

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Definition of Grammar

Many people in this world interact with other people use their own language without mind about grammatical system. This case appears because people do not learn the rules of grammatical system; they speak naturally and natively as a habitual action whereas grammar is necessary for interacting with other people. Grammar is language system; people sometimes identify grammar as the rules of language. This means that in each conversation, people have to use a grammar correctly to make sure other people understand what they are talking about. Therefore, different expert defines the term grammar differently so that a word grammar has several meaning and description. Harmer (2001:12) assumes that the term grammar is the description the words which can change their form and can be concentrated into sentence in that language, meanwhile Cook and Sutter (1980:1) assume that people speak and write associate the grammar as the rules.

The statement above shows that when they communicate each other, they attempt to avoid a misunderstanding and misinterpretation. Realizing this case, they do not aware that their expression in speaking or writing is too difficult to be understood. They still keep for defining a rule of communication.

Meanwhile in education system especially in learning and teaching English as L2, Grammar is necessary to enhance the students' writing skills. In short, grammar is something that people can use to find their ways in

getting a long with others in using languages. In addition, when people read something and write their ideas directly; it shows that there is positive progress.

Finally, the writer concludes that grammar is a set of rule in language communication to create a positive progress by reading something to obtain many ideas in writing skills.

2.2 English Tenses

Learning English, especially study about grammar, grammar deals with set of rule in language communication. Grammar has relationship with tenses. Tenses mean that consider with change of time and form of verb.

Realizing about tenses, we have to consider about time and form of verb. In Indonesia, the form of verb does not work because the system is not appears so that it makes English subject is difficult. In English, the change of time inference the form of verb, so the change of verb depends on time. According to Frank (1972:47), tense is special verb ending or accompanying auxiliary verbs signal the time an event takes place.

Discussing about tenses, we are able to find form of verb by considering about time and takes places. It will be shown any difference form of verb. Cook and Sutter states that point of present is taking places now, whereas past tense is happen in the past. Those tenses are part of sixteen tenses.

To sum up above, tenses are elements of form of verb which depend on the change of time. Thus, the form of verb will show when the changing time is appear in present or past.

2.3 Past Tense

The past tense is a tense that deals with event in the past. This event means that there is significant time or definitely. Most of the people express their ideas especially in the past event using past tense. According to Frank (1972:83), the past tense indicates time terminating in the past, whether a word time is given or not. Whereas Cook and Sutter (1980:51) write that past tense is action or states that usually occurred or complicated in the past.

The conclusion of the perspective above, past tense that deals with event in the past; the event is began in the past, happened in the past, and ended in the past. Additional opinion, most of grammarian classify that the form of past tense is divided by four forms namely simple past, past continuous, past perfect, and past perfect continuous.

2.3.1 The Form of Past tense

The first is simple past tense, past tense is common tense that express in the past. It began and ended in the past. The simple past is formed by using the simple past form of verb. For regular verbs, the past form is made by adding – ED to the verb. The examples are (studied, communicated, and watched). The following is verb add ED which has slight ending. As seen in this table below

Table 2.1
Form of Simple Past Tense for Regular Verb

VERB ENDING IN	HOW TO MAKE THE SIMPLE PAST	EXAMPLES
E	add D	live-lived date-dated
CONSONANT+ Y	change Y to I than add ED	try-tried cry-cried
One vowel + one consonant (not W or Y)	double the consonant, than add ED	tap-tapped commit-committed
anything else	add ED	boil-boiled fill-filled

Even though in English there are many kinds of form of verb, it is not at all form of verb has a change by adding D or ED. The verb form of changes which is not adding D or ED, it is called by irregular verb. The second is irregular verb. It has many kinds of pattern. The pattern is able to categorize in this table below. There are three main categories.

Table 2.2
Form of Past Tense for Irregular Verbs

CATEGORY	EXAMPLES
Verb which do not change	cut-cut-cut hit-hit-hit
Verb which change their vowels	get-got-got sit-sat-sat
Verb which their completely	catch-caught-caught bring-brought-brought

Discussing about other form of verb in the past tense, there are some important thing for irregular verbs such as BE, HAVE and DO. BE is not too difficult to categories because it is depend on subject. As seen in the following table.

