A DESCRIPTIVE ANALYSIS OF STUDENTS’ COMPREHENSION ON INFLECTIONAL PROCESS OF ENGLISH VERB IN SPOOF TEXT

(Study at the Fourth Semester Students of IAIN Salatiga in the Academic Year of 2014/2015)

A Graduating Paper

Submitted to the Board Examiners as a Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd) English Education Department of Teaching Training and Education Faculty State Institute for Islamic Studies (IAIN Salatiga)

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2016
DECLARATION

Hereby the writer declares that this graduating paper is written by the writer herself. This paper does not contain any materials which have been published by other people and other people's idea except the information from the references.

Moreover, the declaration written by the writer to be understood.

Salatiga, September 8th 2016

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A GRADUATING PAPER

A DESCRIPTIVE ANALYSIS OF STUDENTS’ COMPREHENSION ON INFLECTIONAL PROCESS OF ENGLISH VERB IN SPOOF TEXT
(Study at the Fourth Semester Students of IAIN Salatiga in the Academic Year of 2014/2015)
WRITTEN BY:

TIARA ASTI PUSPITASARI
NIM:113-12-038

Has been brought to the board of examiners of English and Education Department of Teacher Training and Education Faculty at State Institute for Islamic Studies (IAIN) Salatiga on September 30th, 2016 and hereby considered to complete the requirements for the degree of Sarjana Pendidikan (S.Pd) in English and Education.

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ATTENTIVE COUNSELOR’S NOTE
Case: Tiara Asti Puspitasari’s Graduating Paper

Dear,
Dean of Teacher Training and
Education Faculty

Assalamu’alaikum Wr. Wb.

After reading and correcting Tiara Asti Puspitasari’s graduating paper entitled “A DESCRIPTIVE ANALYSIS OF STUDENTS’ COMPREHENSION ON INFLECTIONAL PROCESS OF ENGLISH VERB IN SPOOF TEXT (A Study at the Fourth Semester Students of IAIN Salatiga in the Academic Year 2014/2015)” I have decided and would like to propose that if it could be accepted by the Teacher Training and Education Faculty. I hope it would be examined as soon as possible.

Wassalamu’alaikum Wr. Wb.

Counselor

Faizal Risdianto, S.S., M.Hum
NIP. 19750917 200801 1010

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MOTTO

“Success Doesn’t Come Without Struggle”

-The Writer -
DEDICATION

This graduating paper is dedicated to:

- Her parents, who always give her their support and make her struggle.
- Her beloved sister, who always entertain her when she bored.
- Her friends, who supported and helped her in finishing this paper.
ACKNOWLEDGEMENT

_Bismillahirrahmanirrahim_

_Assalamu’alaikum Wr. Wb_

_Alhamdulillahi robbil’alamin_, thanks to Allah SWT, who gives the writer chance to complete this graduating paper as one of the requirements for getting the degree of Educational Studies (S,Pd) in English Education Department of Teacher Training and Education Faculty of State Institute for Islamic Studies (IAIN) Salatiga in 2016.

The writer doesn’t forget to our prophet Muhammad SAW who has guided us from the darkness to the lightness.

This graduating paper would not have been completed without help, encouragement and support from individual and institution. Therefore, she would like to express special thanks to:

1. Dr. H. RahmatHaryadi, M.Pd. as the Rector of State Institute for Islamic Studies (IAIN) Salatiga.
2. Suwardi, M.Pd. as the Dean of Teacher Training and Education Faculty of State Institute for Islamic Studies (IAIN) Salatiga.
3. Noor Maliah, Ph.D, as the Head of English Education Department.
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5. Thanks to the lecturer Ms. Ika and students in morphology class of State Institute for Islamic Studies (IAIN) Salatiga as the object of this research.

6. Her beloved Mother (Ibu Bekti), My beloved Father (Bapak Astono), Her sister (Fani), and Her sister (Flamischa) thanks for their support and motivation.

7. Her best friends (Anisa, Ayusi, Fitri, Khafid, Ida, Novi, Asna, Vika and Laras), thanks for support and thanks for everything

8. All of my friends at English Department who cannot be mentioned one by one.

Salatiga, September 8th 2016

The researcher

Tiara Asti Puspitasari

NIM. 113 12 038
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ABSTRACT


Inflectional is type of bound morpheme that not used to change the meaning of the lexemes. The writer used spoof text to analyze inflectional in blank paragraph. There were 4 titles of spoof text to be the material of the research that distributed as random, the reason so that the data could be valid. The type of the research is descriptive qualitative, this research is made to analyze the student’s comprehension in decide inflectional English verb in spoof text. The purposes of doing this research are to find out the profile of student’s mastery, and to find out the common mistakes made by the students. The technique of collecting data that used by the researcher is documentation method. The object of this research is 27 students. The title of Book Tickets at a Station made by 7 students, 3 students got the highest score, it was 90 and 2 students got the lowest score, it was 45. The title of Three Birds on a Tree Branch made by 7 students, 1 student who got the highest score, it was 90 and 1 student got the lowest score, it was 35. The title of Embarrassing Moment in the Zoo made by 7 students, 1 student who got the highest score, it was 95 and 2 students got the lowest score, it was 30. The title of Love Money too much made by 6 students, 1 student who got the highest score, it was 100 and 1 students got the lowest score, it was 60. These every title have twenty blank sentences and the different difficulties.

Keywords: Inflectional English Verb, Spoof Text
CHAPTER I
INTRODUCTION

A. Background of the Study

Language is an important thing for human to communicate with others. “Language is a system of no matter which vocal symbols used in human communication” (Wardaugh, 1972:3). Language helps us to convey our opinion and idea. One of language that used by many people in the world is English.

English is as one of international language that used by many people in this world to communicate with other people from other country. This is a reason why people especially Indonesian students have to learn about English although for Indonesian, English as a foreign language. As a foreign language, make students feel difficult to learn, because this language seldom to use by Indonesian people. In Indonesia, English taught in Elementary School until in University. Although some of Kindergarten has taught about English. In every language, certainly there is any word.

Word is part of everyone’s vocabulary. To make a word, we need to know about morpheme. The smaller part of words called morpheme. Holt, Rinehart, and Winston (1961:67), gives a definition about morpheme; “morpheme is the smallest significant unit of utterance which can be related with any one particular difference in the content structure”.

There are various kinds of morphemes, derivational affixes, inflectional affixes, bound morpheme, free morpheme, prefixes, suffixes, affixes, infixes, roots. For example: swimming is not form of morpheme, but if it separated as {swim-} and {–ing} it can be a morpheme. To learn all of them in depth observation, we need to know about morphology.
According to Lieber (2009:2), “morphology is the study of word formation, include of construct the word depend on used in the sentences”. In morphological study, we recognized about derivational and inflectional morphology.

According to Lieber (2009:88), “Inflectional refers to word formation that make the word does not change the meaning, just change the word form suitable with the grammatical contexts”. Inflectional word formation is form the word to distinguish grammatical word. For example nouns {-s} for plural (stars) and {-s} for genitive/possessive (star’s book), adjectives/adverbs {-er} for comparative (taller) and {-est} for superlative (tallest), verbs {-s} third person singular present tense (proves); {-ed} past tense (proved); {-ing} progressive/present participle (is proving); {-en} past participle (has proven) and (was proven).

Inflectional morpheme contrast to derivational morpheme, it creates a new word. According to Fromkin and Rodman (1988:132), “derivational morpheme is morpheme that attached to the lexeme”. Derivational morphemes are used to make words of different grammatical category from the root. For examples we can change a verb into noun, or adjective into adverb, such as: teach become teacher and happy become happily.

There are 13 kinds of texts, narrative; report; recount; procedure; descriptive; news item; review; explanation; analytical exposition; hortatory exposition; discussion; spoof; and anecdote. In this research, the writer choose spoof text as a text to conduct the research. Spoof text is a text content of a twist that makes the story becomes unpredictable. According to Gerot and Wignell (1994), “spoof text has a humorous twist in the last story, it is retell about the event”.

This research will use spoof texts as a paragraph that content of inflectional English verb. So that, the students will have an interest to read, because this text
content of twist that will make students laugh. The writer choose 4th semester of IAIN Salatiga that got morphology as their lesson in the semester. Therefore, the writer conducts a research with a title case A DESCRIPTIVE ANALYSIS OF STUDENTS’ COMPREHENSION ON INFLECTIONAL PROCESS OF ENGLISH VERB IN SPOOF TEXT (A Study at the Fourth Semester Students of IAIN Salatiga in the Academic Year 2014/2015)

B. Statement of the Problems

To make the proposal become a complete and good proposal, researcher needs to look for the problem statement. Based on the background of the study, the researcher states that the problem of the study as follows:

1. How is the profile of student’s mastery?
2. What are the common mistakes made by the students in analyzing the inflectional English verb?

