

## CHAPTER 2. LITERATURE REVIEW

This chapter consists of theories related to research and has five sub-chapters: explanation about the writing, simple past tense, recount text, previous study, and hypothesis of this research.

### 2.1. Writing

This section intends to outline of writing. In addition, this section helps to explain the definition, purpose, importance, and components of writing relevant to the current study.

#### 2.1.1. The Definition of Writing

Writing is among the important skills that pupils should learn. It is important since writing is one of the communication methods. Sapkota (2012) defines writing as "the process of putting down visual symbols that help depict a language to communicate meaning to the reader ". According to the definition, writing is a type of communication in which messages (information) are communicated in writing to other parties (readers) using written language.

Writing involves the use of various symbols and various types of language. Although using many symbols and languages, writing can generally be understood as expressing ideas, opinions, information, or stories in written media. According to Fellowes (2007), writing is an expressive mode of communication that comprises texts' development to guarantee that defined aims are satisfied, and a clear message is successfully transmitted to readers.

As defined above, writing is the act of generating ideas, selecting how to transmit them, and structuring them into sentences and paragraphs to connect with others indirectly.

#### 2.1.2. The Purposes of Writing

Writing is an activity in which one expresses one's thoughts, ideas, and emotions in written language. The writer's purpose in writing is to communicate with the reader.

Additionally, three purposes in writing mentioned by Anne Whitaker (2009) as follows:

**Persuasive Purpose.** The goal of persuasive writing is to persuade readers to embrace the writer's point of view. The writer selects a question that should be addressed in this persuasive essay. The writer then responds with powerful explanations and proof, attempting to shift the readers' perspective on the matter.

**Analytical Purpose.** Analytical writing often studies causes, examines consequences, evaluates the efficacy, assesses solutions to issues, discovers linkages between distinct concepts, or analyzes the arguments of others. The goal of analytical writing is to describe and analyze potential solutions to the writer's query, selecting the best responses based on the writer's criteria.

**Informative Purpose.** Informative writing varies from analytical writing in that the writer does not force his or her point of view on the readers, but rather attempts to broaden the readers' perspective. In informative writing, the writer discusses potential answers to queries, providing readers with fresh knowledge about the issue under discussion.

### **2.1.3. The Importance of Writing**

Writing has been a standard part of our social life. Writing is more than simply a written text, it is also a means of communication. According to Walsh (2010), writing is important since it is frequently used in school and work. Furthermore, individuals nowadays cannot be separated from writing. People are expected to write in whatever field they work in.

Essentially, every piece of writing aims to get over the writer's intended message to the reader. The ability to express oneself in writing is crucial. Compared to face-to-face or over-the-phone communication, the reach of written words may be far more significant. Many readers will have an unfavorable opinion right away if they see a spelling or grammatical error. Thus it is important to have good writing abilities. In most classrooms, teachers will give students resources to help them improve their writing skills because they are crucial to students' overall success. Good writers, for

instance, can take an assigned subject or topic and turn it into a compelling piece of writing (such as a recount). By writing, people can express their idea, describe other people, places, provide information, propose arguments, tell stories, and many others.

According to the aforementioned statements, it is possible to deduce that writing plays an important role in society. Thus, writing skills must be noticed, especially for English learners or educational practitioners.

#### **2.1.4. Components of Writing**

Writing contains various components that the writer must complete to produce excellent writing. Nurgiantoro's (2001: 306) writing profile includes five components for measuring writing tests:

**Content.** It is a collection of materials that support the topic under discussion. The writer may construct the concept of the detail to describe the main topic in the content aspect.

**Organization.** It refers to how pupils organize their thoughts. The material is organized with clear concepts, solid structure, logical sequencing, and cohesiveness.

**Vocabulary.** Appropriate vocabulary selection and use in each sentence are critical in writing.

**Grammar.** It is the structure of language that determines how words are combined. Grammar can be used to make many different sorts of sentence formulations more understandable.

**Mechanic.** It relates to the students' writing style. Several phrases in the text need appropriate spelling and punctuation. If punctuation is not utilized appropriately, the content will be incoherent.

