



CHAPTER II

REVIEW OF RELATED LITERATURE

A. THEORETICAL FRAMEWORK

1. Nature of writing ability

Writing is one of the communication tools; someone can express his or her thought, ideas, and feelings to other people by using written language. Harmer (2004, p.32) said that Writing has always been used as a means of reinforcing language that has been taught. Writing ability is specific ability that helps writers to put their ideas into words in meaningful form and interact with the message. Writing skills help the students gain independence, comprehensibility, fluency and creativity in writing.

Writing is completely a complex process in which the writers are required to focus on many aspects in their writing process and it is a very hard to make students interested in writing since writing itself needs a long process. The ability to give ideas in writing form is not easy, especially for students. They should have a good feeling in everything and have an interesting in a paragraph. Therefore, it is necessary for them to guide, and to control their ideas, which can be applied in teaching writing. Writing, as the productive skill, requires students to produce a written material. It is not an easy job because the job of the writer is not only telling, but also showing in

order that the readers are interested in our written material. Troyka states that writing is a way of communicating a message to a reader for a purpose.

In conclusion, writing ability is specific ability that helps writers to put their ideas into words in meaningful form and interact with the message. Writing is a medium in which the thoughts and the ideas are organized into sentences in a paragraph.

2. The components of writing

In developing writing skill, the students or the learners cannot become the good writer in a short time; they need more training and know some components of writing. Hughey, et.al. (1983, p.139-141) propose five components of writing that must be notice by writer in a writing composition:

a. Content

It is related to the content of the writing itself. It means the ability of the writer to think creatively and develop their good ideas.

b. Organization

It pertains the ideas which must be stated clearly, well organized, logically sequence and cohesive.

c. Vocabulary

Vocabulary used should be sophisticated range and effective words idiom in order to make a good writing.

d. Language Use/Grammatically Feature

It is related to the highlight effective complex construction, few errors of agreement, and the other of articles is used. In composing

paragraphs or texts, the mastery of grammatical order is very important for writers. It will influence what messages that will be caught by the readers.

e. **Mechanics/Spelling and Punctuation**

It is related to the ability of the writer to mastery convention, spelling, punctuation, capitalization, etc.

All of the writing components above are very crucial in writing. If one of the components of writing above is nothing in a writing, the students' writing will not be coherence each other. That is why the students have to know all of the components in order to make good writing.

3. The nature of spoof text

There are various kinds of text learned by students. One of them is spoof text. Spoof text is one of the text taught in majority of classroom context. Therefore, the students should know some components in spoof form.

As one of the genre, spoof text has some generic structure and lexicogrammatical features. The generic structures are orientation, event and twist. While the lexicogrammatical features are focused on individual participants, the use of material process, temporal sequence, and then the use of simple past tense. According to Gerot and Wignell the generic structure of spoof text such as orientation sets the scene, it means where the story takes place, event tells the happening it means to tell what happened in the story, and the last is twist it provides the punch line. And the significant lexicogrammatical features which are correlated with: something which

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focused on individual participant are the players in the text, the use of material process, i.e.: the verbs that do by physical activities in the text and temporal sequence is when and where the story takes place, and then the use of simple past tense is the tense that dominates in text.

For measuring the students' ability in mastering spoof text, the writer makes the indicators for this variable, the indicators are taken from the generic structure of spoof text; "Firstly identifying the orientation, secondly identifying the event, and the last is identifying the twist". Jauharie (2007, p.20) said. So here the explanation of the above generic structure:

a. Orientation

Orientation describes the scene and introduces the participants of the story, and also orientation refers to part of the text which provides the setting or introductory. So orientation introduces setting and characters of the story in the text, such as who were involved in the story, when or where the story happened.

b. Event

Event describes what happen in the story and also event is the part of the text which shows an incident that happened in the text and according to Pardiyono (2007, p.66) in his book " Event is the chronologically about the activities and the incidents in the text".

c. Twist

Twist is the ending of the text which is unpredictable and funny. Twist is the last part of the text that delivers the meaning and the bulk of the

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humor. And also twist is the ending of a text which makes the reader smile, laugh, or even surprise.

4. The Nature of simple past tense

A tense is change of the verb that suitable to the using of time. There are sixteen tenses in teaching English, such as simple presents tense, simple past tense, future tense, presents continuous tense, past continuous tense, future continuous tense and so forth, but here the writer only discusses one of the tenses, it is simple past tense.

Simple past tense is the activity that began and ended in the past. Simple past tense one of the tense forms that must be known by the students, because if the students understand about the simple past tense, they can apply this tense to write a good spoof text. According to Betty Scramper Azar (1993, p.18) in her book says that “Simple Past Tense is talk about activities or situation that began and ended in the past”. While, Wren & Martin (1990, p.77) say that, “A verb that refers to past time is said to be in the past tense”. So from the above definition the writer conclude that simple past tense is the activities or situation that began and ended refers to the past time. Furthermore Williting (1996, p.18) says that, “Simple Past Tense represents an action or state as belonging to the time wholly past”. While Jhon.S.Hartanto (2003, p.257) says that “Simple Past Tense is to represents the events or the activities that do it in the past time and also know when the activities do it”. So from the above definitions the writer concludes that simple past tense is to represent the activities or action to the time wholly past.

