II. FRAME OF THEORIES

To avoid misunderstanding in this research, it is necessary to know the concept of grammar, concept of error, concept of error analysis, classification of error, concept of surface strategy taxonomy, concept of communicative effect taxonomy, concept of writing skill, grammatical aspects, and spoof text.

2.1 Concept of Grammar

Literally, grammar is defined as a part of language which deals with the forms and structure of words (morphology) with their customary arrangement in phrases and sentences (syntax), and now often with language sounds (phonology) and word meanings (semantics). It is also described as the department of the study of a language which deals with its inflectional forms or other means of indicating the relations of words in the sentence, and with the rules for employing these in the accordance with the established usage; usually including also the department which deals with the phonetic system of the language and the principles of its representation in writing. Trask (1999:110) mentions that grammar is the rules for constructing words and sentence in a particular language, or the branch of linguistics studying this. Then, Brown (2001: 362) illustrates grammar as the system of rules governing the conventional arrangement and relationship of words in a sentence.

Every language has a grammar; indeed, every language has a lot of grammatical rules. The function of the grammar of a language is to specify which word sequences are, and which are not, in the infinite set of its sentences. The ideal envisioned here is that grammar is the description of a language by means of a general definition of 'sentence' in that language (Burton-Robert, 1999: 295-296).

The existence of grammar is very important because languages is described into two ways. The first is by general rules that state the regularities or system of the language and are called its grammar, for example, English verb form their past tense by adding the ending *–ed.* Then the second is by a list of irregularities that states idiosyncratic facts about the words of the language and is called its lexicon, for instance, *loose* and *unloose* both mean 'to set free'.

In relation to students grammatical errors, Hendrikson (1979: 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.

Grammatical error means that something is wrong in the grammar. In addition, grammatical error is anything where a sentence is structured incorrectly. Therefore, the first language can interfere learners in the process of the second language. In addition the writer just focused on surface strategy taxonomy, it is because the writer would like to see the errors with more highlight the ways surface structures are altered in systematic and specific ways.

Based on the concept above, it is clear that grammar is very essential to support the students to know the rules, word changes and to improve English skills. It can be assumed that every language has its own structure which is different so that the sound system and how to combine words or phrases of any language will not be the same as other language in the world. It is clear that our aim in teaching grammar is to ensure that students are communicatively efficient with the grammar they have at their level. Since grammar knowledge is essential for competent users of language, it is clearly necessary for the students. Therefore, grammar which is taken into account in this research is concerned with the use of tenses, particularly with the changes of the verb forms.

2.2 Concept of Error

The different system of language could make language learners do some errors and mistakes. According to Brown (1980: 165) in order to analyze learners' errors in a proper prospective, learning a foreign language, it is crucial to make a distinction between mistake and errors that is either random or a "slip" in that term. We often use the term "mistake and error" both in written and spoken forms. Lexically, error means something done wrong or mistake. This statement means that an error includes mistake, or in other words, they can be used interchangeably. Theoritically, error is caused by their lack of knowledge of the language rules, while mistake is the result of imperfection in producing speech due to fatigue, inattention and slip factors. Therefore, if one person produces a sentence incorrectly, and he or she does not know how to correct it, he or she made an error, not mistake. In other words, the difference between error and

mistake is that error is ungrammatical utterances which refer to the language competence while mistake is imperfectness of utterences which reffers to language performance (Dulay et. al 1982).

Error analysis has an important role in the study of language acquisition in general and in examining second and foreign language in particular. Most researchers are interested in errors because they are believed to contain valuable information on the strategies that people use to acquire a language (Richards, 1974; Taylor, 1975; Dulay and Burt, 1974). It is means that by knowing students' errors in their subject will be easy the teacher to control, and to increase the students' writing ability, and to minimize their errors that made in spoof text, because the teacher have gotten students' error information by this analyze.

Tarigan (1988) explains that students make errors when they produce sentences or arranges sentences ungrammatically due to their lack of knowledge. They do not know the system of language but when students divide their construction, they make mistake. The distinction between performance or competence errors is extremly important, but it is often difficult to determine the nature of deviation without careful analysis. In order to facilitate reference to deviations that have not yet been classified as performance or competence errors.