Table 2.3
Form of Past Tense for Irregular Verb of BE

PRONOUN /S	BE
I	Was
You	Were
She , He and It	Was
They	Were
We	were

Meanwhile HAVE and DO is easier to identify the form it self. As seen in the following table.

Table 2.4
Form of Past Tense for Irregular Verb of Have and Do

BASE FORM	PAST FORM
Have	Had
Do	Did

The forms of past tense have three main form namely affirmative, negative and interrogative forms. The affirmative form is used for all form of past tense; negative form and interrogative statement yes or no question includes word “did” or “did not”.

Affirmative : Zen visited to his friend yesterday

Negative : Zen did not visited his friend yesterday

Interrogative : Did Zen visit his friend yesterday?

Interrogative negative : Did not Zen visit her friend yesterday?

The second is past continuous, it is used in common action in the past which were going on in a particular moment at that time. It means that the moment has not finished yet. It is appear in two events which happen at the same time when the other event is interrupted at that time.

Talking about past continuous, the usage of verb BE (in the past tense) and verb + ING, it will show the usage of a singular and plural form. As seen in this table below.

Table 2.5
Form of Past Continuous for Be + Verb + ING

SUBJECT	BE	VERB+ING
I	was	studying
You	were	studying
She, He and It	was	studying
They	were	studying
We	were	studying

Affirmative	: I <u>was</u> studying English
Negative	: I was <u>not</u> studying English
interrogative	: <u>was</u> I studying English?

Thirdly is past perfect. Past perfect is event that happened in the past. Means that past event happened in the past. Past perfect has form with past participle and “had”. It is used for all subjects. As seen in table below

Table 2.6
Form of Past Perfect Tense for Had+ Past Participle

SUBJECT	HAD	PAST PARTICIPLE
We	had	decided

Affirmative	: We <u>had</u> met Zen in campus
Negative	: We <u>had not</u> met Zen in campus
interrogative	: <u>Had</u> we met Zen in campus?

The fourth is past perfect continuous. It has relation with past perfect that expresses the event begun in the past. It is usually used for event that happened immediately before the other event. It consists of two forms namely past perfect (had been) and present participle (verb + ING) and it is used for all subject. As seen in the table below

Table 2.6
Form of Past Perfect Continuous Tense for Verb (Had Been) + Present Participle

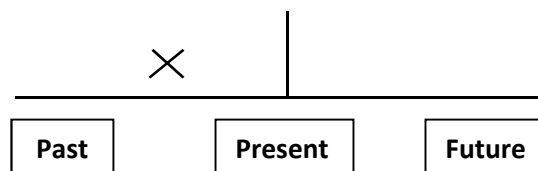
SUBJECT	HAD BEEN	PRESENT PARTICIPLE
We	had been	graduating

Affirmative	: We <u>had</u> been studying English
Negative	: We <u>had not been</u> studied English
interrogative	: <u>Had</u> we been studying English?

2.3.2 The Function of Past Tense

1. Simple Past
 - a. Complicated action in the past

Simple past is used in specific time in the past that express the action and idea that started and ended in the past without mention the specific time, but the speakers have one specific time in their mind.

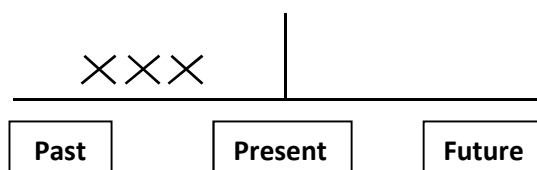


Examples : I saw movie yesterday

She washed her car

b. Series of complicated action

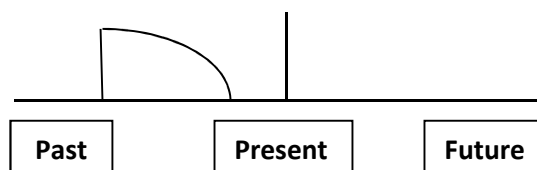
To list series of complicated action that happened in 1st, 2nd, 3rd, 4th, and so on. It means that the action happened regularly.



Example: Zen **went** to Jakarta at 15.00, **arrived** in Jakarta at 07:00, and **visited** to his friends at 10.00.

c. Duration in the past

Simple past is used with the duration to show an action which starts and stops in the past. The duration here is a longer action indicated by expression such as for ten minutes, all year, for three years, etc.