## 2.2. Simple Past Tense

This section intends to outline of simple past tense. In addition, this section helps to explain the definition, the form of simple past tense, and the spelling rule of simple past tense.

### 2.2.1. The Definition of Simple Past Tense

Simple past is an English verb tense that denotes a previous activity that did not continue into the present. According to Hartanto (1996), simple past tense refers to a past occurrence or actions taken in a simple form and the period during which the event or activity happened. Simple past tense represents an activity that was performed or repeated in the past.

Regular verbs with -d or -ed endings are in the simple past tense, often known as the preterite or past simple. For irregular verbs, there are numerous endings.

### 2.2.2. The Form of Simple Past Tense

Milda and Ingrid (2005) divided the simple past tense into three categories based on their classification and formulation:

**Positive** In the past tense, all regular verbs finish in -ed. All subjects, single and plural, utilize this form.

1) The verb other than be: **Subject + Verb 2**

- She sold a new bike.
- Teddy watched a horror film yesterday.
- Their cows drank the water.

2) The verb of be: **Subject + was/were + Complement**

- He was angry.
- She was sad yesterday.
- We were in this place yesterday.

In the simple past tense, there are two kinds of auxiliary verbs:

1) Was, were

*Was* functions similarly to the use of *is*. *Was* is a contraction for the subjects I, she, he, and it. While *were* functions such as the usage of *are*. *Were* refers to the subjects

you, us, they, and multiple objects. *Was* and *were* are only employed in simple past tense in the nominal form (adjective, noun), and in the past continuous tense in the verb form.

## 2) Did

*Did* is the second form of the verb *do* and does employ not only in question formulation but also in negative assertion formulation. This is used in phrases that have a past tense form. *Did* can be found in all sentence subjects, including I, you, us, they, he, she, and it.

**Negative.** Negative past tense verbs should be followed by *did not/was not/were not*.

### 1) The verb other than be: **S + did not + Verb 1**

- She did not sell a new bike.
- Putri did not come here yesterday.
- Your father did not drink a coffee.

### 2) The verb of be: **S + was/were not + Complement**

- He was not angry
- She was not sad last week
- We were not in this place yesterday

**Interrogative.** The auxiliary must come before the sentence's subject when writing a question. In the question form, there is no final -ed ending

### 1) The positive form of verb: **Did + Subject + V1**

- Did she sell a new bike?
- Did Putri come here yesterday?
- Did your father drink a coffee?

### 2) The negative form of verb: **Did + not + Subject + V1**

- Did not father drink a coffee?
- Did not he buy a new bike?
- Did not Teddy and John come here yesterday?

### 3) The positive form of be: **Was/were + Subject + Complement**

- Was he angry?

- Was he sad last night?
  - Were we in this place yesterday?
- 4) The negative form of be: **Was not/were not + Subject + Complement**
- Was not she mad?
  - Was not he sad last night?
  - Were not we in this place yesterday?

### 2.2.3. The Spelling Rule of Simple Past Tense

In simple past tense, regular and irregular verbs are used. The only distinction among regular and irregular verbs is that regular verbs have -ed added to the end. In contrast, irregular verbs are more difficult.

There are certain broad categories that may be utilized to arrange information in a manner that helps remembering how these verbs are built and recalling when employing them in sentences easier.

**Regular.** The regular past tense forms conclude with -ed. They are created by combining the following basic forms:

Table 2.1

The Spelling Rule of Regular

Rules	Example
Regular past simple forms are generated by appending -ed to the verb's infinitive.	move      moved love      loved
You add -d to verbs that finish in -e.	achieve      achieved activate      activated
If a verb finishes with both a vowel and a consonant, the consonant is often duplicated before the -ed ending.	clap      claped slam      slammed
If a verb ends in a consonant and -y, the y is removed and -ied is added.	injury      injured worry      worried
You add -ed if the word ends in a vowel and -y.	play      played

**Irregular.** Since irregular past tense forms are connected to simple forms, it is necessary to know them.

Table 2.2

Example of Irregular Verbs

Base	Past	Past Participle	Group
cost	cost	cost	1
put	put	put	1
set	set	set	1
buy	bought	bought	2
build	built	built	2
dream	dreamt	dreamt	2
give	gave	given	3
bite	bit	bitten	3
draw	drew	drawn	3

### 2.3. Recount Text

This section intends to outline of recount text. In addition, this section helps to explain the definition, purpose, and the component of recount text.