The learners often make errors in learning English, especially when they try to arrange sentences or use tenses in their writing. As a result, they write sentences ungrammatically. Actually, ungrammatical errors have great influence when the learners write sentences that can be influenced by the first language which is different from the second language in written form.

Furthermore, Hendrikson (1979:5) states that students cannot learn in the class without knowing an error is made, either by him or by somebody else. Therefore, it is crucial for English teachers to know their students' errors in order to minimize those errors. In addition, Pateda (1989:35) says that error analysis can help the teacher to find out the types of students' errors, the sources and the causes. It means that if the teacher knows what types of errors, the sources and the causes, it could make the teacher easier in reaching the goal of learning. By this means the teacher can improve teachers' language teaching through error analysis.

2.3 Concept of Error Analaysis

Error, although it is inseparable from the process of language learning, it is still important to be treated in order to help the learners eliminate their errors production. In preparing the most appropriate treatment to be given, teachers need to know specifically about the students' error. In this case, the teacher should make a careful study on it. The most common way used to study the error is through what we call "Error Analysis".

Ellis (1986:296) defines error analysis as a work procedure used by the researcher or language teacher, by describing, classifying, and evaluating errors. Brown (1980:166) supports this idea by stating the fact that the learners make errors and that these errors can be observed, analyzed and classified to reveal something of the system operating within the errors led to a surge of the learners' errors called error analysis. Based on the statements above, it can be asserted that error analysis is procedure used to study the observable errors that the learners make by describing, classifying and evaluating about students' error. The procedures of

error checking are: firstly, underlining the errors items. Secondly, signifying the errors items. Try to assess the students' errors in number of omission, addition, misformation, substitution and misordering for the technique of describing.

According to Corder (1981:89) error analysis can serve the major function that is to investigate the language learning process and to judge whether it is necessary or not for the teacher to have remedial teaching. The result of error analysis can be useful for the teacher to identify the progress of language learning that shows how far the students can master the language they are learning. Moreover it can be used to guide the remedial action; it informs which language area should be emphasized in the remedial action.

2.4 Classification of Error

Dulay et. al (1982: 145-146) propose error taxonomies that classify errors according to some observable surface feature of the error itself, without reference to underlie cause or source. The taxonomies are linguistic category, surface strategy, comparative, and communicative effect. Then, they are called as descriptive taxonomies.

1. Linguistic Category Taxonomy

   The linguistic category taxonomy classifies errors according to either or both the language component or the particular linguistic constituent the error effect. Constituents include the elements that comprise each language component. For example, within syntax, one may ask whether the error is in the main or subordinate clause; and within the clause, which constituent is affected, e.g. the

noun phrase, the auxiliary, the verb phrase, the preposition, the adverbs, the adjectives, and so forth.

2. Surface Strategy Taxonomy

   It highlights the way surface structures are altered: learners may *omit* necessary items or *add* unnecessary ones; they may *misform* items or *misorder* them, e.g. omission of major constituents (i.e. nouns, verbs, adjectives, adverbs) and omission of grammatical morphemes (i.e. noun and verb inflection, articles, verb auxiliaries, and preposition), addition of morpheme - ed as in verbs *readed* and *cutted*, misformation of a regular marker is supplied in place of irregular verb *drink* becomes *drinked,* and misordering of sentence *What Aunty is doing?*

3. Comparative Taxonomy

   The classification of errors in comparative taxonomy is based on comparison between structures of second language errors and certain other types of constructions. For example, if one were to use a comparative taxonomy to classify the errors of Indonesian student learning English, one might compare the structure of the student's errors to that of errors reported for children acquiring English as first language.

4. Communicative Effect Taxonomy

   While the surface strategy taxonomy and comparative taxonomies focus on aspects of the errors themselves, the communicative effect classification deals with errors from the prospective of their effect on the listener or reader. For instance, a sentence: ***English study the students***. This sentence is wrong

ordered and may cause incomprehensible to the listener or reader. It concerns on distinguishing between errors that seem to cause miscommunication and those that do not. Then, this taxonomy classifies errors into global errors and local errors as classified by Burt and Kiparsky.

