CHAPTER II

REVIEW OF RELATED LITERATURE

This study researcher focuses to research the effect of using Past Tense in Recount Text. On the other hand, this chapter discusses about the background of the study, the statement of the research problem, the objectives of study, and definition of key terms.

A. Definition of Writing

Elhabiri (2013:19) writing is an act of communication, it is considered as a skill that needs study and practice to be developed. The ability to write is not naturally acquired, it is usually learned a set of practices in formal institutions, or other environments settings. Meanwhile, writing is an essential skill through which success can be attained in any academic contexts. Writing is much more than an orthography symbolization of speech, it is more importantly a purposeful selection and organization of expression this means that writing is a group of organized expressions that from a whole, and covey specific meanings or process of thinking to invent ideas, exploring and arranging them into statements and paragraphs, rather than a production of graphic symbolist

Thus, writing is a set of paragraphs that consists noun, verb, adjective, phrase, etc. If the components became one unit, they would be good paragraph and made the reader bring out in the story. In a fact, students in Indonesia felt confuse to translate between Indonesia to English and contrarily. Thus, writing is a set of paragraphs that consists noun, verb, adjective, phrase, etc. If the components became one unit, they would be good paragraph and made the reader bring out in the story.

Based definition by expert we can conclude if writing is a part of skill in English learning activity and has a different characteristic among them. Moreover, writing composed of sentences that have an important meaning for the reader. On the other hand, writing also need organizing idea to share the information for the reader. Not only organizing idea but also writing showing graphologist and grammatical system language it means that the writer has a characteristic to share their idea in writing. Therefore, the writer make the reader easy understanding the content from paragraph and the purpose of the text was made by the writer. Consequently, the writer should resemble their scientific work with correct grammar and systematic sentences. However,

we should know the process of writing. In this way, we can make a good paragraph with sentences sequences systematically. Therefore, the process of writing would be explained in next point.

B. The Process of Writing

The writing process looks different for anyone, but there are five basic steps that will help you structure your time when writing any kind of text. They are prewriting, outlining, drafting, revising, and editing.

1. **Prewriting**

Before the reader start writing, the reader need to decide exactly what the reader will write about and do the necessary research. Prewriting is a technique in writing that use general topic or the collecting idea from the writer. The purpose from this strategy is we can imagine what the topic that would be written and we can also make a draft from our idea. In prewriting also have four strategies that can help the writer. They are choosing topic, using experience and observation, reading, and free writing.

2. **Choosing Topic**

Choosing topic is a strategy where the writer decided what the theme that would be written. "The first important step is for you to tell yourself why you are writing (to inform, to explain, or some other purpose) and for whom you are writing" (McLan, 2012 : 381) It means that, the writer have to know the reason why he want to write. Then, they choose the topic before the writer began to write. Moreover, the writer can make a plan about the scientific work that would be made by the writer.

- **Using Experience and Observation**

Using experience and observation can become the alternative way for the writer to begin their writing. Moreover, the writer can use their experience during their life as a unique topic and help them to more easy in writing. Besides, the purpose of observation is to guide the writer choose interesting topic based their experience that has been happened.

- **Reading**

  Reading is a strategy in prewriting where the writer search references to support their scientific work. Moreover, the purpose of reading in this strategy is to support their idea or topic that has been chosen by the writer. Therefore, reading can make the topic of writing has a progress to become systematic paragraph.

- **Freewriting**

  Free writing is a technique where the writer write anything based on they wanted and their mind. This technique can help worried feeling by the writer about correct grammar and mistake meaning.

- **Outlining**

After prewriting technique has done, the writer has to make an outline before they began their scientific work. Moreover, outlining is a process where the writer to write keyword that would be object of scientific work. The purpose of the technique is to help the writer to write systematic paragraph and focus in a topic that have been chosen by the writer. Moreover, the writer just writes the point of the topic.

- **Drafting**

Drafting is a process where the writer completes their paragraph or essay with new idea. The purpose this strategy to help the reader easy understand the information. Besides, in drafting process the writer began first writing with introduction, body paragraph, and conclusion.

- **Revising and Editing**

  Revising and editing is important process in writing where the writer would be checked their scientific work. In this step, the writer reads again the topic of scientific work and match with content of sentences that written by the writer. Besides, the writer tries to edit their work if there are error mistake like grammar and revise to become correct grammar.

