

CHAPTER 2

LITERATURE REVIEW

This chapter devote review of theoretical background, and theoretical framework of the concept of mastery, the concept of writing, the concept of past tense, the concept of recount text and also reveals several previous study that have done by other researchers.

A. Students' Mastery

Mastery is a complete control or the state of having control over something superiority in competition, victory eminent skill or through knowledge (Hornby, 1974:153). Students mastery of a subject can be affected by certain factor. According to Marzano (2003: 1) Teacher is probably the most important factor in affecting student achievement. Besides that, planning also take role for student mastery of the lesson. The statement is in line with Wong (2009:12), an effective teacher has positive expectations for student success, an effective teacher knows how to design lessons for student mastery which is reflected in lesson plan, and an effective teacher is an extremely good classroom manager which is possible via good time management during class time and that is possible

only by effective implementation of a good lesson plan. Based on Wong's statement, lesson plan can help teacher to enhance student mastery since it contains of skills that involved the 6 levels of bloom's taxonomy, likely remembering, understanding, applying, analyzing, evaluating, and creating.

B. The Concept of Simple Past Tense

1. Definition of Simple Past Tense

According to Murphy (1985:22) says that the use of simple past is to talk about action or situations in the past. Besides that, Hartanto (1996:257) describes that:

“Simple past tense describe about past event, or activities carried out in the past in simple form and also known the time of occurrence of the events or activity that undertaken ”.

Thus, the researcher can infer that past tense is used to indicate a situation or an event that happened in the past.

2. Form of Simple Past Tense

Simple past tense generally is used to report an activity which can be ascribed to definite past time (George and Juna, 1980: 195). Sometimes adverbial of time is added at the end of a sentence (e.g., yesterday, a week ago, in 1999).

Simple Past tense is formed by using past form of verb. Most of simple past verb is added suffix -ed (e.g., played, accepted, called).

However, according to Murphy (1985: 22) says that very often the past simple ends in -ed, but many important verbs are irregular. Table below will show the difference between regular and irregular past form verb.

Simple past tense	
Regular	Finished, walked, jumped, followed
Irregular	Get-got, wake-woke, give-gave, sing-sang

Thus, the form of past verb is not only by adding suffix -ed on a verb but many verbs also have irregular forms which is the form of the verb is slight change.

Forms of past tense

a. Form of verbal sentence

Form of positive statement

Subject	+	V2/past participle
I, He, She, It		e.g., Worked/walked/jumped
They, We, You		

Form of negative statement

Subject	+	Auxiliary	+	Not	+	V1
		DO conjugated in simple past tense (did)				
I, He, She, It They, We, You		Did		Not		e.g., work, walk, jump.

Form of interrogative sentence

a. ★ Yes/No Question

Auxiliary DO	+	Subject	+	V1
Conjugated in simple past tense (did)				
Did		I, He, She, It They, We, You		e.g., work, walk, jump.

b. Wh-question

(?) Who/what + Verb 2 + ...? (Wh. Question for asking a subject)
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(?) Q.W. + did + subject + V1 + ...? (Wh. question for asking others)

Example

	Subject	Auxiliary verb		Main verb	
+	I, You, She, He, It, We, They			worked	Yesterday
+	I, You, She, He, It, We, They			wrote	Yesterday
-	I, You, She, He, It, We, They	Did	Not	work	Yesterday
-	I, You, She, He, It, We, They	Did	Not	write	Yesterday
?	Did	I, You, She, He, I t, We, They		work	yesterday?
?	Did	I, You, She, He, I t, We, They		write	yesterday?

	Wh-Question	Auxiliary verb	Subject	Main verb	
?	Who	Did	You,She,He, We,They	meet	Yesterday?
?	What	Did	You,She,He, We,They	do	Yesterday?
?	Why	Did	You,She,He, We,They	come	Yesterday?
?	Where	Did	You,She,He, We,They	go	Yesterday ?
?	Which	Did	You,She,He, We,They	like	?

b. Form of simple past non verbal (be)

Form of positive statement

Subject	+	Auxiliary verb (was/were)	+	adjective/complement
I/he/she/it		Was		

They/we/you		Were		in class yesterday
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Form of negative statement

Subject	+	Auxiliary verb (was/were)	+	Not	+	
I/he/she/it		Was		Not		in class yesterday
They/we/you		Were		Not		in class yesterday

Form of interrogative sentence

a. Yes/No Question

Auxiliary verb (was/were)	+	Subject	+	adjective/complement
Was		I/he/she/it		in class yesterday?
Were		They/we/you		

b. Wh-Question

(?)Who/what + was/were + ...? (Wh. Question for asking a subject)

(?)Q.W. + was/were + subject + ...? (Wh. question for asking others)

Example

	Subject	Auxiliary verb		Adjective/complement	
+	I/he/she/it	Was		In class	Yesterday
+	They/we/you	Were		In class	Yesterday
-	I/he/she/it	Was	Not	In class	Yesterday
-	They/we/you	Were	Not	In class	Yesterday

	Auxiliary verb (was/were)	Subject	adjective/complement
?	Was	I/he/she/it	
?	Were	They/we/you	in class yesterday?