From the perspective of descriptive taxonomies, error analysis is an analytical tool, the specification of transitional constructions, the computation of acquisitions orders and the delineation of special utterance types. It was inspired by the generative linguistics movement of the sixties which focused on the creative aspects of language learning. This focused has helped to raise the status of errors from unwanted forms to the relatively important status of indicators of learning and guides to teaching (Dullay et. al,. 1982: 145, 197). The result of the analysis will aware to the teachers or syllabus designers on what should be improved.

Based on the statements above, the materials are suitable for the students have to be known by the teacher by having the input from those who involved in education field, because in teaching- learning process not only involve both, teacher and students but also the materials itself. If the students have many problems in learning process, it is the teachers' duty to help and guide them as someone who has the most role in teaching –learning process.

In this research, the researcher used *surface strategy taxonomy* to analyze the students' errors, regarding that the errors in using grammar are closely related to the students' ability in composing recount writing text. In addition, in order to see the stage on which the students commonly produced errors in the process of

language learning, the researcher also clissified the errors based on the *communicative effect taxonomy*. Therefore, *surface strategy taxonomy* and *communicative effect taxonomy* are described further below.

2.5 Concept of Surface Strategy Taxonomy

Dulay et.al (1982 : 150) states that surface strategy taxonomy highlight the ways surface structures are altered: learners may *omit* necessary items or *add* unnecessaary ones; they may *misform* items or *misorder* them. Analyzing errors from a surface srategy taxonomy prespective holds much promise for researchers concerening identifying cognitive processes that underlie the learner's reconstruction of the new 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 learner's use of interim principles to produce a new language. In addition, Krashen (1982: 138-139) identifies that most errors that are committed by language learners are omitting grammatical morphemes, double marking, using archiforms, misordering, and regularizing rules. Theses errors belong to the Surface Strategy Taxonomy, namely, omission , addition, misformation, substitution and misordering, defined as follow:

1. Omission
Dullay et.al (1982 : 154) states that omission is characterized by the abscence of an item that must appear in a well-formed utterance. Although any morpheme or word in a sentence is a potential candidate for omission, some types of morphemes are omitted more than others.

For instance:

(Erroneous)   : I __ not angry with you.
(Correct)   : I *was* not angry with you.
The **bold** word is omitted in which should appear in well-formed utterance. It is

the verb *am* or *was* that should have come after the subject.

In spoof text , most errors are found in the formation of simple past tense, e.g.

(Erroneous)   : Angel *cook* in the kitchen yesterday.
(Correct)   : Angel ***cooked*** in the kitchen yesterday.

The **bold** word is omitted in which should appear in well-formed utterance. There

has omission of *–ed* that should have been the suffix for *cook*.

Furthermore, Dullay et.al (1982: 155) states that omissions are found in greater

abundance and across a greater variety of morphemes during the early stages of

second language acquisition.

As the examples above, language learners omit grammatical morphemes much

more frequently than content words.

2. Addition

Addition errors are the opposite of omissions. This error is characterized by the

presence of an item which must not appear in a well-formed utterance.

It usually occurs in the later stage of second language acquisition when the learner

has already acquired some target language rules. There are three types of addition;

they are double marking, regularization, and simple addition. These are the

explanations:

a. Double Marking

Double marking happens when two items rather than one are marked for the same

feature.

For instance   : (In Past Tense).

(Erroneous)   : Angel did not went there yesterday.
(Correct)   : Angel did not *go* there yesterday.
There has double marking of form 2. In spoof text, most errors are found in the formation of simple past tense.

b. Regularization

A rule typically applies to a class of linguistic items, such as the class of nouns. In addition, Errors in which a marker that is typically added to a linguistic item is erroneously added to exceptional items of the given class that do not take a marker are called Regularization errors. The example of this error can be seen in the term of regular, an irregular forms and construction in a language. The learner often applies the rules to produce the regular one to those that are irregular.

