

## **II. LITERATURE REVIEW**

This chapter contains explanation about the concept of related theories used in this research which include: previous research findings, grammar, grammatical errors, error, types of error, surface strategy taxonomy, communicative effect taxonomy, tense, simple past tense, text, and recount text.

### **2.1 Previous Research Findings**

The previous research findings are: (1) Analysis of the Students' Grammatical Error in Making Narrative Text at the First Semester of the Eleventh Grade of State Senior High School 1 Kalirejo in the Academic Year 2013. It was written by Hanani. (2) An Analysis of Grammatical Errors in Using Simple Present Tense in Descriptive Text Writing by Students of MAN 1 (Model) Bandar Lampung in the Academic Year 2013. It was written by Juwitasari. (3) An Analysis of Students' Grammatical Errors in Composing Narrative Paragraph at the Third Grade of Senior High School Kartikatama Metro in the Academic Year 2011. It was written by Widiatmoko.

Based on the data analysis which has been shown by Hanani, there were 167 errors of complex sentences made by the students from 232 total complex sentences. Therefore, there are four types of errors made by the students in

making complex sentence. They are omission, addition, misinformation, and misordering. Then, these are the proportions (frequency and percentage) of each error as follows:

1. There were 55 omission errors and the percentage is 32, 9%.
2. There were 26 addition errors and the percentage is 15, 6%.
3. There were 75 misinformation errors and the percentage is 44, 9%.
4. There were 11 misordering errors and the percentage is 6, 6%.

From the result above, the total of students' grammatical error is 72% and the researcher assumed that the level of students' error is high. In addition, the researcher concludes that the students experienced some difficulties in making complex sentence in narrative text. They are lack of vocabulary in formation and usage; they are difficult in defining verbs in the past form, defining subject-verb agreement, and arranging the words into sentences.

Beside that, the results of the research that have done by Juwitasari are:

1. The use of simple present tense in students' descriptive text writing of class X1.A.1 of MAN 1 (Model) Bandar Lampung is the students used more the correct simple present tense than error in using simple present tense. It can be seen from the result that the students used more correct simple present tense (73.81%) than made errors (26.19%) in their descriptive text writing. It means that the students have understood how to use simple present tense in writing descriptive text.
2. Even though the students have used more correct simple present tense, but the researcher still would like to analyze the errors made by the students based on

surface strategy taxonomy in order to know the difficulties faced by the students, and it had been found that the most common error committed by the students in their descriptive text was omission (50.90%). It can be seen from the total errors, it was 110 items in the form of simple present tense, and the students committed omission 56 items. The students often omitted -s or -es in the verb which the subject of the sentence was in the form of the third person singular and also the students omitted to be when there was no verb in the sentence. Additionally, the students also committed 39 errors of misformation (35.46%), followed by 9 errors of misordering (8.18%), and 6 errors of addition (5.46%).

Then, the results of the research done by Widiatmokoshowed that for the types of error based on the surface strategy taxonomy are the omission (24%), addition (7%), misformation (65%), and misordering (4%). Misformation was the highest type of error occurred. The sources of those errors were overextension of analogy error (1%), transfer of structure errors (94%), and interlingual/intralingual errors (5%). Even though the students have good score in their English, they still make a lot of errors and tend to apply the rules of their first language when they do not know the rules of second language.

Based on the researches above, the researcher takes the research on simple past tense errors in making recount text. It is because the researches above showed students' error in writing paragraph. There are many errors by the students in writing: omission, addition, misformation, and misordering.

## 2.2 Grammar

According to Brown (2001), grammar is the system of rules that constructs the formation and connection of every word in a sentence. Brown also states that “grammatical competence occupies a prominent position as a major component of communicative competence”.

Grammar competence refers to the degree to which the language user has mastered the linguistic code which includes knowledge of vocabulary, rules of pronunciation and spelling, word formation, and sentence structure. Grammatical competence is one of the four components of communicative competence. The other three components are sociolinguistic, discourse, and strategic competence (Cahyono, 1997: 7).

Veit (1986: 6) states that grammar is a person’s subconscious language knowledge. Whenever we speak or write English or we understand someone else’s speech or writing, we use English grammar. A grammar consists of principles of rules that allow us to create an infinite number of possible sentences out of a finite number of words.

Grammar is a description of a language by means of a definition of sentence in that language (Burton, 1986: 4). The definition takes the form of a set of rules. The definition automatically has three interrelated function, they are: (1) To make an infinite number of productions about what is and is not in set of sentences of a language, (2) To give description of the grammatical sentences, and (3) To give

explanation of the ungrammaticality of the ungrammatical 'sentence' (the noun sentence).