C. The Types of Writing

Writing is a type that must be learned. Based on Wikipedia type of writing has four styles, they are descriptive, narrative, argumentative, expository. Moreover, the fourth types of writing would be explained in below.

- **Descriptive Text**

Descriptive text is a type of text that explained about description of something. The object that is usually discussed in descriptive text are people, animal, things. The purpose of descriptive text is to inform about the condition and characteristic of the object to the reader.

1. **The Generic Features of Descriptive Text**
   - The use of simple present tense
   - Specific participant (object)
   - Action verb: verbs that show an activity for example, run, sleep, walk, cut etc
2. **The Generic Structure of Descriptive Text**
   - **Identification**
     This part contains about the introduction of a person, place, animal or object will be described. Identification serves to introduce to readers about the object that we will explain, before we tell in more detail about the object in the next paragraph.
   - **Description**
     This part contains a description of something such as animal, things, place or person by describing its features, forms, colors, or anything related to what the writer describe.

Example of Descriptive Text:

My Best Friend

I have a best friend. His name is Bejo. I usually call him, Jo. He is a year older than me.

He has the same hair like my Dad, black and quite curly. His height is about 165 cm.

He works for his family's business. He wears glasses for helping his see clearly. He is a kind man.

- **Narrative Text**

Narrative text is a text that explained about telling story and telling the chronological that happened. The purpose of this text is to entertain the reader and this text can also bring the reader in the story. This text is usually telling about fable, legend, myth, fairytale. Moreover, the explanation would be continued in next point.

1. **The Generic Features of Narrative**
   - Using part action verb: climbed, turned, sold
   - Using specific noun as pronoun of person, animal in the story. Example: The King, The Queen, etc
   - Using adjectives which are for noun phrase. Example: long, black, hair, etc
   - Using the time connectives Conjunctions to arrange the events. Example: Then, before, after, etc
   - Using adverb and adverbial phrase to show the location of events. Example: here, in the mountain, etc
   - Using Past Tense
   - Using of variety of simple, compound, and complex sentences
2. **The Generic Structure of Narrative**
   - **Orientation**

     It is about the opening paragraph where the characters of the story are introduced (person, time, and place)
   - **Complication**

     Where the problems in the story developed
   - **Resolution**

     Where the problems in the story is solved

     Sometimes (generic structure) Narrative Text can b contained:

     Orientation, Complication, Evaluation, Resolution, and Reorientation. Even though "Evaluation" and "Reorientation" it is optional, can be added or not.

Evaluation contains of controlling and evaluating a love adventure or conflict. Reorientation contains the conclusion of the end story.

Example of Narrative Text:

True Friends

Once upon a time, there were two close friends who were walking through the forest together. They knew that anything dangerous can happen any time in the forest. So they promised each other that they would always be together in any case of danger.

Sudden, they saw a large bear getting closer toward them. One of them climbed a nearby tree at once. But unfortunately the other one did not know how to climb up the tree. So, being led by his common sense, he lay down on the ground breathless and pretended to be a dead man.

The bear came near the one who was lying on the ground. It smelt in his ears, and slowly left the place because the bear do not want to touch the dead creatures. After that, the friend on the tree came down and asked to his friend that what was on the ground, "Friend, what did the bear whisper into your ears?" The other friend replied, " Just now the bear advised me not to believe a false friend."

Moral of the story- A true friend in need is a friend indeed

- **Argumentative**

Argumentative is a text where the content of paragraph shows the controversial for the reader. Besides, the content of argumentative text contains pro and contra from the information that have been shared by the writer.

1. **The Generic Features of Argumentative**
   – They usually start with an introduction
   – They written in formal language
   – Sophisticated connectives at the start of sentences and paragraphs give the writing a formal tone (In addition to this point…, Furthermore…, Another important fact is…)

- The writing is usually split into paragraphs.
- Often the writer's viewpoint will be backed up by facts and research
- The aim of the writing is to persuade the reader to consider the writer's point of view and perhaps sway them towards their opinion

2. **The Generic Structure of Argumentative**
   - Thesis assessment (statement of position), the beginning part of the text where we as writers clearly state our opinion or attitude towards the issue that we raise as the theme of the writing
   - Argument, contains argument points and evidence that supports our attitude or opinion in the thesis statement
   - Summing up the position, contains a restatement or conclusion of our attitude or opinion on the issues we discuss. There is a difference between Analytical Exposition and Hortatory Exposition at this final stage, where the final Analytical part is called "Reiteration" or in Indonesian "restatement" while the final Hortatory part is called "Recommendation" which means "Recommendation or suggestions".