For instance, in the sentence:

(Erroneous)   : Laura **camed** to her mother house 2 months ago.

There has regularization of regular past, the verb **come** does not become **camed**, because **come** is irregular verb .

(Correct)   : *Laura **came** to her mother house 2 months ago.*

c. Simple Addition

Simple addition is a term to express an error in which an addition is not a double marking nor regularization.

 For instance, in the sentence:

(Erroneous)   : I *can played* the game.

There has simple addition of verb one after modal .

(Correct)   : *I **can play** the game.*

3. Misformation

Misformations errors are characterized by the use of the wrong form of the morpheme or structure. Dullay et. al (1982 :158) mentions that there are three types of misformations errors, they are:

a. Regularization Errors

Errors that belong to this category are those in which a regular marker is used in place of an irregular one, as in *runned* for **run**, *hisself* for *himself* or *gooses* for **geese.**

For instance, in these following sentence:
(Erroneous)   : He *rided* his motorcycle.

There has wrong change of verb *ride*, it should be *rode.*
(Correct)   : *He **rode** his motorcycle.*

b. Archi forms
Archi forms are the errors in which the learners select the member of class form to represents others in that class of certain function.

For instance, in this following sentence:
(Erroneous)   : **This** pencils are mine.

This is not appropriate for plural, the appropriate one is **these.**
(Correct)   : *Tthese pencils are mine.*

c. Alternating Form

Alternating forms are caused by the use of archi-forms that often gives way to the apperiantly fairly free alternation of various members of class with each other.

For instance, look at these sentence below:
(Erroneous)   : I *written* a letter yesterday.
The form of the verb *written* is wrong, the correct one is *wrote*, because the example is past santence.
(Correct)   : *I **wrote** a letter yesterday.*

4. Misordering

These errors are characterized by the incorrect placement of morpheme or group

of morphemes in an utterance.

For instance, look at these sentences below:

(Erroneous)   : I did not know why *was she sad.*

The placement tobe *was* is wrong.

(Correct)   : *I did not know why **she was sad.***

2.6 Concept of Communicative Effect Taxonomy

Communicative effect taxonomy is one of descriptive taxonomies used to analyze

errors of verbal performance. It deals with errors from the perspectives of their

effect on the listener or reader. Communicative effect taxonomy focuses on

distinguishing between errors that seem to cause miscommunication and those

that do not (Dullay, 1982:189). It classifies errors into two categories: global

errors and local errors.

1. Global Error

Global errors are errors that affect overall sentence organization that significantly

hinder communication. The most systematic global errors include:

a. Wrong order of major constituent, e.g.

Marry drove very well car.
The correct sentence is" Marry drove the car very well".
b. Missing, Wrong, or misplaced sentence connectors, e.g.

1. I go to her party, she invites me. (Sentence connector because is missing).
   The correct sentence is" I go to her party because she invites me".
2. He looks for another work because he loves his work.
   The correct sentence is "He looks for another work even though   He loves

his work".

3. Because I have to finish my job soon, my time is limited.

(Sentence connector because is misplaced).

The correct sentence is "I have to finish my job soon, because my time is

limited".

c. Missing cues to signal obligatory exceptions to pervasive syntactic rules, e.g.

The schedule of the test has changed the lecturer. (been and by are missing in

the passive sentence).

The correct sentence should be "The schedule of the test has been changed by

the lecturer".

2. Local Errors

Local errors are errors that affect single elements, (constituents) in a sentence.

Usually they do not disturb communication significantly. These errors include

errors in noun and verb inflections, articles, auxiliaries and the formation of

quantifiers.

a. Error in noun and verb inflection, e.g.

The boy play foot ball every Sunday morning, (inflection s of verb "plays" is

omitted).

The correct sentence is "the boy plays foot ball every Sunday morning".

b. Error in article, e.g.

Angel is given a apple by her granny, (article an should be used instead of a

because the word   apple begins with vowel letter so the article should be

an not a).

The correct sentence is "Angel is given an apple by her granny".

c. Error in auxiliary, e. g.

