According to Brown, (2001: 362) Grammar is structures of sentences which is used in language. Grammar becomes crucial since it is one of English elements which should be taught by students. Grammar is the system of rules governing the conventional arrangement and relationship of word in sentence.

Larsen-Freeman, (2009: 518) also say, that grammar is an important component of a language that allows learners to understand its structure. It can be defined as “a system of meaningful structures and patterns that are governed by particular pragmatic constraints”. Similarly, Mart (2013) states that grammar is a set of rules that plays a significant role in language acquisition because it helps learners combine and organize words in order to build sentences, and express their thoughts properly.

2. The Impotances of Grammar

One of the elements of language that is important is grammar. Grammar is important because it is the part of language that makes it possible for us to talk about language. Grammar name the types of words and word groups that make up sentences not only in English but in any language. And knowing about grammar means finding out that all languages and all dialects follow grammatical patterns. (Rakhmawati, Dian 2018: 2)

So, it can be concluded that without mastering grammars it could be difficult for the students on creating sentences in speaking and writing.

3) words that follows by “ago”

two weeks ago

two days ago

three months ago

four years ago

a century ago

one hundred years ago

Although there is no information of time but the context of the sentence can indicate that the event or action was done in the past.

Example : Thomas Alva Edison invented electricity

I bought this pen in Yogya

4. The Pattern (Suroso, Bambang 2005: 37-39)

Positive Sentence from pattern 1 (with verb)

SUBJECT	VERB 2	(OBJECT,ADVERB)
I	Bought	A magazine yesterday
They	Built	A bridge near the hunt
She	Typed	The report in one hour

Negative Sentence

Form negative sentences of simple past tense, are formed by placing "did not" or "didn't" after the subject and followed by V1. The example as follows :

SUBJECT	DID NOT	VERB 1	(OBJECT,ADVERB)
I	did not	come	here yesterday
He	did not	buy	anything there
She	did not	say	anything to me
We	did not	find	her house
They	did not	finish	the job on time

Verbal Question (yes/no question)

Yes/no question of past tense created by placing "did" at the beginning of the sentence, followed by subject and V1. Example, " Did _____?" the answer "Yes ___ did", or "No ___ didn't".

The examples yes/no question is as follows :

DID	SUBJECT	VERB 1	(OBJECT,ADVERB)
Did	You	come	here last night?
Did	You	meet	my husband?
Did	They	work	last week?
Did	You	graduate	from this school?

Interrogative sentence with question words

Asking subject

Question form that ask about the subject usually used words “who”, ”what”, ”how”, ”many”, and so on. The example is follows :

WHO/WHAT/ETC	VERB 2	(OBJECT,ADVERB)
Who	wrote	this letter?
What	caused	the Dipenegoro war?
how many students	came	to the farewell party?
which system	gave	more benefit?
which team	won	the last world cup?

Short answer for this kind of question that subject followed with “did” (Ali did, He did, etc)

Asking other than subject

QW	DID	SUBJECT	VERB 1	(OBJECT,ADVERB)
What	did	we	study	last week?
Why	did	you	say	that to me?
When	did	Hitler	die?	

So we can conclude that Simple past tense V2 only used for Positive sentence and Interrogative sentence that asking the subject.

C. Past Continuous Tense

1. Definition

Past continuous tense expresses something happened began before and was in progress at particular time in the past (Azar, 2002: 3). To talk about a temporary situation that existed or around a particular time in the past and about two past actions or events that went on over the same period of time, we can use past continuous (Hewings, Martin 1999: 12). So past continuous tense or past progressive tense is a group of verb that consist past form “be (was, were)” and verb “ing” (V ing) in other words the past continuous tense is “was + ing” or “were + ing” (Suroso, Bambang 2005: 44).

2. The use of past continuous tense

This tense rarely used in stand-alone clauses, but is used to express what is happening when other events occur in past times which are expressed in either simple past or past continuous tense for longer activities. Conjunction words that used at the beginning of Simple Past is “when” and “while” used at the beginning of past continuous tense. (Suroso, Bambang 2005: 37)

3. The type of verb in past continuous

The type of verb that is often used in the past continuous tense is verb that shows **action** such as walk, read, drink, write, work, and etc or **processes** such as change, grow, widen, improve, get, rise and etc. When a verb showing **momentary events** such as knock, jump, hit, strike, kick and etc, that used in this tense, then the meaning showing the repetition. (Suroso, Bambang 2005: 44)

Example : He nodded (one movement of the head)

He was nodding (repeated movement of the head)

Some verb that cant be use in present and past continuous tense is as follows :

- 1) **Verb of the sense or perceiving e.g.** see, hear, smell, notice, recognize, taste
- 2) **Verb of emotion e.g.** want, desire, refuse, forgive, wish, care, live, hate, adore, like, dislike
- 3) **Verb of thinking e.g.** think (if followed by opinion) feel, realize, understand, know, mean, suppose, believe, expect, remember, recollect, forget, recall, trust, mind
- 4) **Verb of possessing e.g.** owe, own, belong, possess
- 5) be, seem, appear, signify, contain, consist, keep(continue), concern, matter, cost, depend, deserve, equal, fit, involve, remain, require, resemble, suffice, etc.

