

CHAPTER II

THEORETICAL REVIEW

A. Past Tense

Past tense is a tense expressing events of situation occurred in the past. Hornby (1989), stated that past tenses are things that happened in an earlier time, past event, or memories of the past. There are four types of past tense, they are simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense.

Simple Past Tense is a grammatical tense that places an action or situation in the past. It is a verb tense (the second principal part of a verb) indicating action that occurred in the past and which does not extend into the present. It often occurs with adverbs or adverb phrases of past time (Wren & Martin, 1999). By these definition, it can be said that simple past tense is a sentence tense that is used to express events that occurred in the past and have past and have ended in the past.

Past Continuous Tense is a grammatical tense used to depict an action or event that was continuing in the past. It is a tense that indicating on interrupted past events, two past events happening at the same time, and if a past event is in progress.

Past Perfect Tense is a form of past tense that is used to represent an event or action that happened in the past before another event or action that happened in the past. It also can be used in conditional statements or when an information is reported by someone

Past Perfect Continuous Tense is used to denote an action or event that was taking place in the past until another action or event happened in the past.

Past tense is used for a completed action that happens at one specific time in the past (Michael A. Pyle, 1991). In using past tense, there are structures to be followed. Past tense structure is used when the writer write a story or an event that has already happened. This structure usually used when writing a news, story that happen in the past, and especially used in recount text. The structure of past tense can be differed as positive form, negative form, and question form. Here's are the structure of past tense on a table :

Table 1.1
Formula of Past Tense

	Simple Past Tense	Past Continuous Tense	Past Perfect Tense	Past Perfect Continuous Tense
Positive	S + V2 + O	S + was/were + Ving + O	S + Had + V3 + O	S + Had + Been + Ving + O
Negative	S + did + not + V1 + O	S + was/were + not + Ving + O	S + Had + not + V3 + O	S + Had + not + Been + Ving + O
Interrogative	Did + S + V1 + O	Was/Were + S + Ving + O	Had + S + V3 + O	Had + S + Been + Ving + O

The structure of past tense usually being taught when the students is in the seventh grade. As the past tense itself is a requirement of English material in

seventh grade. And in this research, the researcher will test the students' ability in using past tense after one year of learning English in middle school.

B. Recount Text

Past tense is used to talk about activities or situations that began and ended in the past. One of the example of text that use the definition is recount text. Recounts are sequential texts that do little more than sequence a series of events (Knapp and Watkins, 2005). Recount text is to retell events for the purpose of informing or entertaining (Gerot and Wignell, 1995, p194). Pardiyono (2007) defines recount text as a kind of text that is aimed to inform about an event in the past.

From all these definition mentioned above, it can be concluded that recount text is a text that telling its reader about an event that already happen or happened in the past. That including an experience, story, action, or activity. Recount text is also a piece of writing that delivers information or entertainment by repeating an accident. Its goal is to retell past occurrences, beginning with orientation and continuing to retelling the event that has already happened.

Recount text's structure is a structure that form the recount text. Recount text's structure are divided into three parts, orientation, event, and re-orientation. Orientation is used to explain the characters, setting, and time. Event or chronology is the part when we tell the chain of events happened in the past. Re-orientation is optional when writing recount text. Its contain writer's opinion or comment on the event of recount text.

Recount text is an important role in the process of students' English learning. It has a purpose. The purpose of a recount is to allow the writer or speaker to retell events from the past. This include personal events, factual incidents or imaginary incidents. Recount text also function to tell the target about a story, action, and activity. Recount text retell the story that already happen to inform or entertain the reader about the event.

Recount text have some features that define it. In recount text, every sentence using noun and pronoun as participants. Recount text usually using temporal collectives like Firstly, lastly, then, next, afterwards, after and finally. And lastly, in writing recount text past tense is used. Or in this case, past tense used in writing recount text.

There are five kinds of recount text. They are personal recount, factual recount, imaginative recount, procedural recount, and literary recount. Each one have their own definition. Here's an example of factual recount :

Table 1.2

Example of Recount Text

Earthquake in Bantul, Yogyakarta

In 2006, there was an earthquake in Bantul, Yogyakarta. More than five thousands people died. Many buildings broken and the students lost their school.

The victim was predicted more than that if it happened at night or at noon, not at the morning.

Many countries such as USA, Australia, Kuwait, and Japan helped the victims. They supported the victims during the recovery.

It was a terrible disaster.

C. Writing Error

Dulay *et al* divide the error based on surface strategy taxonomy into four categories. There are Omission, Addition, Misformation, and Misordering (Nadiah Ma'mun, 2016).

1. Omission

Omission is a error of leaving out an item that is required for an utterance to be considered grammatical. It can be nouns, verbs, adjectives, or adverbs. For example :

I read book yesterday, what about you?

In the example above, there is a word missing. After “*read*”, there should be an “*a*” to complete the perfect sentence. Omission characteristics is an absence of an item that must appear in a well-formed utterance.

2. Addition

Addition is a kind of error where there are presence of an item which must not appear in a well-formed utterance. There are three types of addition errors, namely: double marking, regularization, and simple addition.

a. Double Markings

Double marking is two items marked for the same feature. The example is

We didn't went there

Which the correct structure is “We didn’t go there.

b. Regularization

Regularization is an error that occurs when learners add morpheme to the exceptional words. The example can be seen when there are an addition of -s, -d, or -ed. The addition is not supposed to be there, and that’s why it’s an error.

c. Simple Addition

No particular features characterize simple additions other than those that characterize all addition errors—the use of an item which should not appear in a well- formed utterance.

Table 1.3

Example of Simple Addition

Linguistic Item Added	Example
Third person singular _s	The fishes does not live in the water
Past tense (irregular)	The train is gonna <i>broke</i> it
Article <i>a</i>	<i>a</i> this
Preposition	<i>in</i> over there

3. Misformation

Misformation errors are characterized by the use of the wrong form of the morpheme or structure. There are three types of misformation errors, they are regularization errors, archi-forms, and alternating forms.

a. Regularization Errors

Regularization errors that fall under the misformation category are those in which a regular marker is used in place of an irregular one, as in *runned* for *ran* or *gooses* for *geese*.

b. Archi-forms

The selection of one member of a class of forms to represent others in the class is a common characteristic of all stages of second language acquisition. For example;

- Give me that.
- *Me* hungry
- That dog.
- That dogs.

c. Alternating Form

As the learner's vocabulary and grammar grow, the use of archi-forms often gives way to the apparently fairly free alternation of various members of a class with each other. For example;

- Those *dog*. – I seen her yesterday.

4. Misordering

Misordering is an errors that are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. For example

- He is *all the time* late.
- What *Daddy is* doing?
- I don't know what *is that*.

The correct utterances are:

- He is late **all the time**.
- What **is Daddy** doing?
- I don't know what **that is**.