	Wh-Question	Auxiliary verb	Subject	

?	Who	was/were	You,She,He, We,They	?
?	What	was/were	that	?
?	Why	was/were	You,She,He, We,They	here?
?	Where	was/were	the book(s)	?

C. The Concept of Writing

Writing is not easy because it is needed a skill to develop our writing and it also takes process to have good writing. In line with that statement, according to Alice Oshima and Ann Hogue (2007: 3) state that writing is a process, not a product.

1. Definition of Writing

Writing have an important part in our life since we are not only communicate in orally but also in written. Over years ago, people used to write a letter to communicate and to deliver significant information to people in other side of the world. However, that kind of thing is rarely exist nowadays because we live in digital era, but still writing takes significant role up to now. Through writing, we can express our ideas, thinking, feeling and experiences.

The statement above is in line with Ramelan's opinion (1994: 11) states that "writing is very important part as man's culture because it can be used to preserve thought, ideas, and also speech sounds."

2. Elements of Good Writing

There are several elements in constructing good writing. The elements include content, organization, vocabulary, language use, and mechanics (Chris Tribble: 1996).

The first element is content, this element focusing on a clear, interesting idea, and well-developed theme and knowledge from start to finish. The writer must have clear concept of what the writer want to deliver to the reader because in fact , content is the core of a piece of writing. The second element is organization, that relates to the logical and effective presentation of expression, ideas and details. Good organization keeps a piece of writing together and makes it easy for the reader to follow and the ideas are clearly stated. While vocabulary deals with the language that the writer use to express his or her ideas or the knowledge of english vocabulary, the use of word or idiom form, choice, and usage . the fourth is language use that refers to demonstrating the mastery of sentence construction rules. The last element is mechanics. Mechanics of writing are likely spelling, punctuation, capitalization and grammar.

3. Importance of Writing skill

Writing have been common part in our society life. Writing is not only just a written text but it is also as a media to communicate. It proved as we can find it easily the various types of writing forms such as printed book likely magazine, books, newspaper, literary works such as poem, poetry, novel, or another form that we can find such as journals, encyclopedia, and scientific writing. Furthermore, people nowadays can not be separated from writing, in whatever field they are in, people is demanded to write.

In line with the statement above, according to Chris Tribble's statement (in Harmer, 2004:3) points out:

“to be deprived of the opportunity to learn to write is..... to be excluded from a wide range social roles including those which the majority of people in industrialized societies associate with power and prestige”.

Based on the statement above, it can be concluded that writing have significant role in society. Thus, writing skill must be noticed especially for english learners or educational practitioners.

D. The Concept of Recount Text

1. Definition of Recount Text

There are various types of text in English. Text are written for different purposes, and we read for different purposes (Sutanto, 2007:

8). Recount text is one of text that is widely well-known especially for English learners. According to Anderson(1997:48) states that recount is a piece of text that retells past events, which are usually told in order in which they happened. The purpose of recount text is to tell about past event. Recount is a bit similar to narrative, yet the arrangement of the series of events in recount text are different from narrative.

2. Generic Structure

Each type of English text have different generic structure. In constructing a recount text, there are three stages. The first stage is known as orientation, the second is the serirs of events, and the third is re-orientation.

a. Orientation

In orientation stage devotes background information of the text that contain about detail information about what happened, who was involved in the text, why the event could be happened, when and where the events happened.

b. Events

Events as the main point in recount text should present the events from one to another in chronological order so that the reader can understand the series of events. Besides that the use time connector (e.g., before, after, eventually) is commonly used to integrate each paragraph become coherent text.

c. Re-orientation

This stage is actually an optional section that is contained about the summarize of the text, or personal comment of the writer.

3. Language Feature

In constructing a recount, besides the generic structure, the writer also need to pay attention to the language features that are used in recount text.

a. Using simple past tense

The function of recount text is to retell about past experience or past event, thus a tense that is appropriate to tell about past event is simple past tense.

b. Using time connector

To make a coherent text, from paragraph one to another is needed time connector, such as: before, finally, first, after that, etc.

c. Using action verb

Recount text used action verb such as: run, jump, sing, etc.

d. Specific participant

Recount text used noun or pronoun to introduce or identify people, animals or things that is involved in the story such as: I, My family, My friend, etc.