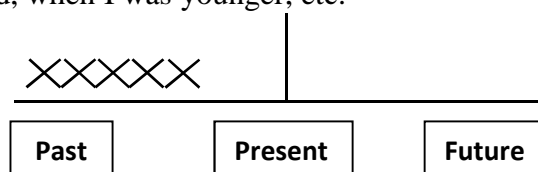


Example A: How long did you watch the movie?

B: We watched the movie for on hour

d. Habit in the past

Simple past is used to describe a habitual action that stopped in the past. It can have same meaning as “used to”. The function to make it clear that we are talking about habit such as always often, usually, never, when I was child, when I was younger, etc.



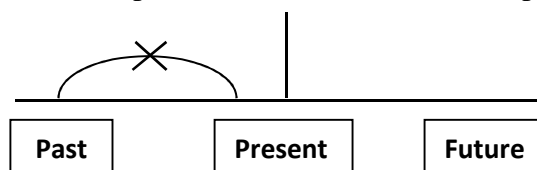
Example: Zen always went to campus

2. Past Continuous

a. Interrupted action in the past

Past continuous is used to show that a longer action in the past was interrupted. This can be a real interruption or just an interruption in time.

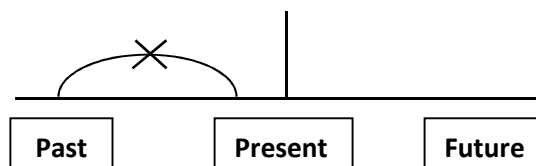
Means that the interruption is a shorter action in the past



Example : I was watching TV when she called

b. Specific time as an interruption

Past continuous is interrupted a shorter action in the simple past using a specific time as an interruption. A specific time is used to interrupt the action when an action began or finished.

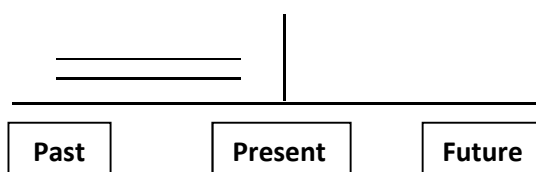


Examples : Last night at 8 PM, the wind was getting harder and harder.

Yesterday at this time, I **was studying** English.

c. Parallel actions

Past continuous is used to express the idea that there is two action happened at the same time and the same sentences. This parallel action indicates the atmosphere a particular time in the past.

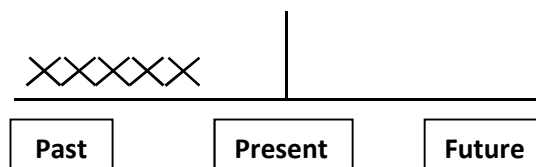


Examples: Zen **was studying** while his friend **was coming** to his house.

While Jay **was smoking**, Tim **was talking** with his mom.

d. Repetitions and irritation with “Always”

Past continuous is used to express a frequently repeated action in the past which often annoyed the speaker. It indicates the idea is irritating or shocking happened in the past. The concepts is similar to the expression “used to” but with negative emotion.



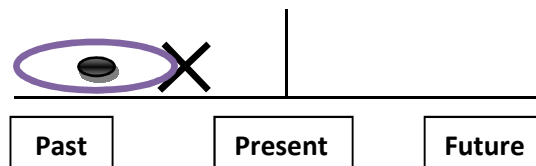
Examples: Zen **was always teaching** to class early.

Jay **was constantly hitting**. He annoyed everyone.

3. Past perfect

a. Completed action before something in the past

Past perfect is used to express the idea which the thing had happened before another action in the past. It can also indicate that the thing occurred before a specific time in the past.

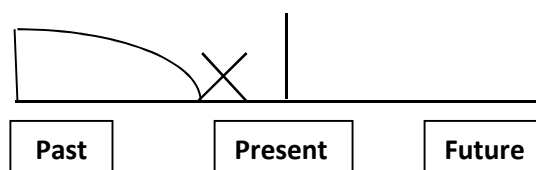


Examples:

- I **had** never **enjoyed** this beautiful beach before I visited to Bali.
- I did not have any money because I **had** **lost** my money.

b. Duration before something in the past (Non-Continuous verbs)

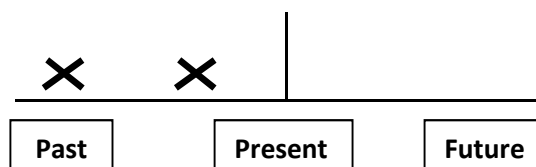
Past perfect indicates that something started in the past and continued until another action in the past.