My brother were happy in my party last night, (the auxiliary was should be used
instead of   were).
The correct sentence is "My brother was happy in my party last night".

d. Error in formation quantifier, e.g.

Every girl and boy student have the same position in school organization.
(Every indicates   singular nouns, although there are two or more nouns, the
verb is singular).
The correct sentence is "Every girl and boy student has the same position in

school organization".

2.7 Concept of Writing Skills

Writing is productive skill in the written form. Writing is a language skill that is
used for indirect communication. The students can communicate their ideas and
thoughts to others through written form such as a letter, message for
communication. Furthermore, Linderman (1982:11) points out that writing is a
process of communication using conventional graphic system such as letter, word,
and sentences of a certain language being used in writing communication in order
that the reader can understand the message or information. It means that
communication in form of written will deal with letters, words, sentences, and
punctuation, so that the reader can receive the information intended.

Writing similar to speech is a means of communication. Communication is not
only achieved through speaking but it can also be obtained through writing. In
writing a writer can communicate with the reader. He or she expresses his or her
ideas in written form. As Tarigan (1987:2) states that writing is a language skill
that is used in indirect communication. It can be said that the students can

communicate their ideas, thoughts and feeling to the other through written form by putting them on a paper.

Writing is a process of developing ideas in form of written text or utterance. It is a very effective form of written language to communicate ideas. One of the advantages of written language is that the ideas can be archived because it is in a printed form. Jacobs (1981:90) states that there are five aspects of writing process that have to be considered to make the writers successful in their writing.

1. Content refers to the substance of writing, the experience of the main idea (unity). It is identified by seeing the topic sentence. The topic sentence should express main idea and reflect the entire of paragraph.

2. Organization refers to the logical organization of the content (coherence). It is related to the ideas that stick together so that the ideas run smoothly within the paragraph.

3. Vocabulary refers to the selection of words those are suitable with the content. It can be identified by seeing the words choice or diction in order to convey ideas to the reader.

4. Language use refers to the use of correct grammatical form and syntactic pattern. It is identified from the construction of well-formed sentence.

5. Mechanic refers to the use of graphic conventional of the language. It is identified by seeing the usage of spelling, punctuation and capitalization within the paragraph.

Moreover, Raimes (1983:76) adds that writing is a skill in which we express the ideas, feelings and thought which are arranged in words, sentences and paragraph using eyes, brain and hand. Writing also reinforces use of the generic structure, idiom and vocabulary which the students have studied in the previous lesson. It means that writing in the process of expressing ideas and thought of the writer using knowledege and vocabulary to combine the writers' idea in writing. Writing covers a number of elements, such as content, grammar, vocabulary, unity and coherence.

Based on the writing concepts outlined above, it can be concluded that writing is very important for interaction. To develop the students' ability in writing, it is necessary for them to do practice. Unfortunetaly, there are few opportunities, students often make errors, such as grammatically incorrect sentence, misspelling and unsuitable vocabulary when they compose paragraph. To put it more simppler, writing in this research means a media of transferring information or messages through written forms by joining sentences by using the rule of basic grammar or structure.

2.8 Grammatical Aspects

Grammatical aspect is the aspect that is expressed through grammatical means: either by verbal inflection, by the use of particles, by the use of auxiliary verbs, or by some combination of these.

Certain aspectual distinctions express a relation in time between the event and the time of reference This is the case with the perfect aspect, which indicates that an

event occurred prior to (but has continuing relevance at) the time of reference: "I have eaten"; "I had eaten"; "I will have eaten".

a. Action Verbs

Action verbs are a word belonging to the part of speech that is the center of the predicate and which describes an act or activity. An action verb is used to show when somebody does something, for example: Carlos **jumped** on the bed; **"jumped"** is an action verb.

b. Connectives

A connective is a word that is used to connect one paragraph in the other paragraph. In the spoof text it is used to connect the story to make complete story, it is also used to know the follow up of the story, like first, next, finally, etc.

c. Adverbial Phrases of Time and Place

Adverbial is a word phrase that provides extra information, usually about time, place or manner, adverbial of place would be a word or phrase giving information regarding place, and adverbial of time would be a word or phrase giving information regarding time. Adverbial phrases of time and place are showing where and when the action is done. Adverbial of time and place is used to know where and when the story is done, for example: in the hospital, yesterday, in the garden, etc.

d. Simple Past Tense

Simple Past indicates that an activity or situation began and ended at a particular

time in the past (Azar, 1989).