4. Types of Recount Text

As stated before that recount text tells about past events, then according to Derewinka (1990: 15-17) stated that there are three types of recount text.

a. Personal recount

According to Derewianka (1990) states that “personal recount is a text that retells an activity that the writer has been personally involved”. Thus, this type of recount text tells about personal experiences or events means that the writer is the person who is involved in. Since this type of recount tells about the writer’s story, thus it uses first pronoun (I, we). The form of personal recount such as: biography, personal letter, diary, personal experience.

b. Factual recount text

Factual recount text concerned on recording the particulars of an incident such as scientific experiment report, police report, newspaper report, history explanation, etc.

c. Imaginative recount

Imaginative recount is taking on an imaginary role and giving details of events.

5. Example of Recount Text

VACATION TO LONDON

Mr. Richard's family was on vacation. They are Mr. and Mrs. Richard with two sons. They went to London. They saw their travel agent and booked their tickets. They went to the British Embassy to get visas to enter Britain. They had booked fourteen days tour. This includes travel and accommodation. They also included tours around London.

They boarded a large Boeing flight. The flight was nearly fourteen hours. On the plane the cabin crews were very friendly. They gave them news paper and magazine to read. They gave them food and drink. There was a film for their entertainment. They had a very pleasant flight. They slept part of the way.

On arrival at Heathrow Airport, they had to go to Customs and Immigration. The officers were pleasant. They checked the document carefully but their manners were very polite. Mr. Richard and his family collected their bags and went to London Welcome Desk. They arranged the transfer to a hotel.

The hotel was a well-known four-star hotel. The room had perfect view of the park. The room had its own bathroom and toilet. Instead of keys for the room, they inserted a keycard to open the door. On the third floor, there was a restaurant serving Asian and European food. They had variety of food.

The two week in London went by fast. At the end of the 14-day, they were quite tired but they felt very happy.

E. Review of the Previous Study

There are some related researchs which have been conducted by other researchers previously.

Yuyun Azizah in her thesis entitled “The correlation between students’ vocabulary mastery and their writing ability in descriptive text (A study for the seventh grade students of SMP ISLAM SUDIRMAN 1 Bancak Semarang district in the academic year 2016/2017) “ described the English vocabulary mastery and their writing ability in descriptive text. The number of population is 26 students of seventh grade. The instruments use test and documentation. Tests consisted of objective test and subjective test. The documentation was used to collect about data of SMP Islam Sudirman 1 Bancak. The data were analyzed by using Pearson Product Moment and by using technique to classify the students into three criteria. The result of the study shown by the (rxy) was 0.563 means that there was a fair relationship between the students’ vocabulary mastery and their writing descriptive text. With the degree of significance 5%, the t table was 0.404, with degree of significance 1%, the score t_r gained was 0.515. Based on the result, H_a was accepted.

Dwi Gitawaty (2010) in her thesis entitled “The correlation between the students’ learning motivation and their achievement in English”

described the students' learning motivation and their achievement in English". The research was using quantitative approach. She took 10 students from each class in the eight grade (40 students) as the sample. This research used random sampling and used by questionnaire and report book to collect the data. The result of the research showed the r_{xy} was smaller than t table; r_{xy} was 0.271 and t table was 0.312. it can be inferred that there was no significant correlation between students' learning motivation and their achievement in English.

The third researcher who conducted same research is Nita Evlina. She conducted her research in 2009 entitled "The Correlation Between Students' Mastery Of The Simple Past Tense And Their Ability In Using It In Writing Diary". The sample was taken by using cluster random sampling. The researcher gave treatment of writing diary as a method to correlate students' mastery of simple past tense and their ability in using simple past tense in writing diary. The result of the treatment both pre test and post test were compared into correlation statistics. In collecting the research data, the researcher was used students' writing diary and students' test of simple past tense and also questionnaire. The result of simple past tense and writing test was interpreted quantitatively using t -test and the questionnaire was interpreted using descriptive percentage. She found that the correlation between students' mastery of simple past

tense and their ability in using simple past tense was very high with the r value 0,836 with index determinant 83,6% and $\alpha = 5\%$.

Those previous studies have the same study about a correlation study between students' mastery of simple past tense and their achievement in writing recount text. The difference to one of the research as stated above are the data are not normally distributed and the researcher will not give any treatment to the subject instead of analyzing the condition on the field.