C. Purpose of the Research

Based on the problem statement, so the objectives of the study are:

1. It is to find out the profile of student’s mastery in 4th semester of IAIN Salatiga.
2. It is to find out the common mistakes of inflectional English verb in spoof text made by the students in 4th semester of IAIN Salatiga.

D. Benefit of the Study

This proposal made for people who need a journal about inflectional process used in spoof text. This research will give benefits as follow:
1. **Theoretical Benefit**

This research can be useful for people in learning inflectional affixes, especially in English verb.

2. **Practical Benefit**

Hopefully this research can be useful for lecturer, students and other researcher. These are the practical benefit for people who want to conduct the proposal about inflectional process in spoof text:

a. The finding of the research can be reference for lecturer to improve student’s inflectional affixes, especially in English verb.

b. The research will give a benefit for students who studying about inflectional affixes.

c. This research expected can be reference for the next researcher who wants to have a research about Inflectional process in English verb.

E. **Definition of Key Terms**

1. **The Definition of Descriptive Analysis**

Descriptive analysis is the one of research method to discuss about a problem through research, collect data, to analyze, to interpret, the last is give a conclusion and suggestion."Descriptive research is study about research that the conclusion presented by the report, it is observed about the situation, incident, and the other action" (Arikunto, 2010:3).
2. **Inflection**

Inflection is the process of word formation that does not make a new meaning, does not change a word root, and consistent meaning. According to Lieber (2009:88), “Inflectional refers to word formation that make the word does not change the meaning, just change the word form suitable with the grammatical contexts”.

3. **Process**

Process is a step of make or create a thing that the result is something establish the process. It can be good or bad. The result can looked by the process. For example if we want to make fried rice, there are steps that we must try by ourselves. Then the result is establishes on our process in cooking fried rice. If we make establish on the steps, then the result is good.

4. **Spoof Text**

Spoof text is one of the 13 kinds of genres text in English. Spoof text is almost like narrative and recount text, because of the function to retelling and to entertain the reader. According to Gerot and Wignell (1994), “spoof text has a humorous twist in the last story, it is retell about the event”.

The generic structures of spoof text are orientation, events, and twist. This makes the text more special than others. Twist content of a plot that cannot guessed by the reader.
F. Research Method

1. Setting of the Research

This is a study descriptive analysis research that the target is 4th semester of IAIN Salatiga. This researches focus on student’s mastery in inflectional process of English verb. This is to identify inflectional process of English verb in spoof text.

2. Method of the Research

The writer used qualitative approach as a method of the research. According to Bogdan and Taylor(1975:5) quoted by Moleong (1998:3), “qualitative methodology as a research procedure that the result of descriptive data kind of written words or utterance from people and behavior that can be observed”.

G. Outline of the Graduating Paper

This research is made with systematically so it will be easy to read and understand. This research is divided into five chapters, every chapter content of sub-chapters.

Chapter I consist of introduction. It consists of background of the study, the statement of the problem, purpose research, benefit of the study, definition of key term, research method, and outline of the graduating paper. Chapter II covers theoretical framework. This chapter includes meaning of theoretical review of morphology, theoretical review of inflectional, theoretical review of English verb, and theoretical review of spoof text. Chapter III research methodology. This chapter includes of provides setting of the research subject, type of research, data analysis, object of the study, method of collecting data, and technique of data analysis. Chapter IV concern in research finding and data analysis. It concerns with research finding and data analysis.
analysis. Chapter V provides closure as the end of the graduating paper by giving concussions and suggestion.
CHAPTER II
THEORETICAL FRAMEWORK

In this chapter, the writer will discuss about the subject of the title. It is need to use in the further research. This is content of theoretical of the subject of research. It will be used as a basic equipment to support data analysis. There are:

A. Theoretical Review of Morphology

1. Definition of Morphology

Morphology is the part of linguistics. Morphology learned about internal structure of words. There are some of researcher give a definition about morphology. “Morphology is kind of practice that we did, for example of analyzing basic forms in language” (Yule, 2009:62).

According to Katamba, “morphology is the study of word formation” (1993:19). This means that morphology has a relation with grammar and the change of lexemes. In the dictionary we find a vocabulary items and it named lexemes. To make a sentence we need a word that found in dictionary. We have to know about the grammatical that establish with the situation of the sentences.

Sentence consist some of word that make a new word. Word is the small part of sentence that has a meaning. For example book, eraser, and soft have one unit meaning. While nobody, everyone, and whatever have two units of meaning, (no and body, every and one, what and ever). There are any cleaned and softly (clean and -ed, soft and -ly) that have two units, but just have one meaning.
The smaller parts of word called Morpheme. Fromkin and Rodman (1988:127), “morpheme is an unit grammatical form that most traditional word”. Haspelmath and Simssaid that, “morpheme is the smallest meaningful constituents of words that can be identified (2010:3). According to Katamba, “morpheme is the smallest distinction in the shape of a word that related with the smallest distinction in word or sentence meaning or in grammatical structure”(1993:24).

“Linguists define a morpheme as the smallest unit of language that has its own meaning” (Lieber, 2009:88). There are any prefix like re-, (recharge)and un-, (unlike) and suffix like –er, (worker) and –ly, (hardly). It is mean that word as one or more morphemes that can stand alone in a language. Words that consist of one morpheme called simplex word and words that consist of more than one morpheme called complex word. Examples of simplex words are study, mouse, and river, while complex words are blackboard, unfaithful, and rewrite.

This is relevant with the text above, Yule (2009:63) the statement is.

“Morpheme is a minimal unit of meaning or grammatical function. Units of grammatical function include forms used to indicate past tense or plural”, for example; the police reopened the investigation, the word reopened consist of three morphemes. There are open that has one meaning, another minimal unit of meaning is re- (meaning ‘again’) and a minimal unit of grammatical function is –ed (indicating past tense).

“Morpheme is the smallest meaningful unit in language that has been identified different structures are various” (Atkinson, Kilby, and Rocca, 1982:132).
2. Types of Morphemes

**Figure 1**

*Types of Morphemes*

- **free** morphemes
  - lexical/show meaning (*child, teach*)
  - functional/show relation in sentence (*and, the*)

- **bound** morphemes
  - derivational (*re-, -ness*)
  - inflectional (*-s, -ed*),

There are two kinds of morphemes, free morpheme and bound morpheme. Free morpheme is morpheme that can stand by themselves as single words, for example open and write. There are two kinds of free morphemes, lexical morpheme and functional morpheme. Lexical morpheme is a morpheme that has a meaning in utterance. There are nouns (e.g. Rina, Salatiga), verbs (e.g. teach), adjectives (e.g. beautiful), adverbs (e.g. this morning), or prepositions (e.g. under, in). “Function morpheme showed the grammatical information in sentence” (Katamba, 1993:42). They are articles (e.g. a, the), demonstratives (e.g. that, these), pronouns (e.g. them, which), conjunction (e.g. and, but).

Whereas, morpheme that cannot normally stand alone and are typically attached to another form called bound morpheme, exemplified as {–mit} (commit, admit), {–ceive} (receive, perceive), {pred-} (predator, predatory), {sed-} (sedan, sediment). This root can appear again with the new pattern for {de-}, {re-}, {–ate}, {–ment} in other word as prefixes or suffixes. There are two kind of bound morphemes, derivational morpheme that change the meaning of the word and inflectional morpheme that attached to the word will not changing the class of the word.
a. Roots

Root is a word that cannot divided into the other word and does not adding affix. According to Katamba, “a root is the core of word that nothing else can attached with it” (1993:41). For example: call is a root, it can modification with a lexeme like call, calls, calling, called.

b. Stem

Katamba (1993:45) says that “stem is word before attached to inflectional affixes for example those affixes that appear is required by the syntax such as markers of singular and plural number in nouns, tense in verbs and so on”.

Table 2.1

<table>
<thead>
<tr>
<th>Noun Stem</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elephant</td>
<td>Elephants</td>
</tr>
<tr>
<td>Teacher</td>
<td>Teachers</td>
</tr>
</tbody>
</table>

In the word-form elephants, inflectional suffixes {-s}added by stem elephant that it is as a root too. In the word-form teachers, inflectional suffixes added by stem teacher, while teach is a root.

c. Base

Base is a form that be a basic in morphological process, where the affixes have added; like inflectional affixes or derivational affixes. From the statement above, all of roots are bases. Bases are stems if only in the context of inflectional morphology. The writer will give an example about the statement
above. The examples are taken from Modern Linguistics Morphology by Katamba (1993:46).