- Examples:
- We **had** **rent** that car for an hour before it broke down.
 - Ryan finished his studies; his friend **had** **gone** home.

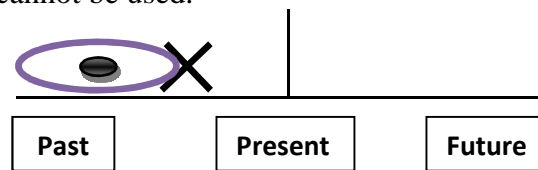
c. Important specific times with the past perfect

Past perfect can also show that something took place before a specific time in the past. If the past perfect action did happen at a specific time, the simple past can be used instead of the past perfect when a specific time “before” or “after” is used in the sentence. The words “before” and “after” show what happen first so that the past perfect is optional.



Example: - The program had finished after Regar came.

Moreover, if past perfect is not referring to an action at a specific time, Past Perfect is not optional. Here Past Perfect is referring to a lack of experience rather than an action at a specific time. For this reason, Simple Past cannot be used.



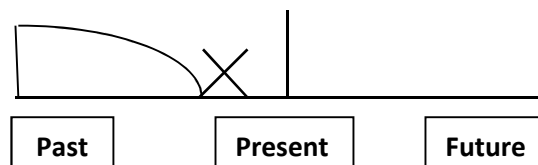
Examples:

- He **came** to the course after the program had finished. *Not Correct*
- The program had finished after He **came** to the course. *Correct*

4. Past perfect continuous

a. Duration before something in the past

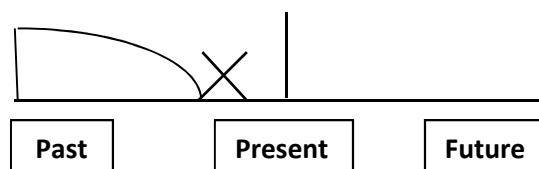
Past perfect continuous indicates that something in the past and forwarded until other time in the past. The duration that can be used in the past is for five minutes and for two weeks. This tense is related to the present perfect continuous; however, the duration does not continue up to now. It stops before something in the past



Example: - They **had been studying** for an hour before Zen arrived.

b. Cause of Something in the Past

Past Perfect Continuous is used to show cause and effect. Past Perfect Continuous emphasizes duration of time before something in the past.



Examples: - Jason was tired because he **had been playing** football.
 - Fairuz **had been standing** in front of the mirror for an hour before he went to Surabaya

2.4 Definition of Writing

Writing is one of productive skills in English subject. Writing is one of ways how to communicate people' thinking about something which they obtain in their life. As prove, they are able to write anything to express their ideas. Nunan (2003:88) stated that writing is an action of inserting words or ideas in some instruments. This means that every words will be obtained with ideas and then people can conduct their ideas by writing; on the other hands, the writer must be able to organize words, ideas, sentences as good as possible so that the readers understand the writer's meaningful.

Writing has an essential role in studying English because writing affect the capability of students to be master in writing skills. To be master of writing, people must enhance one of receptive skills namely reading skills because reading will help people to obtain much information. Without reading, the writing skills could not be obtained because the writing

elements are in the book or passage. People will obtain many vocabularies, expression, idiom etc.

Generally, writing is difficult skills to create a good result because it needs serious concentrations to practice or indicates the ideas in writing a paragraph, essay, journal even thesis. The additional perspective, the writer must arrange and organize the ideas, content, and outline. According to Myles (2002:15) that writing is developing, composing, and analyzing ideas which need much practice to create good writing. This statement above can be summarized that writing is difficult thing and effortful ability. Therefore, it is differ from other skills namely reading, speaking and listening skills.