In relation with students' grammatical errors, Hendickson (1982: 7-8) suggested that errors involving general grammatical rules are more deserving of attention than errors involving lexical exceptions. It is because the errors in general grammatical rules more often create misperception than the second one.

Departing to the theories above, grammar is a scientific statement of the principles of good usage which concern with the relation of words in the sentence. Educated people use certain forms of expression. Language specialists (linguists) study the forms they use, note that they follow a few comparatively simple principles, and state these principles. The result is grammar.

### **2.3 Error**

Corder (1976: 166) states that errors are systematic and consistent deviance, which is the characteristic of the learners' linguistic system at a given stage of learning. Errors are typically produced by learners who do not yet fully command some institutionalized language system. In other words, errors arise due to the imperfect competence in the target language. If the learners do not understand about system of language, it will make them doing many errors in their learning. It can be concluded that errors are actually ungrammatical utterance which refers to the language competence refer to the implicit knowledge of the rules of the

language. They are made when language users are lack of knowledge of the language rules.

An error relates to students' systematic errors from being capable of reconstructing his knowledge of the language so far (Corder, 1981: 10). It is dangerous for students to have error in understanding the tenses of English as a foreign language. Meanwhile, as explained by Dulay, Burt, and Krashen (1982: 138), putting another way, errors deviate from some selected norm of mature language performance. Brown (2001: 258) also acknowledges "error is a noticeable deviation from the adult grammar of a native speaker, reflecting the inter language competence of the students".

Corder also suggests that errors can be identified or detected by comparing what the learner actually said with what he ought to have said to express what he intended to express. In other words, his erroneous utterances are compared with what a native speaker would have said to express that meaning. Thus, errors can be identified by comparing original utterances with reconstructed utterances, that is, correct sentences having the meaning intended by the learner.

In order to find out about the errors, error taxonomy can be classified into four classification, they are; (1) Linguistic category, (2) Surface strategy taxonomy, (3) Comparative analysis, (4) Communicative effects. Furthermore, in analyzing the errors from the data taken, the researcher only focused on the surface strategy taxonomy and communicative effect that will be explained as follow.

## 2.4 Grammatical Error

Grammatical error is often categorized as being an error in either grammars, usage or mechanics and sometimes include subset of spelling errors (Hendrickson, 1979). Spelling errors are not usually considered grammatical errors, some classes of spelling errors, we argue, are. Some language learners' spelling errors involve a violation of syntactic and/ or morphological regularities, and should be covered under the umbrella of grammatical errors. For example, *be writed* contains a word that does not exist in English. Technically, it could be considered a spelling or even a typographical error, especially if a native speaker of English produced the text. However, as James (1998: 225) point out, language learners can produce misspellings based on either misapplication of morphological rules or other influences from their native language (L1), or from their incomplete knowledge of the morphology and phonology of the language being learned (L2). In the example of a learner using *writed*, we can hypothesize that this form is influenced by an incomplete knowledge of English irregular verbs. Most likely the learner added the regular past tense morpheme *-ed* to the verb stem *writ-* instead of using the irregular form *wrote*. As a morphological error, we consider this typing of misspelling a grammatical error.

## 2.5 Types of Error

There are four descriptive taxonomies most useful and commonly used as the basis for error classification; they are (1) Linguistic Category Taxonomy, (2) Surface Strategy Taxonomy, (3) Comparative Taxonomy, and (4) Communicative Effect Taxonomy. However, the errors would be classified based on Surface

Strategy Taxonomy because analyzing errors from surface strategy perspective holds much promise for researcher concerning with identifying cognitive processes that underlies the learner reconstruction of the language. It also makes us aware that learners' errors are based on some logic. They are not the result of laziness or sloppy thinking, but of the learners' use of interim principles to produce a new language (Dulay et. al.: 1982, 150). Through communicative effect taxonomy it would see the errors from the perspective of their effect to the reader. So, in this research the researcher used surface strategy taxonomy and communicative effect taxonomy.

## **2.6 Steps in Error Analysis**

According to Abbot (1981:218), the process of error analysis is divided into 5 stages: (1) recognition, (2) interpretation, (3) reconstruction, (4) classification, (5) explanation.