Table 2.2

Types of Morpheme

<table>
<thead>
<tr>
<th>Word</th>
<th>Inflectional Affixes</th>
<th>Derivational Affixes</th>
<th>Roots</th>
<th>Stems</th>
<th>Bases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faiths</td>
<td>{-s}</td>
<td></td>
<td>Faith</td>
<td>Faith</td>
<td>Faiths</td>
</tr>
<tr>
<td>Unfaithful</td>
<td></td>
<td>{Un-}</td>
<td>Faith</td>
<td>Faithful</td>
<td>Unfaithful</td>
</tr>
<tr>
<td>Faithfully</td>
<td></td>
<td>{-ly}</td>
<td>Faith</td>
<td>Faithful</td>
<td>Faithfully</td>
</tr>
<tr>
<td>Bookshops</td>
<td>{-s}</td>
<td></td>
<td>Book &amp; shop</td>
<td>Bookshop</td>
<td>Bookshops</td>
</tr>
<tr>
<td>Hardships</td>
<td>{-s}</td>
<td></td>
<td>Hard &amp; ship</td>
<td>Hardship</td>
<td>Hardships</td>
</tr>
</tbody>
</table>

The example above showed that it is possible to form one word by adding affixes more than one root. For example window and clean can be joined to form base, window-clean, derivational suffix {-er} can be added become window-cleaner, so it can be stem, and added suffix {-s} become window-
cleaners. Whereas, frog and march can be joined together to form the base or stem, frog-march to which the suffix \(-ed\) become frog-marched. Word that has more than one root called compound word.

d. Affixes

Affixes are bound morphemes, there is no word of affixes that can stand alone. Affixes consist of prefixes, infixes (rarely used in English) and suffixes. The free morphemes can generally be identified as the set of separate English word forms such as basic nouns, adjectives, verbs, etc. When they are used with bound morphemes attached the basic word forms are technically known as stems. The example is taken from The Study of Language, Third Edition by Yule (2009:63).

For example: unreleased

<table>
<thead>
<tr>
<th>Table 2.3</th>
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</thead>
<tbody>
<tr>
<td>Examples of Bound Morpheme</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(-un)</th>
<th>release</th>
<th>(-ed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prefix</td>
<td>Stem</td>
<td>suffix</td>
</tr>
<tr>
<td>(bound)</td>
<td>(free)</td>
<td>(bound)</td>
</tr>
</tbody>
</table>

1) Prefixes

“Prefix is an affix that attached before root, stem or base” (Katamba, 1993:44). There are many prefixes that can form a new word. These are a list of common prefixes, for examples:
Table 2.4
Examples of Common Prefixes

<table>
<thead>
<tr>
<th>Un-</th>
<th>Word</th>
<th>In-</th>
<th>Word</th>
<th>Re-</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unable</td>
<td>Able</td>
<td>Inappropriate</td>
<td>Appropriate</td>
<td>Replay</td>
<td>Play</td>
</tr>
<tr>
<td>Unafraid</td>
<td>Afraid</td>
<td>Inaccurate</td>
<td>Accurate</td>
<td>Recharge</td>
<td>Charge</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Im-</th>
<th>Word</th>
<th>Il-</th>
<th>Word</th>
<th>Ir-</th>
<th>Word-</th>
</tr>
</thead>
<tbody>
<tr>
<td>Impatient</td>
<td>Patient</td>
<td>Illegal</td>
<td>Legal</td>
<td>Irregular</td>
<td>Regular</td>
</tr>
<tr>
<td>Impossible</td>
<td>Possible</td>
<td>Illiberal</td>
<td>Liberal</td>
<td>Irrelative</td>
<td>Relative</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sub-</th>
<th>A-</th>
<th>Pre-</th>
<th>Dis-</th>
<th>Inter-</th>
<th>Under-</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subtitle</td>
<td>Atheist</td>
<td>Preserve</td>
<td>Disconnect</td>
<td>International</td>
<td>Undergraduate</td>
</tr>
<tr>
<td>Subjoin</td>
<td>Amoral</td>
<td>Pretest</td>
<td>Dislike</td>
<td>Interisland</td>
<td>Underline</td>
</tr>
<tr>
<td><strong>Mono-</strong></td>
<td>Word</td>
<td><strong>Over-</strong></td>
<td>Word</td>
<td><strong>Trans-</strong></td>
<td>Word</td>
</tr>
<tr>
<td>------------</td>
<td>----------</td>
<td>-----------</td>
<td>----------</td>
<td>------------</td>
<td>----------</td>
</tr>
<tr>
<td>Monolingual</td>
<td>Lingual</td>
<td>Overweight</td>
<td>Weight</td>
<td>Transp</td>
<td>Port</td>
</tr>
<tr>
<td>Monodrama</td>
<td>Drama</td>
<td>Overprotective</td>
<td>Protective</td>
<td>Transformat</td>
<td>Form</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Poly-</strong></th>
<th>Word</th>
<th><strong>Ex-</strong></th>
<th>Word</th>
<th><strong>Non-</strong></th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>Polyclinic</td>
<td>Clinic</td>
<td>Ex-boyfriend</td>
<td>Boyfriend</td>
<td>Nonfiction</td>
<td>Fiction</td>
</tr>
<tr>
<td>Polyphonic</td>
<td>Phonic</td>
<td>Ex-president</td>
<td>President</td>
<td>Nonformal</td>
<td>Formal</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Mis-</strong></th>
<th>Word</th>
<th><strong>En-</strong></th>
<th>Word</th>
<th><strong>Em-</strong></th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>Misunderstand</td>
<td>Understand</td>
<td>Enrich</td>
<td>Rich</td>
<td>Embody</td>
<td>Body</td>
</tr>
<tr>
<td>Mistake</td>
<td>Take</td>
<td>Enlarge</td>
<td>Large</td>
<td>Empower</td>
<td>Power</td>
</tr>
</tbody>
</table>

2) Suffixes

Katamba (1993:44), “suffix is an affix that attached after a root, stem or base to form a new word”. There are any \{-s\}, \{-ing\}, \{-ed\}, \{-er\}, \{-est\} and so on in inflectional suffixes. Inflectional suffixes if attached in the last
word would give variation as grammatical without change the class-word and the meaning. For examples:

Table 2.5
Examples of Suffixes

<table>
<thead>
<tr>
<th></th>
<th>Word</th>
<th></th>
<th>Word</th>
<th></th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>-s</td>
<td>Tables</td>
<td>Table</td>
<td>-ing</td>
<td>Studying</td>
<td>Study</td>
</tr>
<tr>
<td></td>
<td>(plural)</td>
<td>(progressive)</td>
<td></td>
<td>(past)</td>
<td></td>
</tr>
<tr>
<td>-ed</td>
<td>Writes</td>
<td>Write</td>
<td>-ed</td>
<td>Singing</td>
<td>Sing</td>
</tr>
<tr>
<td></td>
<td>(3rd</td>
<td>(progressive)</td>
<td></td>
<td>(past)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>person</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>singular)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Word</th>
<th></th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>-er</td>
<td>Smaller</td>
<td>Small</td>
<td>Smallest</td>
</tr>
<tr>
<td></td>
<td>(comparative)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-est</td>
<td>Cheaper</td>
<td>Cheap</td>
<td>Cheapest</td>
</tr>
<tr>
<td></td>
<td>(comparative)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Theoretical Review of Inflectional

1. Definition of Inflectional Morpheme

“Inflectional morphemes are not used to create the new words, but to indicate aspects of grammatical word” (Yule, 2009:64). According to Liebere, “Inflectional is word formation, it is not change and create the new lexemes, just change the form of lexemes, so suitable to the different grammatical” (2009:88).
Whereas, “Inflectional morpheme never change the syntactic category of the words include the morphemes which they are joined” (Fromkin and Rodman, 1988:142). In every word that attached to affixes in inflectional morpheme showed the part speech class of word.

From the definitions above, we know that inflectional morphemes are not change the meaning of the lexemes and create a new word, merely they just indicates the grammatical function of a word.

