

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter were explained review of the previous study, review of the theoretical background, and theoretical framework.

A. Review of the Previous Study

This research previously had been researched by some researchers. The first researcher was Reni Septiani conducted research on The Correlation between Grammar Mastery and Writing Ability at the sixth semester of English education department students of UIN Syarif Hidayatullah Jakarta.

The purpose of this study was to know whether there was a significant correlation between grammar mastery and writing ability at the sixth of English Education (EED) students of UIN Jakarta. The sample of this study was 30 students taken from B class of sixth semester of EED of UIN. The method used in this study was a quantitative method and the technique used in this study was a correlation technique. In collecting the data, the documentation of students' writing scores and the test of grammar were used. The scores of writing were collected from the lecturer of writing subject of EED of UIN Jakarta. Besides, in assessing students' mastery of grammar, this study conducted multiple choice and error identification tests to the students. The result of this study shows that there was a very low correlation between students' mastery and writing ability. It was proved by $r_{xy}(0.165)$ was lower than r_{table} in the degrees of significant 5% (0.374) and 1% (0.478). It is

considered that the null hypothesis (H_0) and the alternative hypothesis (H_a) was rejected. In conclusion, there was a negative correlation between students' grammar mastery and writing ability. Students who have minimum level of grammar, it did not mean that also got poor achievement in writing.¹

Another researcher who did the similar research was Marisqon in 2011 by the title of the thesis the correlation between simple past tense mastery and writing ability in writing recount text.²

The objective of his study was to find out simple past tense mastery, writing ability in recount text, and whether there was any correlation between simple past tense mastery and writing ability in recount text. He used a quantitative research as the method of the study. The population of his study were 30 students. The instrument he used was a test. He decided to give grammar test and writing test. Type of grammar test was multiple choice and writing test is essay test which asked students to make sentence into paragraph. The result of the test was 0.745 score and the product moment table $N = 28$ using 5% confidence limited the score 0.374 and 1% = 0.478, where the score 0.745 is between 0.600 - 0.800. It means that the relationship between simple past tense mastery and writing ability was enough $r_{\text{ratio}} = 0.478$, where the score $0.745 > r_{\text{table}} = 0.374$, it means that there was positive relationship between both of variables. Based on the research it could be

¹ Reni septiani, *The Correlation between Grammar Mastery and Writing Ability at the sixth semester of English education department students of UIN Syarif Hidayatullah Jakarta*, Skripsi Sarjana, Jakarta: UIN Jakarta, 2014, td.

² Marisqon, *The Correlation Between Simple Past Tense Mastery and Writing Ability in Writing Recount Text*, 2011

concluded that there was the significant relationship between simple past tense mastery and writing ability in recount text.

The last research was conducted by Ulul Azmi entitle, “A Correlation Between Students Mastery of Past Tense and Their Ability in Writing Recount” at Eleventh Grade Student of MA Hassamussholihat in the academic year of (2010/2011).³ The objectives of the study are to find out the correlation between the students mastery of past tense and their writing ability in recount text. The method of this research is correlation study and applied a purposive sampling technique, with the total number of the sample is 40 students. The data were gained through tests, namely grammar test and writing test that were analyzed by using product moment person. The finding of the research showed that there is a significant correlation between students’ mastery of past tense and their ability in writing recount. From the result of his researcher showed that the better the students mastery in past tense, the better they ability in writing recount. It also means describe that there is significant correlation between students’ grammar knowledge and their ability in writing.

From these previous studies, the topics have similarity and different with the reseach. In this case the research focuses on Students’ Mastery of Simple past tense and their ability in writing anecdote at the eighth grade of Mtsn 2 Palangka Raya.

³ Pdf. Ulul Azmi, ”A Correlation between Student Mastery of Grammar and Their Ability in Writing Recount”(2010/2011).

B. Review of the Theoretical Background

In the review of the theoretical background presented definition of correlation, definition of past tense, the pattern of simple past tense, irregular verbs, definition of anecdote text, generic structure of anecdote text, grammatical pattern of anecdote text, students of MTsN, definition of MTsN, general teaching learning process in MTsN, and teaching writing in MTsN related to the curriculum.