4. The pattern (Suroso, Bambang 2005: 45-46)

Positif sentence (past continuous and past continuous)

SUBJECT	WAS/WERE	V. ING	WHILE	SUBJECT	WAS/WERE	V. ING
She	was	crying	while	the reporters	were	talking
My mother	was	sewing	while	my father	was	watching tv

Past continuous and simple past tense

SUBJECT	WAS/WERE	V. ING	WHEN	SUBJECT	VERB 2
The guests	were	talking	when	the room	fell in
she	was	sleeping	when	her husband	arrived home

The position of “While” also can be place at the begining of the sentence.

While she was crying, the reporter were talking

While they were talking, the rooms fell in

Verbal question (yes/no question)

WAS/WERE	SUBJECT	V. ING	ADVERBS
Were	you	watching tv	when you hear th scream?
Was	she	driving	when you saw her?

Wh-question

Asking subject

WHO	WAS/WERE	V. ING	ADVERB
Who	was	teaching	at the third session?
who	was	talking to you	when i saw you?

Asking other than subject

QW	WAS/WERE	SUBJECT	V. ING	ADVERB
What	were	you	doing	when the light went out?
what	were	the guests	doing	when the ship hit an iceberg?

D. Media

Media becomes one of important aspects in teaching since it is used as teaching aids by teachers. Media is used as a tool to deliver materials or educative informations to students in teaching learning process. Media can be in form of people or things when they are used in delivering or communicating informations. Every person, material, tool, or event which can create a condition for facilitating students to accept knowledge, skill, and attitude can be called as media (Anitah, 2008: 2).

The function of media according to Sudjana and Rivai (2002: 2) explained that media has several functions. The functions of media are :

1. The media will attract more students to raise their motivation in learning process

2. The materials that will be taught, become more clearly and easier for students to understand and can help them to master the materials/achieve the goal
3. Media also helps passive students in class. By using media, students are not bored, and learning process will be vary.

E. Comics Strips

1. Definition of Comic Strips

Comic strips tell a story in form of pictures and text structures or dialogues. These comics utilize panels, having a minimum of one and usually a maximum of three or four (Smith, 2006: 3). Comic strip which present a short, manageable context to demonstrate a grammar point (such as tense), given that comic strips present a series of discrete, related events happening in the same discourse context (Dian Rakhmawati, 2018: 4). The authentic language and limited scope of comics enable students to focus on the grammar point (adapted from Okello, S., Jaquays, J., Tomas, S. 2013). After students read comic strips, once they realize that they understood the use of grammar in the context, they begin to get excited and motivated for the next step (Fischer, 2012:3). Using comic strips to teach grammar points has had positive result and high student engagement because in terms of learning content, students are more likely to remember material in which they have made an emotional investment (Fischer, 2012: 4)

2. The Structure of Comic Strips

A comic strip is defined as a sequence of drawings arranged in interrelated panels to display brief humor or form a narrative, often serialized, and usually arranged horizontally, with text in balloons and captions (Liu, 2004; Haines, 2012; Merc, 2013). The structures of

the language that used in comic strips was limited to enable the students focus on the grammar point that contain in the dialogue.

3. The Importances of Comic Strips

Based on the explanation above, it can be concluded that Comic strips are media that can be used in teaching English Grammar especially Past Tenses. many students will enjoy reading comics, because the contents in comic strips are easy to be understood and the learning process that deliver by teachers not monotonous. So it will increase students motivation in their learning in English Grammar particullary Simple past and past continuous.

F. The Step of Teaching Past Tense using Comic Strips

There are several steps of Teaching Grammar using Comic Strips, they are :

1) Preparation/Opening

- a. Teacher prepares comic strips related to the topic needed. In this case, the topic is about simple past tense and past continuous tense.
- b. Teacher makes a brief description about learning material.
- c. Teacher decides the purposes of teaching learning process to motivate students.

2) Main Activities

- a. Teacher showing the comic strips which have been prepared.
- b. Students identify the text in comic strips.
- c. Students identify structures of the text.
- d. Teacher and students together check the result of identification.

3) Closing :

- a. Teacher conclude the material together with the students.
- b. Teacher gives feedback of the teaching learning process.
- c. Teacher gives a homework that related to the material.
- d. Teacher thank to the students for their attention during lesson.

G. Basic Assumption

Grammars becomes one of some element in language, especially in English. By mastering the grammar the students will become more fluently when they speak, but in fact many students still have difficulties on mastering grammar particularly in past tense. The writer have a basic assumption that comic strips can be used to teaching past tense, comic strips as a media in teaching past tense is one of good technique that can make the learning process not monotonous, because most of students have been quite familiar with comics. Comic strips tell a story in form of pictures and words so the students are able to understand easily. However, the effectiveness does not merely on the media, but also the role of teacher in transferring the media comic strips to the students.

H. Hypothesis

Based on the basic assumption, the writer propose the hypothesis “The Effectiveness of Comic Strips for Teaching Past Tense (An Experimental Study at The eight grade students SMP PGRI Baturaden in Academic year 2018/2019)” is effective.