2. Types of Inflection

There are eight types of inflectional morpheme in English. This type was talked about this before, but the writer will review again. This is the table and examples:

Table 2.6
Types of Inflectional Morpheme

<table>
<thead>
<tr>
<th>Nouns</th>
<th>-s</th>
<th>Plural</th>
<th>The flowers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Noun phrases</td>
<td>-s</td>
<td>Genitive/possessive</td>
<td>The flower’s spark</td>
</tr>
<tr>
<td>Adjectives/adverbs</td>
<td>-er</td>
<td>Comparative</td>
<td>Smarter</td>
</tr>
<tr>
<td>Verbs</td>
<td>-s</td>
<td>3rd person singular present tense</td>
<td>Proves</td>
</tr>
<tr>
<td></td>
<td>-ed</td>
<td>Past tense</td>
<td>Proved</td>
</tr>
<tr>
<td></td>
<td>-ing</td>
<td>Progressive/present participle</td>
<td>Proving</td>
</tr>
</tbody>
</table>
a. Plural Suffix

Plural suffix is suffix that talk about quantity of a noun. It can be counted, like *five birds; three buses, or one chair*. According to Liebere (2009;88), “Plural noun is noun that showed about quantity of this noun, it is more than one”. Commonly, it formed by singular noun with addition *{s/es}* attached to noun. For examples: cats, three books, bags, shoes. Plural noun does not used article *{a/an}* , but article *{the}* is allowed. For example: I have three *cats* at home.

If plural noun used with verb, so the verb must be in plural, does not have *{s/es}* or used *are or were*. For examples: Three books fall to the floor or there are some shoes in the drawer. There are some ways used to form plural noun:

1) Attached *{s}* in the end of singular noun. For examples: flower-flowers; ant-ants; window-windows.

2) Attached *{es}* in the end of singular noun with the last letter is *-s, -es, -x, -z, -ch, and -sh*. For examples: bus-buses; glass-glasses; branch-branches; brush-brushes; fox-foxes.

3) Attached *{es}* in the end of singular noun with the last letter is *{-o}*.
For examples: mango-mangoes; hero-heroes. Some of the last letter *{o}* are add by *{-s}*. For examples: radio-radios; piano-pianos.

4) Change the end of *{-y}* started by consonant in singular noun be the last *{-i}* then add by *{-es}* . For examples: baby-babies; story-stories; library-libraries; party-parties. If the end of *{-y}* started by vowel, the
plural noun add by \{-s\} in the end. For examples: day-days; boy-boys; key-keys.

5) Change the end of \{-f\} or \{-fe\} in singular noun become \{-ves\} on plural noun. For examples: leaf-leaves; thief-thieves; wolf-wolves.

6) Some of nouns have the same plural form with singular form. For examples: sheep-sheep; fruit-fruit; fish-fish.

7) Some of words always use plural form, do not have singular form. For examples: shoes-shoes; glasses-glasses; trousers-trousers.

8) Some of singular nouns have irregular plural form. For examples: mouse-mice; child-children; tooth-teeth; man-men.

9) If the singular noun forms compound noun, so the plural noun formed with adding \{-s\} in the end on the basic. For examples: father in law-fathers in law; step son-step sons.

10) Some of singular noun derives from other language have two plural forms, one change become English and others from other language itself. For examples: medium-media; formula-formulae.

11) Some of singular noun derives from other language have plural noun in that other language. For examples: bacteria-bacterium; alga-algae.

b. Genitive/Possessive Suffix

Katamba (1993:240), said that “genitive is used to signal the fact that one noun is to be the head to the other, and the other noun is the modifier which adds some further specification to the head”. For example: Sehun’s car.

The example above showed the apostrophe as symbol of possessive noun. Noun of Sehun, inflected with ‘s and noun of car appear after it without any inflection. This make noun of car attached to Sehun’s, clearer than a car.
Yule (2009:65) “find some variations in the form of inflectional morpheme that the possessive sometimes appears as –s’ (those boys’ bags)”.  

c. Comparative Suffix

Comparative suffix always attached to adjective. For examples:

1. I like this candy, because it is sweeter than others.
2. This test is easier than before.
3. Pink rose is prettier than the red one.

From the examples above, we know that the adjective attached to suffix {–er}. Yule (2009:65), “suffix –er in inflection has same suffix with derivational, but usually suffix {–er} in derivational joined to verb and change the root become noun”. For example: teach of verb become teacher of noun in derivational. While in inflection like smart become smarter. Inflectional morpheme never changes the grammatical category of a word. Some of comparative have irregular forms, like good and bad, become better and worse, not gooder and badder.

d. Superlative Suffix

Superlative suffix almost same term with comparative suffix, but the difference is in the suffix, become {-est}. For examples:

1. Baekhyun is the smartest student in class.
2. Yoona is the kindest person that I know.
3. Rio wins that competition because he is the fastest one in circuit.

These types also have the irregular form like comparative suffix. For examples: good and bad become the best and worse.

e. Present Suffix
Present suffix is a suffix that showed suffix {s} attached to verb(form a present tense). For examples:

1. Sinta looks beautiful today.
2. The cat eats many fish this afternoon.
3. He drives his car very slowly.

From the examples above, before verb that attached to {-s} there is a noun that showed third person singular. Noun that showed third person singulars are He, She and It.

f. Past Suffix

According to Yule (2009:67), “there are a number of other morphological processes at work in a language like English, such as those involved in the range of allomorphs for the morpheme ‘past tense’”. These include the common pattern in ‘walk + past tense’ become walked and also special pattern form irregular verb for example: ‘go + past tense’ become went and the others are began, drove, ate, sang, sat and so on.

g. Present Participle Suffix

Present participle suffix always marked an {–ing} suffix in the end. It showed a present participle in the end of the verb. For examples:

1. Luhan is studying English with his friend.
2. He is driving his car in the beautiful place.
3. She is walking to your house.

From the examples above we know that studying consist of verb study + {–ing} also in the other examples.
h. Past Participle Suffix

In past participle, there are two kinds of verbs, regular verbs that use affix {-ed} and irregular verbs that have many kinds of different inflections than lexeme. In the example above, the writer used irregular verb form {-en} to distinguish from the past tense. There are many irregular forms with variety ways. These kinds of irregular derive from Delabunty and Garvey (2004:127)

a. Irregular verbs that different from the regular one, for example: drive is driven, forgive is forgiven.

b. Irregular forms that involve internal vowel changes, likes man/men; woman/women; grow/grew; ring/rang/rung.

c. Some forms derive historically unrelated forms: good/better/best; bad/worse/worst.

d. Some words show no inflectional change, such as: sheep is both singular and plural; hit is both present and past tense.

e. Many borrowed words, especially nouns, have irregular inflected forms, such as alumnae plurals from alumna; and cherubim plurals from cherub.

From the statement above can conclude that men have two morphemes, {man} and {plural}; went consist of {go} and {past tense}.

The other examples about past participles are:

1. Luhan has studied before his exam.

2. He has driven his car in the beautiful place.

3. She has walked to your house.

Past participles also have irregular form, for examples: begun, driven, eaten, sung, sat, and so on. Do not forget if past participles always used have/has before verb.
3. The differences between inflectional and derivational

According to Parker (1986:74) as quoted by Ummah (2011: 45-46) the differences between inflectional and derivational are:

**Table 2.7**

Differences of Inflectional and Derivational

<table>
<thead>
<tr>
<th>No</th>
<th>Term</th>
<th>Inflectional Morphemes</th>
<th>Derivational Morphemes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Historical Development</td>
<td>All inflectional affixes are native to English; that they have been part of English since Old English was spoken (500-1000 AD).</td>
<td>Derivational affixes are borrowings from other languages.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Moreover, there is a few numbers of affixes (especially suffixes) that are native to English such as –ful, -ly, and –like.</td>
</tr>
<tr>
<td>2</td>
<td>Distribution</td>
<td>All inflectional affixes are suffixes.</td>
<td>Derivational affixes may be suffixes or prefixes.</td>
</tr>
<tr>
<td>3</td>
<td>Range of Application</td>
<td>Inflectional affixes have a relatively wide range of application. Wide</td>
<td>Derivational affixes have a wide to narrow range of</td>
</tr>
</tbody>
</table>
application means that if an affix joins with a particular category of morpheme, then it joins with (almost) all members of that category. For example, the inflectional affix {plural} adjoins to (almost) all member of the category noun. They have a varying range of applications. Many of them (especially prefixes) have a fairly narrow range of application.

<table>
<thead>
<tr>
<th>4</th>
<th>Order of Appearance</th>
<th>Inflectional suffixes follow derivational suffixes. That is, if a word contains both a derivational and inflectional suffix, then the inflectional suffix comes last. For example: buyers, employees, reactions, teacher’s, and so on.</th>
<th>Derivational affixes attached in right or left of root.</th>
</tr>
</thead>
</table>

<p>| 5 | Effect on Syntactic Category | Inflectional suffixes do not change the syntactic category (part of speech) of the root they are | Most of derivational affixes change the syntactic category |</p>
<table>
<thead>
<tr>
<th></th>
<th>Number of Allowable Affixes</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>No more than one inflectional morpheme can be affixed to a particular syntactic category. For example, smarterest, tallerest, and youngerest are unacceptable.</td>
<td>(part of speech) of the root they are attached to.</td>
<td>There is no limit to the number of derivational morphemes that can be affixed to one category.</td>
</tr>
</tbody>
</table>

C. Theoretical Review of English Verb

1. Definition of English Verb

   Verb is a word that showed about what subject did. According to Palmer (1988:2), “in English, for instance, the verb may indicate that an action took place in first period, but continuous to the present moment, as simple as in the past”.