- (1) **Recognition:** In many cases what is regarded as an error depends on what standard of performance is considered to be acceptable. This will obviously vary according to circumstances, and will take into account factors such as the standard being aimed at; the stage in the course, the age, ability, motivation, etc. of the students; the amount of time available; and a realistic assessment of the possibilities of improving performance in that time.
- (2) **Interpretation:** Interpretation is central to the whole process, because our interpretation of what we think the student meant may determine whether we recognize an error at all, and will certainly determine our reconstructing.



- (3) **Reconstruction:** (1) It is sometimes necessary to differentiate between (a) what a native speaker would have produced in the same context and (b) what the learner was trying to produce, i.e. the English forms he was aiming at what but getting wrong. (2) The most obvious reconstruction to the teacher, especially the native-English-speaker, is not necessarily the version at which the students were aiming.
- (4) **Classification:** There are great many ways in which errors can be assigned to classes and one should use whether system or combination of system is the most useful and enlightening according to the purposes of the analysis.
- (5) **Explanation:** Explanation of the causes of errors has not been included in the section on the process of analysis. This is because it is not strictly speaking part of the analysis at all. Apart from the problem of interpretation, the analysis of errors is basically on objective procedure involving classifying, counting and tabulating; explanation on the other hand is much more speculative

So, in analyzing errors there are five steps: recognition, interpretation, reconstruction, classification, and explanation. These steps were used in analyzing the students' errors in their recount text writing.

## 2.7 Surface Strategy Taxonomy

Surface strategy taxonomy highlights the ways surface structures are altered: "learners may omit necessary items or add unnecessary ones, they may misform items or misorder them" (Dulay, et al, 1982: 150). Classifying errors using surface strategy taxonomy can give a clear description about cognitive processes that

underlie the learner's reconstruction of the new language or language being learned. It also makes us aware that learner's errors are the result of their active way in using the temporary principles to produce the target language. Below is the detailed description of each category used in surface strategy taxonomy.

### **2.7.1 Omission**

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. It means that there is a sentence in which one of its aspects (word) or more is omitted.

Example:

The monkey on the back. (incorrect)

The independent clause "the monkey on the back" of this sentence is incorrect because the verb "was" is omitted. That should be added the verb in the past form "was". It is because the subject "the monkey" is third person singular. So, the correct sentence is "The monkey was on the back."

### **2.7.2 Addition**

Addition errors are characterized by the presence of an item which must not appear in a well-formed utterance. Learners usually have already acquired target language rules, and they often too faithful to use certain rules which cause errors.

Example:

He did not met his children when he visited the island. (incorrect)

The independent clause “he did not met his children” is incorrect because there is double past markings “did” and “met”. The verb “met” should be in verb 1. So, the correct sentence is “He did not meet his children when he visited the island.

### **2.7.3 Misformation**

Misformation errors are characterized by the use of the wrong form of themorpheme. It means that one or more of sentence’s aspect has wrong formation. It can be caused by rule regularization.

Example:

The mouse deer eated cucumber when the farmer went home. (incorrect)

The independent clause “The mouse deer eated cucumber” is incorrect because the predicate has wrong form of verb. The verb “eated” should be in past form “ate”. So, the correct sentence is “The mouse deer ate cucumber when the farmer went home.”

### **2.7.4 Misordering**

Misordering errors are characterized by the incorrect placement of amorpheme or group morpheme in an utterance. It means that the sentence structure is ordered incorrectly. The words are ordered in wrong structure.

Example:

Came the teacher to the class. (incorrect)

The sentenceabove is ordered incorrectly. It has incorrect placement of its words.

The verb “came” should follow the subject “the teacher”. So, the correct sentence is “The teacher came to the class.”

## 2.8 Communicative Effect Taxonomy

While the surface strategy taxonomy focuses on the aspects of the errors itself, the communicative effect taxonomy deals with errors from the perspective of their affect on the listeners or readers. It focuses on the distinguishing between errors that seem to cause the miscommunication and those that do not (Dullay et.al, 1982: 189). This taxonomy classifies errors in two types, global and local errors. Below is the detailed description of each category used in communicative effect taxonomy.