Moreover, Nunan (1989:36) defines that writing is not naturally activity. Human being studies to speak a language. But on the other hand, people must be taught the role of writing because it is difference as well. That statement means that between spoken and written language is different. In spoken language, the language is used for informal language. Written language is needed to be complex because the reader must be able to serious in understanding meaning.

According to the explanation above, there are some arguments of writing from some experts. This can be concluded that writing is a difficult skill beside speaking, listening and reading skills. This thing is caused that writing has an essential role for composing, arranging and analyzing even delivering ideas to the readers.

2.5 Teaching Writing

Students must be mastered in writing skills to avoid the difficulties in writing something. The theory stated that writing is the difficult skills.

Realizing that, the teachers must be mastered well to teach their students inside of school even the outside of school because the teachers are a facilitator in enhancing the student's skills. On the other hand, the teacher must give the good one to their students.

Moreover, Abot (1981:142) argued that the teacher's assumption in the class is needed in teaching English. This means that teacher's instruction is needed by the students for composing the student's ideas. Teachers must learn not only how to teach writing fluency, accuracy and giving good instrument but also teachers must know how to motivate students' interests in increasing writing skills.

In teaching writing process, sometimes the students felt unconfident because they consider their grammar, vocabularies, language and the right or not. It was happened when the teachers asked to the student write a paragraph for instance. It is supported by Harmer (1992:80) who argued that students think how much language the students mastered, organizing ideas and their interest in writing. The most important thing is how the teacher's assumptions to motivate and maintains them in writing process. On the other hand, the teacher must focus seriously on the students' needed to obtain same universe discourse about their writing result.

In teaching process, there are some rules that must be understood by the teachers namely the teachers must be mastered in handling class to get the good situation and condition. The usage of it is to create a purpose of writing ability. Moreover, the teacher must give a chance to the students in learning process so that the students interested in writing. The chance means that the teacher must understand in timing, revising and evaluating. Beside

that, the teachers make other rules or models in different materials for instance creating text (descriptive, narrative, recount, procedure, etc).

After conducting that, the feedback and comments are important to students because they will feel proud of to their self that their writing is appreciated. One of appreciating is giving score. According to Askew and Lodge (2000:5) feedback is the teacher's communication for indicating information to students. The statement above means that teachers effort to convey the explanations or giving comment after they finish writing. It can support them better in writing because they know and understand their mistakes.

In short, the teachers have main assumptions in obtained student's ability. Teachers are main character in the class to follow the student's interest in learning writing process. Teachers have big responsibility to help students during learning writing process.

2.6 The Elements of Writing

Effectiveness communication is an essential role in developing good writing skills; students must be able to know the aspects in writing skills. Here there are five elements for composing their ideas; they are organization, content, vocabularies, language use and mechanics (Heaton, 1988:146).

1. **Organization** : a good writing must be organized well. In step of writing process, students must organize the ideas. This means that students divide the ideas into categories or groups while making outline and insert specific details. It can be deleted and change other ideas. All parts have to be arranged logically and cohesively.

2. Content: the writer should know the point of information to create good writing. Creating good content of writing, the students must seek the topic and make the issues relevantly. This means that topic and issues are related each other. Thus, the readers are able to understand easily and clearly.
3. Vocabularies : vocabularies are words unity to construct a text. It has to be used in appropriate word in writing context.
4. Language use: language use has been related with grammar in writing text. The students need to build and develop many words in creating sentence structure.
5. Mechanics: it is way in element of writing that students must utilize good spelling, punctuations, and capitalization.

2.7 Writing Assessment

In teaching and learning writing process, the assessing of students' writing is needed to enhance the writing skills. It is needed because it is able to motivate students' interest in writing subject. Therefore the teachers should make any kinds of writing test. Alderson and Bachman (2002:46) stated that multiple choices are part of test which relates to writing assessment. It is clear that assessment is set of the performance system in writing.

Moreover, in any kinds of test the teachers should consider the parts of assessment in writing skills. For example in making narrative text, the teachers must consider the points of narrative text. Thus, the content, organization, vocabularies, language use and mechanic is used in writing assessment (Alderson and Bachman, 2002:115).