2. Types of English Verb

   There are two types of English verb, such as:

   a. Auxiliary Verbs

      This verb is about connecting one statement to the other. Huddelston (1976:333) as quoted by Palmer (1988:14), “auxiliary verbs are to sign as their ‘NICE’ properties. I refers to the fact that they occur with negation (negative particle not, for examples: I don’t like it, you can’t do it), inversion (come before the subject, for examples: Is the boy coming?, Did...
he begin to cry?), code (avoidance of repetition, for example: I can come and so can John.) and emphatic affirmation (it is about accent, for examples:I can come [you are wrong to think I cannot]”). Commonly, auxiliary verbs are: to be, to have, to do, to go, to need, to dare and modals. For examples: They are smart students.
I will go to Semarang next week.

b. Ordinary Verbs

This verb has a mean that explain what subject did. For examples:

Rido goes to Jakarta with his family.
I sat on Sintya desk a week ago.

3. The Forms of English Verb

There are four types of form in English verb, such as:

a. Infinitive

This verb is basic form of a verb, we can called this verb as verb 1 (V1). Usually used for simple present tense and simple future tense. If attached to {to} called “to infinitive” and if followed by {to} called “bare infinitive”. For examples: Mysister and I make cup cake yesterday.
I like to go to school in early morning.

b. Present Participle

Present participle is a verb formed 2 (V2). Usually used for sentences that happen in the past event and the effect feel until now. For examples:

They have collected this picture since 1999.
He has used the motorcycle many time.
c. Past Participle

This verb called third form (V3). Usually used in participle form and passive form. For examples:

I have not known that they are leave.
She has been changed after lives in America.

d. Progressive Tense

Progressive tense formed /-ing/ in the last of verb. Usually used in continuous that the event still happen, it is for present, past or in the future.

For examples:

We are studying together for the exam.

She was coming when you slept yesterday evening.

4. Object of English Verb

There are verb that need an object, and others are not. There are two kinds of object in English Verbs:

a. Transitive

This verb need of an object. For examples:

- I am listening the music.
- She eats banana.

b. Intransitive

This verb does not need an object. For examples:

- They have studied.
- He reads fast.

5. Regularity of English Verb

Regularity of English verb has two kinds of verb, such as:
a. Regular Verbs

This verb has a regular form in second or third verb, with attached to {-ed} or {-d}. For examples:

Table 2.8

Examples of Regular Verbs

<table>
<thead>
<tr>
<th>No</th>
<th>V1</th>
<th>V2</th>
<th>V3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Listen</td>
<td>Listened</td>
<td>Listened</td>
</tr>
<tr>
<td>2</td>
<td>Play</td>
<td>Played</td>
<td>Played</td>
</tr>
<tr>
<td>3</td>
<td>Use</td>
<td>Used</td>
<td>Used</td>
</tr>
<tr>
<td>4</td>
<td>Watch</td>
<td>Watched</td>
<td>Watched</td>
</tr>
<tr>
<td>5</td>
<td>Accept</td>
<td>Accepted</td>
<td>Accepted</td>
</tr>
</tbody>
</table>

b. Irregular Verbs

This verb has form that irregular for second or third verb. For Examples:

Table 2.9

Examples of Irregular Verbs

<table>
<thead>
<tr>
<th>No</th>
<th>V1</th>
<th>V2</th>
<th>V3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Buy</td>
<td>Bought</td>
<td>Bought</td>
</tr>
<tr>
<td>2</td>
<td>Cut</td>
<td>Cut</td>
<td>Cut</td>
</tr>
<tr>
<td>3</td>
<td>Do</td>
<td>Did</td>
<td>Done</td>
</tr>
<tr>
<td>4</td>
<td>Eat</td>
<td>Ate</td>
<td>Eaten</td>
</tr>
</tbody>
</table>
D. **Theoretical Review of Spoof Text**

1. **Definition of Spoof Text**

   Spoof text is a kind of paragraph in English that tell about factual story in the past and content of funny story inside. It is different with the other kind of text, like narrative or recount text. Narrative text is a kind of text that tells about chronological event that related one to another. Recount text is a kind of text that tell about the experience of person in the past.

   Although spoof text almost similar with two kinds of paragraph above, because tell about event in the past and entertain the reader, but spoof text is a funny story that narrative and recount texts do not have this characteristics. Spoof text is a text that has an unpredictable event and we called this as a twist.

2. **Generic Structure of Spoof Text**

   Generic structure of spoof text has their characteristic itself. Spoof text has three kinds of generic structure, there are orientation, events, and twist (unpredictable story) as follows:

   a. **Orientation**

      This orientation content of the problem or told in the story. This is introduces us to the characters and setting. Orientation makes the reader recognize about the story.

   b. **Events**

      Events content of the specific problems that happen, this is explained in the chronological story that present for the reader.
c. Twist

According to wikipedia, a twist ending is a plot twist occurring near or at the conclusion of a story, an unexpected conclusion to a work of fiction that causes the audience to re-evaluate the narrative or characters. There are three common types of twisting ending.

1) Humorous Twist

Many stories have twist with a happy, amusing, or heartwarming ending. It is funny and makes the reader amused. Humorous twist ending sometimeis calledLighthearted twist.

2) Ironic Twist

Stories with a twist or surprise at the end do not necessarily have to have ahappy ending. Many have been written that have an ironic twist. This ironic twist ending often reveal something about the darker side of human nature. In other word ironic twist is tragic.

3) Misconception Twist

A narrator who has incorrect information built around their own perception of events that they pass along can build an unpredictable ending. The ghost who doesn’t know he or she has died, the robot who feels human emotions, the narrator who does not know they are a mannequin in a store are some ways to create a twist based on faulty or withheld information.

3. Language Feature of Spoof Text

According to Muthoharoh (2015: 35-36) the language features of spoof text that differentiate with others are:

a. Focusing on individual participant

b. Using of material process
c. Using of circumstance of time and place

d. Using of past tense

e. Using of direct speech for the dialog

f. Using action verb: ate, ran, etc.

g. Using adverb of time and place

h. Telling in chronological order

4. Examples of Spoof Text

**Three Birds on a Tree Branch**

*Orientation*

During a math lesson, a teacher taught her students to count. “There are 3 birds which are perched on a tree branch. Then a hunter comes. He takes and aims his gun to one of the bird. The hunter shoots one bird and hit it. So how many birds which are left on the tree? “The teacher asked to the student.

*Event 1*

All of the students were silent. They were busy counting the remaining birds. However, there was a student named Andi looked calm. The teacher was confused with what he had done. Then she asked him, “Andi, answer my question!” He confidently replied, “There are three birds and then one of them being shot. So the bird which is left on a tree branch is nothing”

*Event 2*

The teacher was surprised to hear his answer. The teacher then asked again, “Andy, try to answer my question seriously. How many birds are left?” “There’s nothing left mom!” said him. She was increasingly annoyed even she told Andy to use his hands as a tool to count. “Point out your three fingers, then removes one of them” the teacher explained. “There is no birds left mom!” he didn’t change his answer.
**Twist**

The teacher gave up and asked, “Tell us, why you said no birds left?” “When the hunter shot one of them, two other birds was flying away because they heard gunfire. So there is nothing left mom! “Andy explained. Hearing the answer, the teacher was silent while his entire friend laughed out loud.

http://www.caramudahbelajarbahasainggris.net/2015/02/3-contoh-spoof-text-funny-story-dalam-bahasa-inggris-dan-artinya.html

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**Embarrassing Momment in the Zoo**

**Orientation**

One fine day, I went to a famous zoo in my home town. I was not alone at that time. I visited the zoo with my nuclear family. Incidentally, we used same dress code color that is yellow. At 8 a.m we arrived at the zoo. I asked my mother and my brother to follow me while my father and my grandmother was enjoying the scenery by sitting under the tree. I was happy because we could feed the animals there. I took some pictures with some animals. There were tiger, lion, and bear for the wild animals. Another cage also provide some birds, elephants, and monkeys.

**Event**

Beside those animals, we can see elephant show like a circus performance. The facilitation looked so complete and comfortable, they are restaurant, pool side, fountain, garden etc. We can go around the zoo by using mini train. Because of tiredness, my mother felt so hungry. She wants to buy some foods and beverages at the restaurant with my brother. Then I took a decision to look for my grandmother and my father sitting under the tree.