- **Expository**

Expository is a text that tells the information to the reader. Thus, the content of this text contain persuasive element. Moreover, the purpose of the text is to make the reader believe and practice based on the paragraph that has been explained in paragraph of expository text.

1. **The Generic Features of Expository**
   - Cause and effect, cause and effect can be very straight forward in some texts while in others, it is more implicit and take more work for writer to tease out the information. The cause and effect of events such as war, described in a history text may be more linear than the cause and effect of scientific discoveries, such as vaccinations described in a science text
   - Compare and contras, identify the similarities and differences between two or more events or concepts
   - Descriptions, describe a topic by identifying and explaining its characteristics, features, attributes, and by providing examples

- Problem and solution, identify the problem and one or more solutions to the problem as described in the chapter or section

- Sequence, sequence can be implicit or explicit. Step by step procedures, math, and science texts will typically state a sequence explicitly

2. **The Generic Structure of Expository**

   - Sequence/process
   - Description
   - Time order/chronology
   - Proposition/support
   - Compare/contrast
   - Problem/solution
   - Cause/effect
   - Inductive/deductive
   - Investigation

- **Recount Text**

Recount text is a type of text in English that tells us about action, a story, an experience, or an activity. Usually, recount text tells about someone's experience. A.S Hornby stated that recount is to tell about something. Recount text is a text which retells events or experiences in the past. On the other word, recount text that tells the reader about the writer's story, action, or activity. According to Anderson a recount text is speaking or writing about past events or piece of text that retells past events, usually in the order which they happened. The aim of the text is retell the past event or tell someone's experience in chronological order. Its goal is to entertain or inform the reader and have three types of recount: Personal, Factual, and Imaginative. In this text, the writer can give more information to the reader about the experiences and event. Besides, it can entertain the readers. Derewianka states that 'The purpose of a recount is to list and describe past experiences by retelling events in the order in which they happened (chronological order)'.So, in the writer can describe the experience or chronological order to the readers. Moreover, according to Sudarwati and Eudia Grace "The purpose of recount text is to tell the readers what happened in the past through a sequence of events". It means that recount text is a text used to tell the writer's experiences or events in the past to the readers. From the definitions

above, the writer concludes that recount text that retells events or experiences in the past. The text is used to inform or to entertain the reader

1. **The Lexicogramatical of Recount Text**

– Using the simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense.

– Using temporal sequence, e.g. On Saturday. On Monday, On Sunday

– Focus on specific participant, e.g. I (the writer)

– Using the conjunctions, such as: then, before, after, etc.

– Using action verb, e.g. went, stayed

2. **The Generic Structure of Recount Text**

- **Orientation**

  It gives the reader the background information needed to understand the text, such as who was involved, where it happened, and when it happened.

- **Event**

  A series of events, ordered in a chronological sequence.

- **Re-Orientation**

  A personal comment about the event or what happened in the end.

Example of Recount Text:

Catch Feels

Oh my Gosh…

What day was it yesterday?

Was it by accident or not?

It seems like an impossible thing and this feeling? What kind of feeling is this?

How can I wish before I left I wanted to meet him this afternoon?

Thing that make me even more confused is that pops into mind if I meet him before I go then he is my destiny.

Ohhhh… damn. What's that? The fact is I met him. It's like guessing my destiny with him. It didn't make sense I thought. Several times ago I was in this damn situation too. LOL… I guessed the same thing too. A little bit crazy but that's my reality. I didn't know how could this crazy guessing appear in my mind. How could this thing became possible and came true when I thought it was impossible. But, the point of this story is I like it, I like the situation, the guessing, and all about it.