The simple past describes an event that took place and was completed at a definite
time in the past. Expressions of the time such as a week/ month/ year ago,
yesterday, indicate the simple past, e.g.:
a. They *went* to the beach *yesterday.*
b. I *did not come* to your wedding party because I was sick *last two days.*

Simple past tense performs the following functions:

a. Represent something that was recurrent, habitual or general truth in the past,

e.g.:

- In the middle ages, people believed that the flat was flat.
- We had breakfast at 07.00 in those days.

b. Represent an activity or occurrence on one particular occasion, but viewed
   retrospectively, e.g.:
- As she entered the room, she took her hat.
- The trained arrived four minutes late.

c. Represent an activity which is tough progressive in nature viewed in is entirely,
   after its completion, e.g.:
- He climbed the stairs very slowly.
- I slept for three hours.

d. Express activities that existed or occurred over a period of time in the past,

   e.g.:

- During the vacation, the students went on a camping trip.
- I heard the doctors working all along the day.

e. Express activities that existed or occurred an interval in part time, e.g.:

- He seldom felt lonesome while he was traveling.
- His uncle rode a horse to school everyday when he was a child.

Seeing the examples above, the verbs used in this tense are in past form

(Verb form II).

Briefly, the arrangement of the positive sentences can be formulated as Subject +

Verb form II + Complement. The complement could be as an adverb of place, an

adverb of time, adjective or an object as a noun or could be also a combination

between some of them, object as a noun + adjective, or object as a noun + adverb

of time, and etc, e.g.:

a. I wrote a letter this morning.
b. Angel came here yesterday.

The negative form of this simple past tense is formed by 'did not (didn't)' placed

after subject and followed by infinitive, e.g.:

a. We did not go to Jakarta yesterday.
b. He did not cut his hair this morning.

In other words, the arrangement of the sentences above can be formulated as

Subject + Auxiliary of did + not + Verb Form I + Complement. The complement

could be as an adverb of place, adjective or an object as a noun or could be also a

combination between some of them, object as a noun + adjective, or object as a

noun + adverb of time, and etc.

Placing the auxiliary 'did' in the beginning of the sentence form the interrogative

form of this simple past tense, e.g.:

a. Did they play volley Ball last play?.
b. Did she cut her hair this morning?.

Clearly, the arrangement of the sentences above can be formulated as The

Auxiliary of Did + Subject + Verb Form me + Complement. The complement

could be as an adverb of place, adjective or an object as a noun or could be also a

combination between some of them, object as a noun + adjective, or object as a noun + adverb of time, and etc.

According to Haiyen, Pilgrim and Hagged (1956: 61), the past form all of all regular verbs are formed by adding 'd' and 'ed' to simple form of verb.

1. The ending's' is added when the simple form ends in 'e' or 'ee', e.g.:

- Angel liked banana very much.

The word liked is from like, it changes into liked the verb form needed in the sentence that show something happened in the past is the verb form of Verb II.

2. The ending 'ed' is added to all other verbs. The following are changes of spelling of regular verbs.

a. Final 'y', preceded by a constant, is changed to 'i' adding 'ed', e.g.:

- The word *try* changes into *tried.*
- The word *study* changes into *studied.*

b. Final consonant letter (except h, w, x, y) proceeded by a single vowel letter, is doubled in words of one syllable, e.g.:

- The word *stop* changes into *stooped.*
- The word *beg* changes into *begged.*

c. Final consonant letter (except h, w, x, y) proceeded by a single letter, is doubled in words accented on the last syllable, e.g.:

- The word *permit* changes into *permitted.*
- The word *occur* changes into *occurred.*

Based on the examples of regular verbs above, it can be definited that regular verbs are the verbs that are formed into past formed and past participle form by adding 'd' or 'ed' after infinitive. By contrast, irregular verbs are formed into past

and past participle form not by adding 'd' or 'ed' after infinitive, but they have

certain form past participle. As in the word of 'go' changes into 'went' when it is

a past form and become 'gone' when it is a form of participle.