**Twist**

On the way to meet them under the tree, I forgot to ask my mother where they had been sitting. The trees looked similar in my eyes. Yet I tried to find them.
Luckily I could see them under mahogany. On that day I did not bring my spectacles. I called them screamingly. “Dad, grandma!” They still keep silent. I looked them wear yellow dress. I walked up them to call them once again. “Dad, what are you doing?” “I am calling you just now!” they just got surprised. “Sorry little girl I am not your father.” When I saw them clearly, they were not my father and grandmother. They were couple of husband and wife with yellow dress too. What an embarrassing day at that time.

http://www.belajarbahasainggrisindonesia.com/2015/11/contoh-spoof-text-pengalaman-pribadi.html?m=1
CHAPTER III
RESEARCH METHODOLOGY

In this paper, the writer analyzes inflectional process of English verbs as found on 4\textsuperscript{th} semester students of IAIN Salatiga. The data take from morphology class. The data will presented by the writer from the data found in research.

A. Setting of the Research Subject

1. The Profile from Institute of Islamic Studies

Institute of Islamic Studies (IAIN) Salatiga was an Islamic Institute under Religious Department of Republic Indonesia. According to Information of Institution (2015:3), IAIN Salatiga have shifted the status from FIP-IKIP NU (become Educational Faculty) Institute of Islamic Studies (IAIN) Walisongo (Educational Faculty) State Institute for Islamic Studies (STAIN Salatiga) then Institute of Islamic Studies (IAIN) Salatiga.

This transition based on the basic law of transition (The President Degree of Republic Indonesia No. 143 in 2014) State Institute for Islamic Studies (STAIN) become Institute of Islamic Studies (IAIN) and Religious Department No. 7 in 2015 about Organization and Working Procedure Institute of Islamic Studies (IAIN) Salatiga.

a. Faculty and Study Programs

This faculty had a goal to educate the students to be professional teacher suitable with their Department. Institute of Islamic Studies (IAIN) Salatiga had some of Departments, such as:
1) Educational Faculties (Tarbiyah)

The aim of Educational Faculty made the students to be professional teacher with their each skill. Educational Faculty (Tarbiyah) had 8 study program, they are:

a) Department of Islamic Education (PAI)

b) Department of Education of Islamic Primary School’s Teacher (PGMI)

c) Department of Islamic Kindergarten’s Teacher (PGRA)

d) Arabic Department (PBA)

e) English Department (TBI)

f) Science Department (Tadris IPA)

g) Mathematic Department (TadrisMatematika)

h) International Class Program (KKI)

i) Extension Program (Transfer)

2) Islamic Law Faculties (Syariah)

The aim of Islamic Law Faculty made the students to be professional Islamic Law with their each skill. Islamic Law Faculty (Syariah) had 3 study programs, they are:

a) Judicature Court Department (Ahwal Al-Syakhsyiyyah)

b) Islamic Economy Department (Mua’malah)

c) Department of Working Procedure Law (Siyasah)

3) Proselytizing (Dakwah) Faculties

a) Department of Islamic Communication and Broadcasting

b) Department of Proselytizing Management

c) Department of Islamic Developing Society
4) Ushuluddin, Culture, and Humanities (Ushuluddin, Adab and Humaniora) Faculties
   a) Department of Islamic History and Culture
   b) Department of Arabic Language and Literature
   c) Department of Knowledge and Interpretation of Al-Qur’an
   d) Department of Hadits (Prophet Muhammad's deeds and sayings used as guidance in Islam) Knowledge
   e) Department of Religious Philosophy

5) Islamic Economy and Business Faculties
   a) Scholar Islamic Banking Department(S1)
   b) Diploma Islamic Banking Department(D3)
   c) Department of Syariah (Islamic Law Faculty) Economic (S1)

6) Post-graduate Programs
   a) Department of Islamic Education (PAI)
   b) Department of Educational Supervision
   c) Department of Basic Islamic Education (PAI)
   d) Department of Syariah (Islamic Law Faculty) Economic

b. The Profile of Fourth Semester Students of English Department of IAIN Salatiga in Academic Year 2014/2015

   The writer conducted the research on 26 May 2016 in 4th semester students English Department of IAIN Salatiga academic year 2014/2015, in morphology class. The writer took one morphology class. There are 27 students who became the respondents of the research, they are:
Table 3.1
Profile of the Object

<table>
<thead>
<tr>
<th>No</th>
<th>Reg. Number</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>113-11-013</td>
<td>Diyan Putri N.</td>
</tr>
<tr>
<td>2</td>
<td>113-12-053</td>
<td>Mila Hanifah</td>
</tr>
<tr>
<td>3</td>
<td>113-12-099</td>
<td>M. Amin Agil Prasetyo</td>
</tr>
<tr>
<td>4</td>
<td>113-12-142</td>
<td>Azizka N. Q.</td>
</tr>
<tr>
<td>5</td>
<td>113-14-004</td>
<td>Lailatul Hidayah</td>
</tr>
<tr>
<td>6</td>
<td>113-14-012</td>
<td>Yurvistasari</td>
</tr>
<tr>
<td>7</td>
<td>113-14-014</td>
<td>Uswatun Hasanah</td>
</tr>
<tr>
<td>8</td>
<td>113-14-015</td>
<td>Nisa’ Azza’roh Mustofa</td>
</tr>
<tr>
<td>9</td>
<td>113-14-023</td>
<td>Yani Septiyani</td>
</tr>
<tr>
<td>10</td>
<td>113-14-039</td>
<td>I’anatunnisa</td>
</tr>
<tr>
<td>11</td>
<td>113-14-041</td>
<td>Siti Mubarrillah Sari</td>
</tr>
<tr>
<td>12</td>
<td>113-14-057</td>
<td>Maria Ulfa</td>
</tr>
<tr>
<td>13</td>
<td>113-14-059</td>
<td>Aris Jin</td>
</tr>
<tr>
<td>14</td>
<td>113-14-066</td>
<td>Eko Nur Cahyono</td>
</tr>
<tr>
<td>15</td>
<td>113-14-069</td>
<td>Umi Simtiyah</td>
</tr>
</tbody>
</table>
In analyzing inflectional verb in spoof text, the writer used descriptive qualitative research. This type of research used qualitative research, Sugiyono (2012:1):

“Qualitative method is research method that used to analyze on the fact condition and the researcher as a key instrument, collecting data technique did as triangulation, data analysis is inductive data, and the result is qualitative research to emphasize the meaning than generalization”.

B. Type of Research

In analyzing inflectional verb in spoof text, the writer used descriptive qualitative research. This type of research used qualitative research, Sugiyono (2012:1):

“Qualitative method is research method that used to analyze on the fact condition and the researcher as a key instrument, collecting data technique did as triangulation, data analysis is inductive data, and the result is qualitative research to emphasize the meaning than generalization”.

38
Sugiyono (2012:2) argued that “the criteria of the data are fact data”. This cannot manipulated, all of the research must be fact suitable with the condition of the object.

Arikunto(2010:3) stated that “descriptive research is the study meant to check the situation, condition, circumstances, events, and other activities, and the result presented in the form of the research report”.

C. Data Analysis

“Analysis data is process looking for and organize the data that got from the interview, note area, and documentation result, choose the important thing and then create the conclusion that easy to understand by ourselves”(Sugiyono, 2012:89).

Analysis data qualitative is inductive, it is an analysis based on acquired data, then developed to be the hypothesis. To analyze the inflectional english verb, the researcher used spoof text from the fourth semester students of State Institute for Islamic Studies (IAIN) academic year 2014/2015.

D. Object of the Study

The object of this research study was the fourth semester students of State Institute for Islamic Studies (IAIN) academic year 2014/2015. The researcher used spoof text as a text that contain of blank sentences. The writer used spoof text because spoof text has a twist (unexpected conclude) that can interest students to read it. Inflectional English verb has a relation with grammar in this text.

There are 4 titles of spoof texts in this research. This made so that the student cannot ask to their friend. It makes the research data more valid, because every student does the task by itself. This every title has their difficulties itself.
E. **Method of Collecting Data**

This research used documentation method to collect the data. According to Arikunto (2010:274), “a documentation method is finding data that linked using book, transcript, newspaper, magazine, ancient script, notes of a meeting, agenda, etc”.

Bogdan defines in Sugiyono (2012:82), “qualitative research, the utterance of personal document is used produced by an individual which describes his or her own actions, experience and belief”.