D. Tenses

Tense is a one of grammar that explained about time where the accident happened. This element often used in all aspect like writing essay or paragraph. Besides, tenses show the position of sentences. It means that tenses describe the accident in sentences already finished or still going on until today. According to Grain (2006), tense is a tool that English speaker use to express time in their language so you learn to think like a native speaker. It means that, if we would be know about time in a story or paragraph essay, we would be learned about tenses firstly. Based on learning English online (www.englisch-hilfen.de)" tenses spare become three 20 parts, they are present, past, future. From the definition we can conclude if tenses is media to learn about where the accident happened in a story. Besides, we can know if time can spare become three parts, they are present, past, future. Moreover, tense also support with verb form.

E. Past Tense

Simple past is one of tenses explain about the accident happened in the past. Besides, simple past was supported with verb form they are regular verb and irregular verb. According to Anwar" simple past is a tenses that began and finished in the past (2014:14). It means that, simple past explain the accident that star and end in the past and the accident did not discussed again today.

Example:

I visited his home 2 days ago.

F. Past Progressive

Past progressive is a tense that happened in the past but still happened until today. Past progressive has was/ were to help the sentences clear. Besides, verb in past progressive use verb -ing. According to Silva (2011 : 1)" Past progressive is a tenses that talked about when talking about TWO actions in the past; one continues for a period, and the other starts and ends (past simple).

Example based on Silva statements:

While I was talking on the phone, someone stole my car.

I was making breakfast when the cat knocked over the milk carton, so I burnt the toast.

Based on the explanation above we can conclude if past progressive explained about the accident that happened in past time when the others accident happening also.

G. Error Analysis

Error analysis is tool to help the researcher checked the grammatical error that made by students especially using tenses in narrative text. According to Hourani (2008: 16)," Error analysis is an essential source of information to teachers. It provides information on students' errors which in turn helps teachers to correct students' errors and also improves the effectiveness of their teaching". It means that, error analysis is very important because the researcher would to the types of errors done by students of using past tense in writing narrative text and the factors that influence their errors. Error is very usual in writing paragraph or essay, so errors analysis is needed by teacher to correct the student's essay. Based on Dulay and Krashen theory (1982), error analysis spare became four types. They are omission, addition, misinformation, misordering. Besides, this theory was taken based surface structure taxonomy.

1. Omission

Omission is a part of errors that usually the writer omitted or changed the words. According to Sompong (2014 : 116)" ,Learners in the early stages of learning tend to omit function words rather than content words. More advanced learners tend to be aware of their ignorance of content words and rather than omit one". It means that when students make a paragraph, sometimes they omit the part of sentences and if the teacher did not make a clarification, the students would be use incorrect grammar in writing paragraph. According to Dulay(1982:154)", Omision are characterized by the absence of an item that must appear in a well-formed utterance." It means that students omit one of the structural of language. Moreover, the students felt confused about the structural of sentences.

Example:

The gnome cry and then Prince revive Snow White. This sentences omission because student omitted "when" as a conjunction, the sentence above could be used past continuous, so the sentence need conjuction "when" and student also ommited "was"after subject. Goat died and the wolf very happy because he full.This sentences omission because student omitted "was" before happy and "Had" before subject "he".
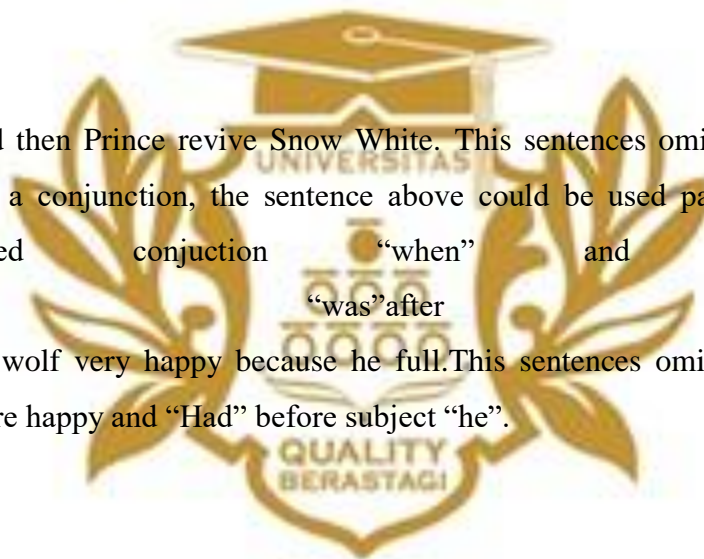
2. Addition

According to Dulay (1982: 156)", Addition is an opposite of omission. Their characterized by the presence of item, which must not appear in a well- formed utterances". It means that addition is a part of errors that should not be required to be used in making a sentence. In this section, students make a paragraph with abbreviate the utterances in writing paragraph. Moreover, addition has some chategories. They are regularization, double marking, simple addition.