### 2.8.1 Global Error

Errors that affect overall sentence organization significantly hinder communication. Because of the wide syntactic scope of such error, Burt and Kiparsky labeled this category “global”. These systematic global errors include:

- a. Wrong order or major constituents, e.g: *English language used many people.*  
This sentence can lead the reader to have different interpretation about meaning. The sentence should be changed as “Many people used English”
- b. Missing, wrong misplaced sentence connectors, e.g:
  1. *He did not go to school, he was sick.* The sentence connector “*because*” is missing. The correct sentence is: *He did not go to school, because he was sick.*
  2. *I bought a new dress because I loved my old dress.* The sentence connector “*because*” is wrong. It should be “*even though*”. The correct sentence is: *I bought a new dress even though I loved my old dress.*

3. *Because I had to finish my work, my time was limited.* The sentence connector “because” is misplaced. The correct sentence should be *I had to finish my work, because my time was limited.*

- c. Missing cues to signal obligatory exceptions to pervasive syntactic rules, e.g: *The students’ proposals looked the principle.* In this sentence, *were* and *by* are missing in passive sentence. This sentence leads the readers to have different interpretation because it is a confusing sentence. And the correct sentence should be “*The students’ proposal were looked by their principle*”.

In analyzing this research, the researcher focused on simple past tense errors. So, the parts of grammatical error that were used to analyze simple past tense errors were wrong order or major constituents and missing cues to signal obligatory exceptions to pervasive syntactic rules. The errors out of simple past tense errors (wrong misplaced sentence connectors) would not be analyzed.

### **2.8.2 Local Error**

Local error that affects single element or constituents in a sentence does not usually hinder communication significantly. In other words, local error is error that does not significantly influences the structure and the meaning of the overall sentence. The categories include these following errors:

- a. Errors in noun and verb inflection, e.g.:

When I was six years old, I *live* in Paris, but then I *move* to Bandar Lampung.  
(Inflectional –d on the verbs *live* and *move* show past form are left out). The correct sentence is:

When I was six years old, I *lived* in Paris, but then I *moved* to Bandar Lampung.

b. Errors in article, e.g.:

I bought *a* apple with my sister yesterday.

(Article *an* should be used instead of *a*)

The correct sentence is:

I bought *an* apple with my sister yesterday.

c. Errors in auxiliary, e.g.:

She *have* listened that information from her teacher.

(Auxiliary *has* should be used instead of *have*)

The correct sentence is:

She *has* listened that information from her teacher.

d. Errors in the formation of quantifier, e.g.:

I have *much* friends in that school.

(The using of quantifier *much* is wrong. It should be *many* because the word “friends” is countable)

The correct sentence is:

I have *many* friends in the school.

There are 4 parts of local error. The researcher focused on analyzing simple past tense errors, so all parts of local error did not used to analyze the errors in this research. The parts that were used were errors in noun and verb inflection and errors in auxiliary. The errors out of simple past tense errors such as error in article or errors in other past tenses would not be analyzed.

## 2.9 Tense

According to Master (2004: 1), tense in grammatical aspect is typically marked on the verb which refers to the time of event or state denoted by the verb in relation to some other temporal reference point.

Additionally, MacKay (1987) states, “Tense means ‘time’, and the verb tenses show the time of the action describe by the verb”. It means that to form tenses correctly we must know the principal parts of the verb or the form of the verb itself. As it has been mentioned above that tense means time, English has sixteen different tenses. These sixteen tenses are different to one another. The differences happened in the forms of the used verbs and the time of verbs action takes places. As we know that the principle parts of the verb are present form and past participle form. In this research, the researcher only focuses on the verb in the simple past tense because this research is about students’ recount text which used simple past tense as one of the language feature in recount text.

Departing to the theories above, tense is a grammatical category, typically marked on the verb, that deictically refers to the time of the event or state denoted by the verb in relation to some other temporal reference point.

## 2.10 Simple Past Tense

Simple past tense 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, Nordquist (2006).

Azar (1989: 32) said that “The simple past tense is used to talk about activities or situations that began and ended at a particular time in the past.” The simple past is used to indicate an action completed in the past. It often occurs with adverbs or adverb phrases of past time. Then, according to Hornby (1986: 85), simple past tense is to indicate activities or states in the past, without indicating any connection the present.

According to Hornby (1986: 91) the simple past tense is normally used:

- a. To indicate an action complete in the past.
- b. To indicate that an activity or state was continuing at the time when another activity occurred.
- c. If the chief interest in a past activity is not in the point or period of past time but in the activity itself, and its continuity.
- d. If we wish to indicate that two or more activities or states were continuing at the same time, and to put into prominence the continuous nature of the activities or states.
- e. For habitual and repeated activities in the past.

According to Azar (1989: 70), there are many time signals, which show the simple past tense, they are:

- a. A few days ago  
Example: I went to the beach a few days ago.
- b. A few minutes ago  
Example: I woke up a few minutes ago.



c. A month ago

Example: I visited my uncle's home a month ago.

d. Last April

Example: We met at the café last April.

e. Last night

Example: I did my homework last night.

f. Last month

Example: you gave me this book last month.

g. Last year

Example: Linda celebrated my birthday party with my family last year.

h. Last week

Example: We found this pocket last week.