Beside that, the researcher used test method to collect the data. Arikunto (2010:) explain the meaning of the test is a series of questions or exercises and other tools used to measure the skills, knowledge, intelligence, ability or talent possessed by individuals or groups.

This technique of collecting data is the most strategic in research, because the main purpose of collecting data technique is get the data. According to Sugiyono (2012:63), types of collecting data are:

**Figure 2**

**Types of Collecting Data**

![Diagram showing types of collecting data: Observation, Interview, Documentation, Triangulation]

The writer used documentation research to collect the data, this data was spoof text, that consist of blank sentence. The writer also used test to collect the data. There are
twenty blank sentences in every title. There are 4 kinds of title in this research in a class. This research was 27 spoof texts.

F. Technique of Data Analysis

Sugiyono (2012:88) “defines that data analysis is the process of systematically searching and arranging the result of the research, to arrange the data, choose the important thing, learned and make the conclusion until understandable for yourselves or others”.

According to Miles and Huberman (1984) in Sugiyono (2012:91), “activity in analysis data qualitative did as interactive and continuously, so the data will complete”.

Figure 3

Components of Data Analysis Interactive Model

(Miles &Huberman, in Sugiyono (2012:92))

From this figure, we know that data reduction and data display follow to the data collection. If got the data, then running the three important components in analysis, data reduction, data display and conclusion, in the interaction. The writer used this model of data analysis and analyzed as these steps described below:
a. Data Reduction

“Data reduction is data got from the field, there is a lot of data, it is necessary to write as accurate and detail. It has to be choose the important things, focus, looking for the theme and pattern” (Sugiyono, 2012:92). So, the data that has been reduction would give the description as clear, and to make easier the researcher to collect the next data, and look for if needed.

Here, the researcher found that many students confused in inflectional used in the text. They difficult to decide which inflection that suitable with the text.

b. Data Display

In qualitative research, data display did as short analysis, sketch, to connect among category, flowchart, and so on. Miles and Huberman (1984) in Sugiyono (2012:95), “display data for qualitative research data looking at displays help us to know what is happening and to do something—further analysis or caution on that understanding”.

The researcher observe the students who did the task that gave by the researcher. Some of students confused to choose as accurate inflection in the text.

c. Conclusion Drawing/verification

The first conclusion can change if there is not find the strong prove that support on the next step collect data. So the conclusion in qualitative research may be can answer the problem statement that formulated at first, or may be no, because problem and problem statement in qualitative research still not permanent, and will develop after researcher in the field.
CHAPTER IV
RESEARCH FINDING AND DATA ANALYSIS

A. Research Finding

1. Profile of the Students as Object of the Study

The writer presented the data research of inflectional English verb in some of spoof text. There were 4 titles of spoof text with different title that content of twenty blank sentences and shared as randomly to the students. This test was a blank paragraph. Each of text consists of twenty blank words in every sentences of spoof text.

Here is the writer list the data.

Table 4.1
Profile Students Based on the Title They Got

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>DiyanPutri N.</td>
<td>Book Tickets at a Station</td>
</tr>
<tr>
<td>2</td>
<td>Mila Hanifah</td>
<td>Three Birds on a Tree Branch</td>
</tr>
<tr>
<td>3</td>
<td>M. Amin AgilPrasetyo</td>
<td>Book Tickets at a Station</td>
</tr>
<tr>
<td>4</td>
<td>Azizka N. Q.</td>
<td>Embarrassing Moment in the Zoo</td>
</tr>
<tr>
<td>5</td>
<td>LailatulHidayah</td>
<td>Book Tickets at a Station</td>
</tr>
<tr>
<td>6</td>
<td>Yurvistasari</td>
<td>Embarrassing Moment in the Zoo</td>
</tr>
<tr>
<td>7</td>
<td>UswatunHasanah</td>
<td>Love Money too Much</td>
</tr>
<tr>
<td></td>
<td>Author</td>
<td>Title</td>
</tr>
<tr>
<td>---</td>
<td>--------------------------------------------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>8</td>
<td>Nisa’ Azza’rohMustofa</td>
<td>Book Tickets at a Station</td>
</tr>
<tr>
<td>9</td>
<td>YaniSeptiyani</td>
<td>Love Money too Much</td>
</tr>
<tr>
<td>10</td>
<td>I’anatunnisa</td>
<td>Embarrassing Moment in the Zoo</td>
</tr>
<tr>
<td>11</td>
<td>SitiMubarrillah Sari</td>
<td>Three Birds on a Tree Branch</td>
</tr>
<tr>
<td>12</td>
<td>Maria Ulfa</td>
<td>Love Money too Much</td>
</tr>
<tr>
<td>13</td>
<td>Aris Jin</td>
<td>Three Birds on a Tree Branch</td>
</tr>
<tr>
<td>14</td>
<td>EkoNurCahyono</td>
<td>Embarrassing Moment in the Zoo</td>
</tr>
<tr>
<td>15</td>
<td>UmiSimtiyah</td>
<td>Embarrassing Moment in the Zoo</td>
</tr>
<tr>
<td>16</td>
<td>Dian Kusuma</td>
<td>Three Birds on a Tree Branch</td>
</tr>
<tr>
<td>17</td>
<td>SeptiyasAlfianto</td>
<td>Book Tickets at a Station</td>
</tr>
<tr>
<td>18</td>
<td>Hartatik</td>
<td>Embarrassing Moment in the Zoo</td>
</tr>
<tr>
<td>19</td>
<td>AnisBahirotulHasanah</td>
<td>Three Birds on a Tree Branch</td>
</tr>
<tr>
<td>20</td>
<td>AuliaSaktiRosativa</td>
<td>Love Money too Much</td>
</tr>
<tr>
<td>21</td>
<td>LiaArifatulFaizah</td>
<td>Book Tickets at a Station</td>
</tr>
<tr>
<td>22</td>
<td>WillyarAlibra P.</td>
<td>Love Money too Much</td>
</tr>
<tr>
<td>23</td>
<td>Villa ShofaZain</td>
<td>Book Tickets at a Station</td>
</tr>
<tr>
<td>24</td>
<td>Muh. Fatkhurrohim</td>
<td>Three Birds on a Tree Branch</td>
</tr>
<tr>
<td>25</td>
<td>Abdullah FirdausHaqiqi</td>
<td>Embarrassing Moment in the Zoo</td>
</tr>
</tbody>
</table>
From the table above, we knew that the correspondence of this research was 27 students English Department of IAIN Salatiga academic year 2014/2015, in morphology class. There were 7 students who got the title *Book Tickets at a Station*, then also 7 students who got the title *Three Birds on a Tree Branch*, 7 students who got the title *Embarrassing Moment in the Zoo*, 6 students who got the title *Love Money too much*. Every title of this text has their difficulties. These texts content of 20 blank sentences.

2. The Common Mistakes Made by the Students
   a. To infinitive in the sentence should be followed by verb 1, but many students did not realize it.
   b. In spoof text, one of the characteristic used verb 2 in the sentence.
   c. The students also confused in direct speech used in sentence. It was present or past tense. This can be distinguished to the situational in that story.
   d. The students could not realize about the event that still continue or event that was happen.
   e. Subject third person singular should be used /-s/ or /-es/ in the verb.
   f. Many students also had a mistake in the letter of verb 2.

B. Data Analysis
   1. The Common Mistake Made in *Book Tickets at a Station’s* Spoof Text

      This was the result of the research with the title Book Tickets at a Station made by 7 students English Department of IAIN Salatiga academic year 2014/2015.
Table 4.2

Score for Book Tickets at a Station’s Spoof Text

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Diyan</td>
<td>55</td>
</tr>
<tr>
<td>2</td>
<td>Agil</td>
<td>45</td>
</tr>
<tr>
<td>3</td>
<td>Laila</td>
<td>90</td>
</tr>
<tr>
<td>4</td>
<td>Nisa’</td>
<td>90</td>
</tr>
<tr>
<td>5</td>
<td>Septiyas</td>
<td>85</td>
</tr>
<tr>
<td>6</td>
<td>Lia</td>
<td>45</td>
</tr>
<tr>
<td>7</td>
<td>Villa</td>
<td>90</td>
</tr>
</tbody>
</table>

From the table above, we knew that the highest score got by Laila, Nisa’, and Villa, here was their work:

**Figure 4**

Highest Score of Book Tickets at a Station’s Spoof Text
Laila and Villa’s work had mistake in number twelve and fourteen.
a. The StatementNumber Twelve

“If the ticket (12) did (do) not run out, why do not you sell it” snapped the travelers. She answered “did” in number twelve, it was false, because the right answer should be “does”. It was include of direct speech and it was happen in that day, from the data we knew that the next statement used verb 1 too, so it has to be verb 1 in blank words and this subject is singular.

b. The StatementNumber Fourteen

“I want to buy a ticket tomorrow but he (14) does (do) not give it to me!” replied the travelers. She answered “does” in number fourteen, it was false, because the right answer should be “did”. It was include of past event that was happen, although it was the direct speech.