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There are some rules to use simple past tense in a sentence, such as the use of the verb and the adverb of time that suitable in simple past tense. According to Silvester Golidus Sukur (2004, p.48) Simple past tense have some rules, they are:” The sentences that use past tense, the sentences that use to be was, were, and Simple Past tense use adverb of time”.

Here is the explanation of the rule of Simple Past Tense in the sentence:

a. In positive sentence all subject are followed by past tense, but in the negative and interrogative sentence in simple past tense the verb must be changed in to infinitive because the negative sentence in Simple Past Tense use of auxiliary verb (did).

1. Affirmative sentence

The form in affirmative sentence is: S + past tense

Examples:

1. I saw a good film last night
2. I went to Flores last week
3. She went to Jakarta yesterday
4. They telephoned me last night
5. He went to Bali two days ago
6. We went to Bandung a few days ago

2. Negative sentence

The form in the negative sentence is: S + did not + infinitive

Examples:

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1. He did not come here last night
2. I did not go to Solo yesterday
3. She did not arrive two days ago
4. Charles did not come here last week
5. We did not see you at the party last night
6. They did not telephone me yesterday

3. interrogative sentence

The form is: Did + S + infinitive

Examples :

1. Did you go to Flores last December?
 - Yes, I did or No, I did not
2. Did She arrive yesterday ?
 - Yes, I did or No, I did not
3. Did She come to the party last night ?
 - Yes, I did or No, I did not
4. Did you work yesterday ?
 - Yes, I did or No, I did not
5. Did He see her yesterday ?
 - Yes, I did or No, I did not
6. Did the cat sit on the chair a few minutes ago ?
 - Yes, I did or No, I did not

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- b. The sentence that uses to be was, were

To be was, were in the simple past tense only follow noun, adjective, and adverb. The use of was and were must be suitable for the subject such as: to be was for subjects I, He, She and It, and to be were for subjects we, you, they.

Examples:

- a. I was sick three days ago
 - b. He was a student five years ago
 - c. It was very cold last night
 - d. Dewi was late again two days ago
 - e. They were in Bali last week
 - f. We were here yesterday
 - g. We were in Jakarta last week
- c. The use of adverb of time

The adverbs of time that are uses in the simple past tense are:

Yesterday

- a. Yesterday (morning/ afternoon, night)
- b. Last (last night, week, month, year)
- c. Ago (two days ago, five month ago)

Simple past tense has many function, so here are the function of simple past tense, they are:

1. The Simple Past Tense is used to express the activities in the past time

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Examples:

- a. She went to Italy last week
 - b. I lived in England three years ago
 - c. Before I went to bed, I watched TV last night
 - d. I went to the cinema last night
 - e. He left the office an hour ago
 - f. Tom visited Jakarta in July last year
 - g. She visited me yesterday
 - h. He wrote a letter last night
 - i. He went to Bali last year
2. The Simple Past Tense is used to express the habitual action in the past time

Examples:

- a. I always went to the zoo when I was a child.
- b. I never went to the Cinema when I was a small child.
- c. They never drank wine.
- d. When I was in the countryside, I got up early every day.
- e. While her husband was in the Army, She wrote the letter to him twice a week

For measuring the students' ability in mastering simple past tense, the writer make the indicators, they are:



1. Be able to use past tense, in simple past tense the verb that use in the sentences is past tense.

Examples:

- a. He went to Malang yesterday
- b. I did not come to the wedding party last week
- c. Did you work yesterday ?

Yes, I did “or” No, I did not

2. Be able to use to be was and were. To be was, were in the Simple Past Tense only followed by noun, adjective, adverb of place.

Examples:

- a. We were in Jakarta last week.
- b. He was hungry one hour ago.

3. Be able to use adverb of time, the adverb of time that are usually used in the simple past tense such as yesterday, last week, ago, etc.

From the explanation above it can be concluded that simple past tense is the activities or events that began and ended in the past time. Simple past tense has many functions; they are the simple past tense is used to express the activities in the past time, then the simple past tense is used to express the habitual action in the past time.



5. The correlation between simple pas tense mastery and writing spoof text ability

Grammar guides the students in constructing English sentence to communicate with other people. Grammar is bounded to writing language skill. It is based on the theory of cagri tugrul mart (2016). He, in his journal says “Knowing more about grammar will enable learners to build better sentences in writing performances. A good knowledge of grammar helps learners to make sentences clear enough to understand”.

Muhsin (2015) also said that :

“The connection between grammar and writing are a very important one. The rules of grammar help to govern the way writing takes place, and ensure that it can be easily understood by the people who read it. Every language in the world has different rules for grammar and writing. They all have specific conventions regarding syntax, or the way words are arranged in a sentence, as well as punctuation usage, verb conjugation, and other important aspects of written and spoken language. It is important to keep in mind that though proper grammar is important for good writing.”

