

CHAPTER I

INTRODUCTION

This chapter illustrates the background of the research that explained why this research is fascinating to be studied. This chapter also elaborates several theories that the research adapts some theoretical frameworks to understand the study based on particular views of experts.

A. Background

Grammar is a language system that determines English skill of students. Mart (2013) defines 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. In addition, Richards and Reppen (2014) clarify that grammatical knowledge concerned learning the rules to construct sentences, whereas grammatical ability refers to the use of grammar as a resource to communicate orally or in writing. Therefore, Grammar helps students to arrange sentences well and make it comprehend.

In teaching grammar, there areas have to consider: grammar as rules, grammar as form, and grammar as resource. For many L2 learners, learning grammar often means learning the rules of grammar and having an intellectual knowledge of grammar (Al- Mekhlafi, 2011). In the term of grammar as rules, Haudeck in Al-Mekhlafi (2011) has reported that many leaners have difficulty in internalizing grammar rules, although these have been taught intensively.

Based on personal experience in teaching the students while doing teaching practice program, there are some problems faced by students in learning grammar especially in subject-verb agreement. Students are confused of differentiating the correct subject and verb of a sentence. When they had to choose a verb for the singular subject, they were not able to differentiate the singular verb and the plural one, vice versa. For example, "Rania and Ali goes to library everyday". From this sentence, the recipient might be confused with the meaning of the messages on whether the sender wants to tell him that Rania and Ali go to library together or

Rania goes to library or Ali goes to library which means both Rania and Ali go to library everyday but they go separately.

In addition, the English teacher relies on English textbook in teaching grammar. Jimmi (2017) states that no matter how good the learning mainly is, if teacher are not able to create in delivery well, so students will not reach the learning anyway. It affects the student will feel bored, lack of responsibility and excitement of studying.



Picture 1.1 Example of English Webtoon

This condition becomes the reason for conducting this research. These research offers solution to overcome these problems by providing attractive media to make more interesting learning for students especially in learning grammar by using digital comic (English Webtoon) which contents fun illustrations and easy dialogue to attract students interesting. According to Yang (2003), the most frequently mentioned function of comics, as an educational tool, is its ability for motivating

students. Through comic, the teacher can motivate the students to learn English in more enjoyable and attractive ways.

This research tries to enhance students' grammar mastery through English Webtoon. For the comparison, previous research has inspired the writing of this research. A research regarding improving writing skill through comic strip has been conducted by several researchers. Firstly, Hamidah & Usman (2015) conducted a study about improving writing skill of eight graders through comic strip. The result showed that comic strip can improve the skill of the eighth grade students at SMP Negeri 9 Palu in writing narrative text. Secondly, Widioko (2014) conducted a study about textless comic to improve narrative text writing ability. The result showed that the students' ability in writing narrative text had improved in all aspects and teaching learning process run well through the use of the textless comic. Thirdly, Rakhmawati (2018) conducted a study about using English comic in teaching grammar. The result showed that English Comic was used in teaching students' grammar (simple present and simple past tense) is effective.

However, this research is different from previous researches. The differences are firstly, this research is purposed to enhance students' grammar mastery through the latest media, more attractive, and favored by today's students that is English Webtoon (digital comic). Meanwhile, the previous research used comic book or comic strips media. Secondly, this research is focused on grammar (subject-verb agreement). Meanwhile, the previous research is focused on narrative text and tenses. Finally, the researcher under take this research with title "**English Webtoon to Enhance Students' Grammar Mastery**".

B. Research Questions

From the personal experience above, the problems of this research are formulated as follows:

1. What is students' achievement in grammar before being taught by using English Webtoon?
2. What is students' achievement in grammar after being taught by using English Webtoon?

3. How significant is the difference of the students' achievement in grammar before and after being taught by using English Webtoon?

C. The Research Objectives

Based on the specific problems formulated above, the objectives of study are as follow:

1. To find out students' achievement in grammar before being taught by using English Webtoon.
2. To find out students' achievement in grammar after being taught by using English Webtoon.
3. To find out whether there are significant difference of the students' achievement in grammar before and after being taught by using English Webtoon.

D. Limitation of the Research

This study is focused on analyzing of grammar (subject-verb agreement) in simple present, present continuous, simple past and pas continuous which are language feature of narrative text material. The reason for analyzing subject-verb agreement is because they are found in the standard curriculum of learning. Beside, most of the students have not understood subject-verb agreement.

E. Significances of the Research

This research gives several significances. Theoretically, the result of this research can provide the purposeful description and reliable information about English Webtoon as the way to enhance grammar mastery. Practically, the research is expected to provide an alternative media in teaching English grammar through English Webtoon. It is also expected to become a measurement for teachers to be creative in selecting the appropriate material of grammar. Moreover, the students are expected to be able to comprehend grammar well.

F. Rationale

This chapter presents some theoretical foundations. Theoretical about grammar and subject-verb agreement, English Webtoon (digital comic), and the previous

study emerge about the using English Webtoon to enhance students' grammar mastery. Grammar is an important component of a language that consents learners to understand its structure. It can be implied as “a system of meaningful structures and patterns that are affected by particular pragmatic constraints” (Larsen-Freeman, 2009: 518). Similarly, Mart (2013) states that grammar is a set of rules that has an important role in language acquisition because it helps learners merge and arrange words in order to build sentences, and express their thoughts properly. Furthermore, Richards and Reppen (2014) clarify that grammatical knowledge involves learning the rules to arrange sentences, whereas grammatical ability refers to the function of grammar as a resource to communicate orally or in writing.