1. Definition of Past Tense

Frank states that past tense indicates definite time terminating in the past, whether a time word was given or not.⁴ Murphy said that the use of simple past is to talk about action or situations in the past.⁵ Then this study inferred that past tense was an activity or situation that begins, happens, and ends in the past, whether the time signals are mentioned or not and the result was not relationship with action in the present.

⁴Frank, M, *Modern English: A Practical Reference Guide* 1972, New Jersey: Prentice Hall, p. 73.

⁵Murphy, R, *English Grammar in Use: A Self Study Reference and Practice Book for Intermediate Students, with Answer*, 1985, New York: Cambridge University, p. 22.

a. *The Pattern of Simple Past Tense*

Murphy said that very often the past simple ends in –ed, but many important verbs are irregular. This means that the past simple does not end in –ed.⁶

Table of Simple Past Tense Pattern I

Sentence	Pattern
Affirmative	Subject + Verb 2 + Object
Negative	Subject + Did Not + Infinitive + Object
Interrogative	Did + Subject + Infinitive + Object

For example:

Affirmative

She studied hard for the exam several months ago.

He lived inPekalongan for a long time.

Negative

She did not study hard for the exam several months ago.

⁶Murphy, R,*English Grammar in Use: A Self Study Reference and Practice Book for Intermediate Students, with Answer*, 1985, New York: Cambridge University, p. 22.

He did not live in Pekalongan for a long time.

Interrogative

Did she study hard for the exam several months ago?

Did he live in Pekalongan for a long time?

The simple past tense of the verb be (am/ is/ are) is was/ were.

Table of the Simple Past Tense Pattern II

Sentence	Pattern
Affirmative	Subject + Was/ Were + Complement
Negative	Subject + Was/ Were + Not + Complement
Interrogative	Was/ Were + Subject + Complement

For example:

Affirmative

The train was ten minutes late.

They were very hungry an hour ago.

Negative

The train was not ten minutes late.

They were not very hungry an hour ago.

Interrogative

Was the train ten minutes late?

Were they hungry an hour ago?

From those several examples, it could be inferred that basically a sentence consists of three forms namely affirmative, negative, and interrogative. In the simple past tense, there was something special to be aware of using verb form included the form of be. Simple past tense has different form of verb and so the use of be which depends on the type of person. When using affirmative sentence, it is a must to have special attention to differentiate regular or irregular verbs form. It also happens when using negative sentence. As it known, a negative sentence is usually followed with not and the use of verb one. So do in the interrogative sentence which is preceded by an auxiliary and the use of verb one.

b. Irregular Verbs

A small numbers of verbs, among them some of the most commonly used verbs in the language have forms that differ from the regular tense forms. In order to use the tense forms of these irregular verbs, the speakers of native English must know their principal parts. The first principal part of a verb is the simple form of the verb (or the

stem), the second principal part is the past tense, and the third principal part is the past participle. The fourth principal part, if it is given, is the present participle.⁷ Irregular verbs are considered to be the most different problem in studying English. Most students are still confused how to use certain verb in the past tense either the use of be. In the study of second language there is a term called "overgeneralization". In some cases, students often create some irregular verbs such as the word "ated" to replace "ate" as the past form, or another one is the use of be in past tense as in the sentence, "You was late". Several grammarians often classify using certain characteristic of word/words to facilitate memorization.

2. Definition of Anecdote Text

Anecdote is a short and amusing or interesting story about a real person or event. According to James Danandjaja in Folklore Indonesia consider joke and anecdote in the same classification but different in object. Anecdote express about personal someone funny fiction or non-fiction concrete story. Eventhough joke relate to funny fiction story about some people or group.⁸ Anecdote is considered as someone fiction experience, whereas joke is considered as character of people. James Danandjaja states that in anecdote we construct past experience. An

⁷Frank, M, Modern English: *Exercises for non- native speakers*, 1972, New Jersey: Prentice-Hall, p. 61.