#### 2.3.1. The Definition of Recount Text

Recount text is a type of text that tells about an experience, event, or activity someone has experienced. Writing recount text is challenging for most students. It has been associated with students' mastery of grammar, particularly past tenses (Mubasiroh, 2015). The past tense should be used in the text since the purpose of recount texts is to retell previous experiences or occurrences. Although students can use various tenses when writing about the past, the simple past tense dominates most often.

Typically, a recount begins with an introduction that includes background information about the persons, what happened to them, and where the incident occurred. Then comes a succession of events that conveys the story in chronological order. Reorientation is a concluding remark that may involve an explanation. Some

recount texts have a final paragraph. The writer may include a personal note or message in this ending paragraph, although this is optional.

### **2.3.2. Purpose of Recount Text**

The goal of recount text is to inform the reader of what occurred and when it occurred. According to Miller (2006), the purposes of recount text are to help authors understand them and to help readers comprehend their own experiences and the writer. Adibah's (2013) book said that the social role of recount text is to repeat events to inform or amuse. To accomplish this goal, recount text uses a general framework as a foundation for the writing.

### **2.3.3. The Component of Recount Text**

There are some components in recount text which need to pay attention.

**The Types of Recount.** There are five types of recount texts, as defined by Derewianka (1990):

***Personal recount.*** A personal recount is a tale of something close to the writer. Some examples are personal experiences, letters, diaries, journals, tales, or postcards. A personal recount is often composed in the first person (I or We) and is meant to amuse and instruct the reader.

***Factual recount.*** The purpose is to communicate the truth about what occurred. Accidents, systematic study, science, news recording, and making a police report are all examples. The focus is on using clear, precise, and accurate language that thoroughly explains an incident, experience, or achievement to the reader.

***Imaginative recount.*** The imaginative recount is a text that describes events that did not occur or are made up. This form of recount writing might be a tale about the author's dreams, goals, or other unrealized or desired events.

***Procedural recount.*** A procedural recount details the processes used to complete a task or activity. For example, include a flowchart showing the procedures necessary to bake bread and answer a mathematics issue.

***Biographical recount.*** A biographical recount describes a person's life story from the perspective of a third-person narrator (he, she, and they). The first-person narrative (I, We) is used in this autobiographical sample.

**Generic Structure.** According to Lancashire Council (2008), a recount text is divided into three parts orientation, events, and reorientation.. Each structural generic has a social function. Their reasons are given below:

**Orientation.** The recount starts by informing the audience who was engaged, what occurred, where, and when. Orientation provides the audience with the background knowledge needed to comprehend the text and helps them recognize the scene setting and context.

**Events.** The major thing that occurs in the text's plot is the event. When writing a recount, arrange the events in chronological sequence. Sometimes, more information is added to help the reader understand.

**Re-orientation.** Reorientation is the last part of a statement that goes into more detail. A closing paragraph is included in some writings that narrate a tale. The writer might make a personal remark or statement in this last paragraph.

The following paragraph is an example of a personal recount text's structure:

### **My Winter Vacation**

In early 2022, to be exact in January, I had a remarkable experience. My family and I traveled to Switzerland for a winter holiday.

I flew to Switzerland, and it was a long yet delightful flight. My family and I traveled to visit the extremely lovely city of Switzerland on the first day. Aside from that, we experienced a range of regional delicacies and relaxed in the Swiss city. The following day, I took the train and enjoyed the stunning scenery of the Mountains. I can have lunch with a view of the ice mountains in Switzerland on this train.

A holiday in Switzerland became a life-changing event for me. I'll never forget it.

**Orientation**

**Sequence of Events**

**Reorientation**

**Language Feature.** Derewinaka (1990) states that recount texts contain linguistic characteristics, including:

- 1) Specific persons, like my father, best friend, and so forth.
- 2) The use of the past tense shows that the activity described has been finished and occurred in the past at a certain period.
- 3) Use action or process verbs like go, look, left, etc.
- 4) Using first-person pronouns like I and us.
- 5) The setting of the story, or where it takes happened
- 6) Chronological order or connecting phrases such as then, after, and so on.
- 7) Time adverbs and the state of time in the previous tense may be found in words like last, two days ago, last month, and so on.