This simple past tense form is indeed simple to be made simply adding 'ed'

morpheme on its infinitive can easily form the past tense verb. However, it is

impossible to do this on the irregular verbs. Therefore, the students may say "I

buyed a new car yesterday".

No	Grammar asects	Example
1	Action verb	Jumped, ate, drank, etc.
2	Connective	First, next, finally, etc.
3	Adverbial phrases of time and palce	One day, on Sunday, last week, etc. In the school, hospital, in the garden, ect.
4	Simple pastense	I went to hospital.

2.8 Spoof Text

Spoof is a text which tells factual story, happened in the past time with

unpredictable and funny ending. Its social function is to entertain and share the

story.(understandingtext.blogspot.com). Spoof text is to tell an event with a

humorous twist. Sudarwati and Grace (2007:178).

Generic Structure of Spoof

1. Orientation (who were involved in the story, when and where).

2. Events (tell what happened in chronological order).

3. Twist (provide the funniest past of the story).

Language Feature of Spoof
1. The use of action verbs (e.g.; walked, laughed, ran away).
2. The use of connectives (e.g.; first, then, finally).
3. The use of adverbial phrases of time and place (e.g.; in the garden, two days ago).
4. The use of the simple past tense (e.g.; he walked away from the village).

Example of Spoof Text

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Saved by Stilts

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The king wanted to test Abu Nawas' smartness. So he invited Abu Nawas to the palace. "You want me, your Majesty?" greeted Abu Nawas. "Yes, you have fooled me three times and that's too much. I want you to leave the country. Otherwise you will have to go to jail" said the king. "If that is what you want, I will do what you said" said Abu Nawas sadly. Then "Remember, from tomorrow you may not step on the ground of this country anymore" the king said seriously. Then Abu Nawas left the king palace sadly.

The following morning the king ordered his two guards to go to Abu Nawas' house. The guards were very surprised found Abu Nawas still in his house. He had not left the country yet. Instead leaving the country, Abu Nawas was swimming in small pool in front of his house. "Hey Abu Nawas, why haven't you left this country yet? The king ordered you not to step on the ground of this country anymore, didn't he?" said the guards. "Sure he did" answered Abu Nawas calmly. "But look at me! Do I step on the ground of this country? No, I do not step on the ground. I am swimming on the water" continued Abu Nawas.

The guards were not able to argue with Abu Nawas so they left Abu Nawas' house and went back to the palace. The guards reported what they had seen to the king. The king was curious on Abu Nawas' excuse not to leave the country. Therefore the king ordered his guard to call Abu Nawas to come to the palace.

Abu Nawas came to the palace on stilts. The king wondered and said "Abu, I will surely punish you because you haven't done what I have said. You have not left this country". The King continued "And now, look at you. You walk on stilts like a child. Are you crazy? The king pretended to be furious.

"I remember exactly what you said, Your Majesty" Abu Nawas answered calmly. "This morning I took a bath in the small pool in my house so that I had not to step on the ground. And since yesterday, I have been walking on this stilts. So you see, Your Majesty, I do not step on the ground of this country". The king was not able to say anything. (Adapted from S. Harianto's Abu Nawas and King Aaron).

Generic Structure Analysis

Orientation : Introducing Abu Nawas and the King on the counteracts about leaving and staying in the country. (paragraph 1, line 2).

Event 1 : Abu Nawas was swimming on the pool. (paragraph 2, line 3).

Event 2 : Abu Nawas was walking on the stilts. (paragraph 4, line 1).

Twister : Abu Nawas explained that swimming in the pool and walking on the stilts meant not stepping on the ground of the country. (paragraph 5, line 2)