⁸ Danandjaja, James, *Folklor Indonesia: Ilmu Gosip, Dongeng dan Lain- lain*, 2002, Jakarta: Grafitipers, p. 119.

anecdote is the unfolding of a sequence of events over time. We are using language to keep the past alive and help us to interpret experience. The purpose of this text is to tell what happened.⁹

James Danandjaja said that there are seven types of anecdote. They are religious anecdote (certain religion figure and religion doctrine), sex anecdote (common person, children, or adult), nation and tribe anecdote, politic anecdote, armed forces anecdote, professor anecdote, anecdote about member of certain group.¹⁰ She states that personal recount is a kind of recount text retelling of an activity that the writer/ speaker has been personally involved in (e.g. oral anecdote, diary entry). Factual recount is a kind of recount recording the particulars of an incident, for instance report of a science experiment, police report, news report, historical account. The last type is imaginative recount that takes on an imaginary role and giving details of events such as a day in the life of a Roman slave.

Anecdote text can be classified in the narrative text that function to tell an event and to inform to the readers about the incident.

a. Generic Structure of Anecdote Text

The anecdote text generally begins with an abstract that is giving the introducing odd or unusual event what would tell. Then, the anecdote unfolds with orientation. Such as narrative text, orientation

⁹ Ibid

¹⁰ Danandjaja, James, *Folklor Indonesia: Ilmu Gosip, Dongeng dan Lain- lain*, 2002, Jakarta: Grafitipers, p. 138

in the anecdote also tells who, when, and where the incident of odd or unusual events occurred. The next structure of anecdote text is crisis. This section tells the odd or unusual event occurred and the author recounts the incident in detail. Then reaction or incident, the author tells the story of how the subject solves the problem and the end of odd or unusual event. The last one is coda this is a reflection or an evaluation of unusual, uncommon or amusing incident.

b. Grammatical Pattern of Anecdote Text

Knowing that anecdote text is a text that retells past experience, the tense is past tense. Hyland states that grammatical patterns of anecdote are: use of nouns and pronouns to identify people, animals or things involved; use action verbs to refers to events; use of past tense to locate events in relation to the writer's time; use of conjunctions and time connectives to sequence the events; use of adverbial phrase to indicate place and time; and use of adjectives to describe nouns.¹¹

Based on the above statement that language features of a anecdote text consists of specific participants; use of nouns and pronouns to identify the participants; use of action verbs; use of simple past tense; use of conjunctions and time connectives; use of adverbs and adverbial phrases; and the use of adjectives.

¹¹Hyland, Ken, *Teaching and Researching Writing*, 2002, Pearson: Longman, p. 135.

c. *Language Features*

- 1) It uses exclamation, rhetorical and intensifiers. Example:
really, very, quite. They are used to point up the significance of the events.
- 2) It uses simple past tense.
- 3) Past continuous tense is sometimes used.
- 4) Use of temporal sequencers to show the sequence of the story. They are: before, after, when, while, until, during, as, at that time, at the moment, after that, after then, firstly, secondly, finally.

d. *Example of anecdote text*

Big Lizard in the Bath

Abstract

How might you want to locate a Big Lizard in your shower? An awful one as well!

Orientation

We had quite recently moved into another house, which had been unfilled for so long that everything was in a loath some wreckage. Anna and I chose we would clean the shower to begin with, so we set to, and turned on the tap.

Crisis

All of a sudden sadly, a Big Lizard's head showed up in the fitting gap. At that point out crawled whatever remains of his long thin body. He wandered aimlessly on the tricky base of the shower, spitting and murmuring at us.

Reaction/Incident

For a moment I remained there truly deadened. At that point I shouted for my spouse, who fortunately came running and slaughtered the Big Lizard with the handle of a floor brush. Anna, who was just three at the time, was very inspired by the entire business. To be sure I needed to haul her off the beaten path or she'd presumably have leant over the shower to improve look!

Coda

After then I've generally put the module solidly before running the shower water.