Beside that, admitting test should be checked using the criteria of types of text. Heaton (1988:159) stated that the test is measured to check the real measure of the elements skills. This means that the test must be as valid as with the classroom test. On the other hand the good test is tried twice to check the truth itself. It means that to prove the results whether it has same correlation or not. Heaton (1988:162) stated that the good test needs the reliability instrument. It means that the test is given by examiner at that moment but the test will be given in other occasion so that the reliable test is measured consistently. Thus, assessment has a particular role to check the test whether it is reliable and valid or not.

Releasing the reason above, between extensive and intensive writing, the best response in writing assessment is give a score. Scoring is the way to approach which used to enhance writing performance. Like what Brown said that three approaches in writing assessment namely holistic scoring, primary trait scoring and analytical (Brown, 2004:241).

Finally, those aspects are important in writing assessment especially in scoring designed. Holistic scoring is used to all of essay writing assessment which assess by the readers. Primary trait scoring is designing of holistic score which used to support the writing purpose achievement whereas an analytical is used to identify score more specific such as assess the organization, content, vocabulary, language use and mechanics.

2.8 Narrative Text

2.8.1 Definition of Narrative Text

Narrative is one kinds of text which has taught in junior school and senior high school. Narrative focuses on telling the readers about

chronological of history in the past event. BSNP (2004:49) defines that narrative is used to amuse or entertain the readers with an actual experience. Problematic events is also appear in narrative text, is called resolution.

Students knew the parts of narrative text such as fable, folktale, folklore, myth, and legend. It has purpose to entertain the readers where the story is full with problematic. Most of students read the famous story such as snow white and Cinderella. For elementary school, students focused on the story that has relation with animals.

According to explanation the above, narrative is kinds of text which tells past story and notifying something happened in the past. Thus, all issues can be obtained by reading narrative text.

2.8.2 The Generic Structures of a Narrative Text

The theory states that the generic structure of narrative text consist of five structures; they are orientation, complication, resolution and re-orientation (optional). Orientation is the first step to introduce the characters and scene setting. Complication is the problem arising in the story. It is appear in the middle of story or after the orientation. In complication, there is character will be antagonist and protagonist character. Like what Anderson argued that complication will arise in the middle of story where it influences the way of story (Anderson, 1997:8). Whereas resolution is the stages how to get rid of the problem where the conflict or problems will ne solved in the resolution. Anderson (1997:8) stated that resolution is the problem solved of complication. The last is re-orientation, is parts of reader's response to the story. It is only optional part that reader's response will be different with other people.

2.8.3 The Language Features of a Narrative text

In creating a good narrative text, the writers have to understand the language features in narrative text. The language features of narrative text (Anderson, 1997:8) are:

1. Specific characters is the term which introduce the main characters in that story and indicates the setting of places
2. Time words are the connectives and conjunction to arrange the way of story such as long time ago.
3. Action verb is used to indicate the action in the past. Past tense is used in a narrative text.
4. Word descriptive is form of particular noun and adjectives. Particular noun is describing the people, animal and things whereas adjective is refer to noun group to explain the people, animal and things in the story.

2.9 Review of Related Studies

The researcher chooses three previous studies that are adopted from Tias Evi Hidayah (2007) who does research about a correlation between students' mastery of past tense and their achievement in writing recount text in eleven grade of SMA 1 Weleri. The outlay indicates that there was positive correlation progress between students' mastery of past tense and their achievement in writing recount text. The researcher suggested that in other materials which is related with past tense and recount, it should apply the habitual of diary writing practice to increase the students mastery of past tense and recount. Another previous study is conducted by Tarmizi (2009) in SMA 1 Seunuddon, the class was eleventh graders. He obtained the positive result from computation of correlational between student mastery of

past tense and students' ability in translating narrative text. He noticed that the teacher must know the factory effect in translating narrative text is the students' mastery of past tense. Moreover, Ulul Azmi (2011) conducted a research about a correlation between students' mastery of past tense and their ability in writing recount text; he acquired a significant correlation between past tense and writing recount text. He found out that the result of computation of correlation is greater than its critical value. He assumed that the students must read as much as possible to enhance their knowledge and increase in expressing past activity.

Moreover, the researcher of this study has different subject, types of text and discussion. The subject is twelfth graders and the text is narrative text. He conducts this study to investigate of correlation between students mastery of past tense and their achievement in writing narrative text. How the students' mastery of past tense affect the achievement in writing narrative text.