### Forming of the Simple Past Tense

There are some forms of simple past tense. According to Thomson and Martinet (1992: 1126) state:

1) Be as an auxiliary verb:

Affirmative	Negative	Interrogative	Negative Interrogative
I was	I was not/ wasn't	Was I?	Was I not? / Wasn't I?
You were	You were not/ you weren't	Were you?	Were you not? / Weren't you?
He/ she/ it was	He/ she/ it was not/ Wasn't	Was he/ she/ it?	Was he/she/it not? Wasn't he/she/it?
We were	We were not/ We weren't	Were we?	Were we not? / Weren't we?
They were	They were not/ Weren't	Were they?	Were they not? / Weren't they?

## 2) Regular verb

- a. The simple past tense in regular verbs is formed by adding **ed** to the infinitive:

Infinitive : to work

Simple past : worked

- b. Verbs ending in **eadd d** only:

Infinitive : to loved

Simple past : loved

- c. The same form is used for all persons:

Example: I worked

You worked

He worked

Etc.

- d. The negative of regular and irregular verbs is formed with **did not (didn't)** and the infinitive:

I did not/ didn't work

You did not/ didn't work

Etc.

- e. The interrogative

Example: Did I work?

Did you work?

Etc.

- f. Negative interrogative

Example: Did you not/ didn't you work?

### 3) Irregular verb

These vary considerably in their simple past form:

Infinitive : to eat, to leave, to see, to speak

Simple past : ate, left, saw, spoke

The simple past form of each irregular verb must therefore be learnt, but once this is done there is no other difficulty, as irregular verbs (like regular verbs) have no inflexions in the past tense.

### Nominal and Verbal Sentence:

#### 1. Nominal Sentence – Simple Past Tense

Be (was, were) as a structural meaning word is called "be-past". Be-past is used to build a nominal sentence in simple past form. The existence of be-past in nominal sentence is important because it is a vital word or a verb (we can say that /be/ is "a Structural Verb" in Nominal Sentence).

#### a. Positive sentence (+): Subject + be-past + complement

For examples:

- |                   |                   |                 |
|-------------------|-------------------|-----------------|
| a) I was here.    | d) They were here | g) It was here. |
| b) You were here. | e) He was here.   |                 |
| c) We were here.  | f) She was here.  |                 |

Take notice that the be/was or were/has its specific subject and it can not be exchanged.



b. Negative Sentence (-): Subject + be-past + not + complement

For examples:

- |                       |                     |
|-----------------------|---------------------|
| a) I wasn't late.     | e) He wasn't late.  |
| b) You weren't late.  | f) She wasn't late. |
| c) We weren't late.   | g) It wasn't late.  |
| d) They weren't late. |                     |

c. Interrogative Sentence (?): Be-past + subject + complement + ?

For examples:

- |                    |                  |
|--------------------|------------------|
| a) Was I late?     | e) Was he late?  |
| b) Were you late?  | f) Was she late? |
| c) Were we late?   | g) Was it late?  |
| d) Were they late? |                  |

2. Verbal Sentence – Simple Past Tense

In verbal sentence, simple past tense has a single auxiliary, that is, "DID".

This auxiliary will appear when the positive sentence is changed into negative (-) or interrogative sentence (?).

a. Positive Sentence (+): Subject + verb 2 + complement

In the verbal positive sentence, we use the third verb or the past form verb. Remember that the verb, in verbal sentence, is Lexical-meaning-verb and it is different of /be/, as a structural-meaning-verb.

For examples: *I went to Bali a month ago.*

- b. Negative Sentence (-): Subject + did + not + verb 1 + complement

When the positive sentence is changed into negative then change the third verb into the first-verb or present-verb (V1) and use /did/ + not before the subject.

For example: *I did not go to Bali a month ago.*

- c. Interogative Sentence (?): Did + subject + verb1 + complement + ?

When you want to make an interrogative sentence, place the only /Did/ at the beginning of the sentence and change the verb into the first-form-verb or present verb.

For example: *Did you go to Bali a month ago?*

### **Simple Past Tense and other Past Tenses**

Tenses deal with the time of sentence take place or expressed. In expressing event happened in the past time, there will be some difference of sequence or length of the time which require different form of past tenses from simple past tense. For example:

1. Simple past tense and past continuous tense

*“I took my friend’s bag when she was taking a bath”*

The events were in the same time where one of them was happening and the other happened.