The linguistic characteristics are crucial in expressing the story's meaning. Using proper nouns, the reader may identify the characters in the story. The descriptive words will offer further information on the people, time, location, setting, and storyline of tale. The terms that illustrate how events occurred in chronological sequence will make the tale easier to understand. Because of how the language is handled, the tale is more engaging, alive, and easier to follow.

#### **2.4. Review of the Previous Study**

Other researchers previously have already undertaken the following relevant studies:

Tias Sil Romansyah's thesis (2021), *"The Relationship Between Students' Past Tense Mastery, Self-Motivation, and Recount Text Writing Ability"*. This research aimed to gather empirical evidence on the link between students' past tense mastery, self-motivation, and recounting text writing abilities. With a total sample size of 30 students from XI Social 1 of SMA Negeri 1 Sungailiat, the research technique was a correlational study, and the sampling strategy was a purposive sampling approach. Data was gathered via questionnaires, grammar examinations in the past tense, and writing assessments. A writing exam was utilized to assess students' ability to recount text, and the outcomes were evaluated using a writing evaluation rubric.

This research discovered: (1) there was a positive relationship among students' comprehension of the past tense and their capability to write recount. (2) A positive relationship exists between students' self-motivation and their ability to write recount texts. (3) There were connections between students' past-tense knowledge, self-motivation, and their capacity to remember content in writing. According to this research, grammatical mastery of the past tense and self-motivation has a significant 51.7% connection with recount text writing skills, with the remaining 48.3% influenced by other factors.

Sri Ekawati (2017) is the second researcher who did the same study with the title, "*The Mastery of Simple Past Tense and Its Correlation With The Achievement in Writing Recount Texts by Eighth Graders of SMPN 2 Mlati*". This research was aimed to find whether there was a correlation between students' mastery and their achievement in writing recount text and to know the extent of their mastery of simple past tense. To achieve the aims of this research the researcher conducted a research in the form of a simple past tense test and writing test. The subjects of this research were the eighth grade students of SMPN 2 Mlati academic year of 2015/2016. There were 128 students from which 43 students were taken as the sample. A statistical computation was done to find the correlation between both variables. The formula used was Pearson Product Moment. The obtained r value was 0.6533, while the critical value with  $\alpha= 5\%$  and  $df=41$  is 0.2542. Since the r value was higher than critical value, the correlation between both variables was said to be significant.

Sahlan B Zainal (2016) did another study on past tense mastery, titled "*A Correlation Between Students' Mastery of Simple Past Tense and Their Ability in Writing Recount Text*". This research aimed to find out the correlation between the students' mastery of simple past tense and their ability in writing recount text at the eleventh grade students of SMAN 16 MAKASSAR in the academic year 2015/2016. The researcher conducted a correlation research which was in area of quantitative. The number of sample was 26 students which were taken using cluster. Test was used as the instrument of this research. There were two test forms to gather

the data; multiple choice test to get the data of students' mastery of simple past tense and essay test to get the students' ability in writing recount text. The result of the research showed that the mean for the mastery of simple past tense was 30.76 mean for the writing ability of recount text was 59.06. From those data, 0.9201 was gotten for the coefficient rxy. Because of the coefficient rxy was not equal with 0, the null hypothesis (H0) was rejected and the alternative hypothesis (Ha) was confirmed. Therefore, there was a significance correlation between students' mastery of simple past tense and their ability in writing recount text at the eleventh grade students of SMAN 16 MAKASSAR in the academic year 2015/2016. Due to the result of this research, the students should study more about simple past tense specifically and grammar generally. They should also study text types completely include their generic structures and lexicon grammatical features. Then, teacher as facilitator should be able to facilitate the need of the students in any materials.

### **2.5. Hypothesis**

The researcher intends to test the hypothesis of whether there is a correlation among students' knowledge of simple past tense and their ability to write recount text.