In the study of language, grammar takes a central position. But there is also practical reason to assert the study of grammar (Greebaum :2009). The idea that grammar is a set of rules, often seen as arbitrary or unrealistic, is only one narrow view of grammar. Such a view is based on the belief that: Grammar must be taught in explicit ways; Grammar is absolute and fixed, a target or goal that speakers need attain in order to be “good” speakers or writers of the language; grammar is inherently difficult and confusing, its mysteries only apparent to teachers, language mavens, or linguists (Decapua:2008).

Regarding grammar teaching, Özcan (2015) asserts that grammar has a highest role in teaching and learning languages, and it is one of the most challenging aspects to be taught. Grammar teaching also helps learners find out the nature of language, which involve predictable patterns that make it comprehensible (Azar, 2007). For these reasons, because teaching grammar helps students develop their linguistic competence in a foreign language, it must be a crucial part of the teachers' methodology.

In English grammar, subject-verb agreement is the correspondence of a verb with its subject in person (first, second, or third) and number (singular or plural) which is also called subject-verb concord (Eastwood, 2002). In other hand, Stapa & Izahar (2010) states that subject-verb agreement can be defined as a type of grammatical rule in which the subject must agree with the verb. Singular subjects are attended to singular verbs whereas plural subjects take plural verbs. In addition,

Pyle and Page (2002) emphasize that the subject and verb in a sentence must concur in person and number. Furthermore, they both must be singular or they both must be plural. For instance, Subjects and verbs must agree with one another in number (singular or plural). Thus, if a subject is plural, its verb must also be plural; *vice versa*.

A comic is one of the creative teaching media that can be used in teaching grammar. Comic offers arranging of sentences. Therefore, a comic helps the students to recognize the use of tenses, subject – verb agreement, part of speech and so on. Moreover, comic strips offer more attractive display and more engagement to the young learner. Since comic strips have an attractive display, they can improve the students' motivation in learning writing.

Therefore, regarding the importance of grammar (subject-verb agreement) in language learning activities, this research is conducted to examine the use of English Webtoon to enhance the students' grammar mastery. Additionally, the use of Comic for the educational purpose has been of interest to many researchers, and they have produced many studies showing a positive correlation between Comic and various aspects of education.

Rokhyani and Aisyah (2014) found that the use of Printed Material Comic Strips can be used as an English teaching media to improve vocabulary for the Junior High School students. In addition, comic strip is suitable and effective as teaching media because it gives a simple way for the teachers to deliver the materials. It is also effective for students' ability in understanding the expression delivered by the characters in comics. Similarly, Apriani (2014) found that the use of English Comic book series could be used as a reading material to help the seven graders of SMP Negeri 32 improve their reading comprehension. The use English Comic Book also helped the students express their thought and raise their interest in reading English. Rakhmawati (2018) also found, English Comic was used in teaching students' grammar (simple present and simple past tense) is effective because the result showed that there was a significant difference between the pretest and posttest scores.

G. Hypothesis

According to Hatch and Farhady (1982) in Al Alami (2013), the hypothesis is a tentative statement about the outcome of the result. The hypotheses must be experiment and logical based or explained. The relationship between variables should be stated in a clear term. Furthermore, the hypotheses can make clear questions that will be researched.

This research has two variables; the first is English Webtoon as the “X” variable (independent variable) and the second is students’ grammar mastery as the “Y” variable (dependent variable). The relation of the research hypothesis as proposed as follow: “The effectiveness of using English Webtoon to enhance students’ grammar mastery”.

The hypotheses of this research are alternative hypothesis (H_a) and null hypothesis (H_0). The formulated hypotheses are described as follow:

H_a : There is a significant difference of the students’ grammar mastery after the implementation of English Webtoon.

H_0 : There is no a significant difference of the students’ grammar mastery after the implementation of English Webtoon.

H. Previous Studies

Many researchers have conducted the use of Comic for educational purposes, and they produced many studies showing a positive correlation between Comic and various aspect of education. One of the researches was carried out by Rakhmawati (2018). The research proved that English Comic was used in teaching students’ grammar (simple present and simple past tense) is effective because the result showed that there was a significant difference between the pretest and posttest scores. Moreover, English Comic is able to motivate the students to focus more in grammatical structure, and it will make the teaching and learning process are more interesting.

Widioko (2014) conducted a study discusses that the students’ ability in writing narrative text had improved students’ skill in five aspect; namely content, language use, organization, vocabulary and mechanic. Besides, teaching learning process run

well through the use of the textless comic. Moreover, textless comic was a good media which can be used by teachers to help students more understand about the narrative text.

Royanti (2007) in her research finding says that comic strips help the students to improve their writing skills. In line with this, comic strips can help students to improve their writing skills. Moreover, this research will find out the significance of comic strips as reference which gives useful information and evaluation about the use of comic strips in language learning and teaching program.

Lutfifati (2011) becomes one of the researchers who elaborated the use of comic strips to improve the eighth grade students' ability in writing narrative text at SMPN 9 Malang. She used a collaborative classroom action research. The result of her research shows that comic strips successfully improved the students' ability in writing narrative texts.

From those previous researches, it can be summarised that comic is an appropriate supporting media or tool that can enhance the teaching and learning process. Therefore, this research used English Webtoon (digital comic) as a media and grammar (subject-verb agreement) as the gap from the previous researches.