2. Simple past tense and past perfect tense

*“I had picked up my friend before I went to the beach”*

The events were in sequence where one of them had already completed before the other happened.

### 3. Simple past tense and past perfect continuous tense

*“I had been waiting for 30 minutes when my friend came.”*

The events were in the same time where one of them had been happening when the other happened.

Recount text requires past form so that the sentences can be in all kinds of past tenses depending on the sequence and the length of the time. In this research, the students would probably use different form of past tenses in their recount text writing. They would also make errors in those tenses, but in this research did not concern on those. This research just focused on simple past tense errors. The errors in the other tenses beside simple past would not be labeled as error data but would be corrected in the students' sheets for their further learning.

#### 2.11 Past Tense Errors

Based on the previous research done by Widiatmoko (2011), he said that most of the students at third grade of senior high school Kartika Metro still did simple past tense errors in writing narrative text. It means that although the students were taught 12 hours in a week, they still had problem with English grammar. In other word, they still did many errors.

For example:

- Wrong: I **waswent** to the beach two days ago

Correct: I **went** to the beach two days ago

- Wrong: We **talk** about the problem.

Correct : We **talked** about the problem

- Wrong: In a moment the sun **will** set in the west

Correct: In a moment the sun **would** set in the west

- Wrong: They **not did** wait for me

Correct: They **did not** wait for me

## 2.12 Text

Generally, text is a written or printed work regarded in terms of content rather than form, the actual structure of words in a piece of writing/ wording, or the main body of a book or other piece of writing, as distinct from appendices, illustration, etc. According to Anderson (1997: 7), texts do not have unitary meanings potentially accessible to all, they rather allow for variety in interpretation by different readers, governed by factors such as purpose, background knowledge, and the relationship established in the act of reading between the reader and the researcher.

The distinction that the reader can see from the text is from the purpose for which the text is being used. For example, descriptive text is used to describe a particular thing, person and place, narrative text is used to entertain the reader about the story that happens in the past, and recount text is used to retell about the past event or the experience which is done by someone in the past. But in this research the researcher only focus on the descriptive text which is explained more detail below.

### **2.13 Recount Text**

According to Derewinka (1992), recount text is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates from narrative.

A recount text has an orientation, a series of events in chronological order, personal remarks on the events and a reorientation that “rounds off” the sequence of events. In the text, will be found words and phrases used to start, connect a sentence with the next one, and end your composition. Those words and phrases are: first, then, after that, finally.

#### **Generic Structure of Recount:**

1. Orientation: Introducing the participants, place and time
2. Events: Describing series of event that happened in the past
3. Reorientation: It is optional. Stating personal comment of the researcher to the story

#### **Language Feature of Recount:**

1. Introducing personal participant; I, my group.
2. Using chronological connection; then, first, after that.
3. Using linking verb; was, were, saw, heard.
4. Using action verb; look, go, change.
5. Using simple past tense



Example of recount text:

### Wonderful Beach, Parangtritis Beach

Parangtritis beach was one of beach that I ever met beside Pangandaran , and Kute beach. I went to Parangtritis beach when I was in senior high school. I went to this beach beside for finding the data for my final report; it was also used to fill the holiday time.

The first impression when I arrived in Parangtritis beach was very beautiful and very extraordinary. It was because the sea's wave was so big and the sand on that beach was so white. Then, when I and my friends saw those things, we run to that beach. Nevertheless, it was very hard for us when running. It was because I and my friends used sandals or shoes when I and my friends run on the sands. For that, I and my friends decided to put off our sandals and shoes to be put another area. After that, I and my friend run to the wave easily.

Then, one thing that I wanted you to know was when you would visit this beach. You might not wear shirt or skirt (clothes) in green color. It was caused by the existence of myth in that area about the existence of NyiRorokidul, the master in that beach. That myth was about if there were people who would visit this beach, they were forbidden to wear clothes in green color, if those people opposed it. The people would get bad luck, or even that people would be lost in the sea and their bodies would not be found.

From the myth above, I and my friends were not brave to wear cloth in green one when we playing in that beach. Nevertheless, if there was anybody who worn the green, she/he changed into other colors. Then, if we did not bring another cloth which had another color, we were no afraid. It was caused that we could find many stores which provided clothes; especially cloth only was used on beach there. Besides, the facility above, I and my friends also got other facilities like horse (it was used to go round the beach), surfing tools and others. I and my friends really enjoyed that holiday.