Example:

The goat meet the wolf than Goat running from the wolf.

This sentences addition because student added phrase or morpheme which should not be added. In this case, student added "Than" that should be deleted. The dove so quickly put off a Leaf from a tree. "So" in the sentence above should be deleted.

3. Misordering

Example:

He see a house with garden in the back yard with cucumber

This sentence misodering because student wrote incorrect places of sentences and student sould using" Frigtening animal". He saw a house with cucumber garden in the back yard of house

4. Misformation

According to Dulay (1982: 158)," Misformation errors are characterized by use of the wrong of the morphemes or structure. It means that misformation a part of errors that teacher found in writing paragraph of the students that using wrong structure in arrangement sentences. Moreover, according to Sompong (2014:8)," this category has relation with adverbials, interrogatives and adjectives. It means that misformation is a element that focused on the structural sentences in students writing.

Example:

Once upon a time, live a bunch of animal. This sentence that made by student had wrong structure "live" student should write "Lived" because verb 2 should add d or ed. The are mouse deer, elephant, and others. This sentence that made by student had wrong structure "are" student should write "were" because to be in past tense should be changed.

### H. Factors that Influence on Making Errors

Based on Hourani's statement (2008:42) there are three factors that influence students making errors in their writing, they are such as:

1. Language Transfer

Language transfer is a process of transfer information about language from source language to target language. According to Hourani (2008:42)" These errors could systematically be found at the beginning of second language learning. Since the learner is a beginner, he tends to rely on a great deal of transfer from his mother language". It means that when the beginner began their practice in using language, they would make an error in their practice. Moreover, their teacher using mother tounge to explain the material. If the teacher did not change their method, their students could not practice English well and they still mix their language.

2. Teaching Method

Teaching method is very important and influence the development for students because the method influence students to get the material especially in English class. Moreover, if the teacher can create interesting media and make fun condition. The students would be enjoy in the class but if the teacher can not manage their class the students would be confuse and make error in their duty.
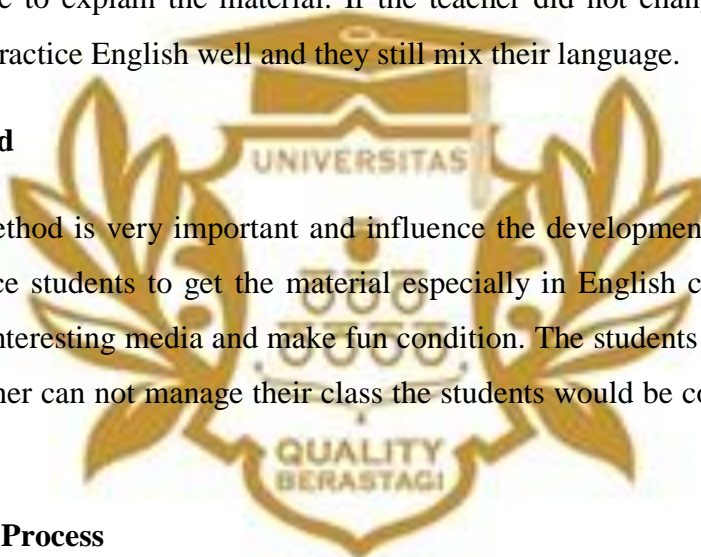
3. Lack of Writing Process

Lack of teaching practices is a one of factors of that made by students because if students did not have habit to write essay in their home possibility they unusual with new words, the structural of language, and the organized the sentences. Then, students just practice to write essay when the teacher gave them homework or duty but the result of their duty still far from teacher's expected. This statement was supposed by Hourani's research (2008:46) he said "Lack of writing activities may lead to weakness in the writing skill as a result a lot of errors in students essays will occur". This statement has been tested by several language experts. Therefore, we can conclude if students seldom to practice write essay, the error problem of students would be occur.