He also talked about the importance of studying grammar. He mentioned the advantages of studying grammar. One of them is “Great grammar will make someone a better listener, speaker, reader, writer and communicator. Words are just words until we learn how to organize them. With excellent grammar, we will learn to say what we mean. There will be less misunderstanding and better communication.”

Good writing requires good working knowledge of grammar, and also the art of using rhetoric of arranging words, phrases, sentences and paragraphs as the way to get

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readers attention. Briefly the writer concludes the grammar ability is essential to create correct sentences in written form.

B. The Relevant Research

According to syafi'i (2001, p.122) "relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to their research. Besides, they have to analyze what the point was focused on, information th design, finding conclusion of the previous research". Following are the relevant researches in reference to this research project :

A research from Ermina Deasya Zwety (2016), student of STKP PGRI Bandar Lampung conducted in Ma'arif katibung lampung selatan. The object of this research is the first semester of the eleventh grade students of Ma'arif katibung lampung selatan. The method of this research was descriptive quantitative method. The population of this research was 72 students which consisted of eleventh classes. The sample of the research was 36 students. The sampling technique was stratified random sampling technique. In data collecting technique was multiple choice for grammar mastery and essay test for writing ability. From the research she found that there is positive correlation or there is correlation between students' grammar mastery and their ability in writing spoof text.

A research from Tyas Evi Hidayah (2007). Student of Semarang State University to get her bachelor degree where the objects are Eleventh grade students of SMA 1 Weleri. The researcher used quantitative research method which is a precise manner to test and interpret the results of the study in terms of numerical statistics. For the simple past tense test, students will answer a test that is consisted of 30

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questions. For the written test, the researcher will give answersheet then students are asked to make a text appropriate the title given before. From the research She found that there was significant contribution between students' past tense mastery and their performance in writing recount text.

Those two previous research inspired to do this research even the research are similar but the writer make the focus more specific. The variable x of this research is simple past tense mastery and variable y is writing spoof text ability. The objects of this research are Eleventh grade students of state senior high school 1 Kampar kiri tengah. The sample was 30 students. The research method used is correlational research. So the thesis was researched by the writer is to find out students' simple past tense mastery, stundents' writing spoof text performances and whether there is or not significant correlation between simple past tense mastery and writing spoof text ability.

C. The Operational Concept

Operational concept is a concept which is used to avoid misinterpretation and misunderstanding in this research. The explanation is to indicate that the writers use. There are two variables in this study research, namely variable X is the students' past tense mastery and variable Y is the students' ability in writing spoof text at the State Senior High School 1 Kampar Kiri Tengah District of Kampar Regency. The operational concept of the research is pictured by the following diagram :

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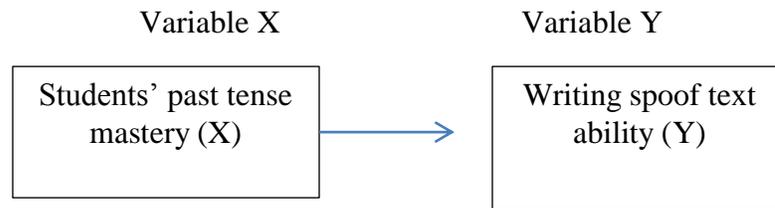
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The Indicators of Variable x

Betty and stacy (2006, p.213) stated the indicator of variable x (simple past tense) are follows :

1. The students are able to use adverb of time in the simpe past tense.
2. The students are able to use positive form in verbal sentence of simple past tense.
3. The students are able to use negative form in verbal sentence of simple past tense.
4. The students are able to use interrogative form in verbal sentence of simple past tense.
5. The students are able to use positive form in non-verbal sentence of simple past tense.
6. The students are able to use negative form in non-verbal sentence of simple past tense
7. The students are able to use interrogative form in non-verbal sentence of simple past tense.

The Indicators of Variable y

Heaton (1990, p.146) stated the indicator of variable y (students' writing ability) are follows :

1. The students are able to write the content of spoof text correctly.
2. The students are able to organize their writing well.
3. The students are able to use appropriate vocabulary or effective word.
4. The students are able to use appropriate past tense verb in writing sentences.
5. The students are able to write a spoof text appropriate punctuation and capitalization.

D. The assumption and hypothesis

1. The assumption

Based on limitations of the problem above, the writer assumes that the eleventh grade students of SMAN 1 Kampar Kiri Tengah in academic 2017-2018 are able to correlate the past tense mastery and their ability in Spoof text, they have learned writing during their study. The writer also assumes the students' ability in writing spoof text.

2. The hypothesis

Ha: There is a significant correlation between students' past tense mastery and their writing spoof text in SMA Negeri 1 Kampar Kiri Tengah.

Ho: There is no significant correlation between students' past tense mastery and their writing spoof text in SMA Negeri 1 of Kampar Kiri Tengah.