Nisa’s work had mistake in number thirteen and seventeen.

a. The StatementNumber Thirteen

Then the debate increasingly heated up so that another employee (13) coming (come). She answered “coming” in number thirteen, it was false, because the right answer should be “came”. It was the statement in spoof text that should be used verb 2, like the characteristics of spoof text.

b. The StatementNumber Seventeen

“He (17) want (want) a ticket for tomorrow while we sell tickets for today!” replied the new employee. She answered “want” in number fourteen, it was false, because the right answer should be “wants”. The subject of this statement was “he” so the answered should be “wants”. 
Then, the lowest score got by Agil and Lia, here was their works:

Agil’s work had mistakes in number three, four, six, nine, eleven, twelve, fourteen, seventeen, eighteen, nineteen and twenty.

a. The Statement Number Three

“I want to (3) buying (buy) one ticket” pleased the travelers. He answered “buying” in number three, it was false, because the right answer should be “buy”. It was includes of to infinitive, to infinitive should be verb 1.

b. The Statement Number Four

“Where do you want to (4) going (go)” asked the new employees. He answered “going” in number four, it was false, because the right answer should be “go”. It is includes of to infinitive, to infinitive should be verb 1.
c. The Statement Number Six

“I want to go to Morrow!” he (6) replayed (reply). He answered “replayed” in number six, it was false, because the right answer should be “replied”. It was false in the letter.

d. The Statement Number Nine

The employee remained (9) said (say) they did not sell the ticket. He answered “said” in number nine, it was false, because the right answer should be “saying”. It is “saying” because the word before say was verb 2 so the next word should not be verb 2.

e. The Statement Number Eleven

The traveler was (11) became (become) angry. He answered “became” in number eleven, it was false, because the right answer should be “becoming”. The word before verb was “was”, so it should be “becoming”. It concludes of pastcontinuous tense.

f. The Statement Number Twelve

“If the ticket (12) do (do) not run out, why do not you sell it?” snapped the travelers. He answered “do” in number twelve, it was false, because the right answer should be “does”. The word before verb was “the ticket”, and it was conclude of singular noun, so it should be “does”.

g. The Statement Number Fourteen

“I want to buy a ticket tomorrow but he (14) does (do) not give it to me!” replied the travelers. He answered “does” in number fourteen, it was false, because the right answer should be “did” (V2). It was include of past event that was happen, although it was the direct speech
h. The Statement Number Seventeen

“He (17) want (want) a ticket for tomorrow while we sell tickets for today!” replied the new employee. He answered “want” in number seventeen, it was false, because the right answer should be “wants”. The word before verb was “He”, and it was conclude of third person singular, so it should be “wants”.

i. The Statement Number Eighteen

Then his friend (18) laught (laugh), He answered “laught” in number eighteen, it was false, because the right answer should be “laughed”. It was false in the letter. It should be verb 2.

j. The Statement Number Nineteen

“hhaaa He is not (19) buys (buy) a ticket for tomorrow, but ticket to Morrow city!” He answered “buys” in number nineteen, it was false, because the right answer should be “buying” It concluded of present continuous tense.

k. The Statement Number Twenty

Then the new employee (20) been (be) embarrassed and apologized to the traveler. He answered “been” in number twenty, it was false, because the right answer should be “was” It should be verb 2 from be (was, were).
Lia’s work had mistake in number three, four, seven, nine, eleven, twelve, sixteen, seventeen, nineteen and twenty. It was not different from Agil’s work, so the writer discussed number seven and sixteen that in that number Agil was right.

a. The Statement Number Seven

“Sorry sir we (7) did (do) not sell that ticket!” said the new employees. He answered “did” in number seven, it is false, because the right answer should be “do”. It was include of present tense, so it should be verb 1.

b. The Statement Number Sixteen

Then he asked him, “Why do not you (16) gave (give) it?” He answered “gave” in number sixteen, it was false, because the right answer should be “give” It should be verb 1, because this conversation was happening.
2. The Common Mistakes Made in *Three Birds on a Tree Branch’s* Spoof Text

This was the result of the research with the title *Three Birds on a Tree Branch* that made by 7 students English Department of IAIN Salatiga academic year 2014/2015.

**Table 4.3**

**Score for *Three Birds on a Tree Branch’s* Spoof Text**

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mila</td>
<td>35</td>
</tr>
<tr>
<td>2</td>
<td>Siti</td>
<td>45</td>
</tr>
<tr>
<td>3</td>
<td>Aris</td>
<td>55</td>
</tr>
<tr>
<td>4</td>
<td>Dian</td>
<td>90</td>
</tr>
<tr>
<td>5</td>
<td>Anis</td>
<td>50</td>
</tr>
<tr>
<td>6</td>
<td>Fatkhurrohim</td>
<td>75</td>
</tr>
<tr>
<td>7</td>
<td>Ayu</td>
<td>60</td>
</tr>
</tbody>
</table>

From the table above, we knew that the highest score got by Dian, here was her work:
Dian’s work had mistake in number thirteen and eighteen.

a. The Statement Number Thirteen

*The teacher was (13) surprising (surprise) to hear his answer.* She answered “surprising” in number thirteen, it was false, because the right answer should be “surprised”. It concluded of past participle.

b. The Statement Number Eighteen

*The teacher gave up and asked, “Tell us, why you (18) say (say) no birds left?”* She answered “say” in number eighteen, it was false, because the right answer should be “said”. It was include of past event that was happen, although it was the direct speech.
Then, the lowest score got by Mila, here is her work:

**Figure 7**

**Lowest Score of Three Birds on a Tree Branch’s Spoof Text**

Mila’s work had mistake in number one, two, three, four, five, six, seven, eight, ten, eleven, twelve, sixteen, and nineteen.

a. The Statement Number One

*During a math lesson, a teacher (1) teach (teach) her students to count.* She answered “teach” in number one, it was false, because the right answer should be “taught”. It concluded of past tense, like the characteristic of spoof text.

b. The Statement Number Two

*Then a hunter (2) came (come).* She answered “came” in number eighteen, it was false, because the right answer should be “comes”. It included of present tense and the subject was third person singular, so it concluded that the statement was direct speech.
c. The Statement Number Three

He (3) took (take) and aims his gun to one of the bird. He answered “took” in number three, it was false, because the right answer should be “takes”. It included of present tense and the subject was third person singular, so it concluded that the statement was direct speech.

d. The Statement Number Four

He takes and (4) aimed (aim) his gun to one of the bird. He answered “aimed” in number four, it was false, because the right answer should be “aims”. It included of present tense and the subject was third person singular, so it concluded that the statement was direct speech.

e. The Statement Number Five

The hunter shots one bird and (5) hited (hit) it. He answered “hited” in number five, it was false, because the right answer should be “hit”. It included of present tense, because in that statement was direct speech.

f. The Statement Number Six

So how many birds which are (6) leaved (leave) on the tree? “The teacher asked to the student. He answered “leaved” in number six, it was false, because the right answer should be “leaves”. It included of present tense, because in that statement was direct speech.

g. The Statement Number Seven

All of the students (7) was (be) silent. He answered “was” in number seven, it was false, because the right answer should be “were”. It included of past tense, and “all of students” mean plural.
h. The Statement Number Eight

They were busy (8) count (count) the remaining birds. He answered “count” in number eight, it was false, because the right answer should be “counting”. It included of past continuous tense.

i. The Statement Number Ten

However, there was a student named Andi (10) looks (look) calm. He answered “looks” in number ten, it was false, because the right answer should be “looked”. It included of past tense in that statement.

j. The Statement Number Eleven

The teacher was confused with what he (11) has (have) done. He answered “has” in number eleven, it was false, because the right answer should be “had”. It included of past tense in that statement.

k. The Statement Number Twelve

He confidently (12) replyed (reply), “There are three birds and then one of them being shot. He answered “replyed” in number twelve, it was false, because the right answer should be “replied”. It included of past tense in that statement, and it had false in the letter.

l. The Statement Number Sixteen

“Point out your three fingers, then (16) removed (remove) one of them” the teacher explained. He answered “removed” in number sixteen, it was false, because the right answer should be “removes”. It included of present tense in that statement, because it was direct speech that still happen in that day.

m. The Statement Number Nineteen

“When the hunter shot one of them, two other birds was (19) flys (fly) away because they heard gunfire. He answered “flys” in number nineteen, it was false,
because the right answer should be “flying”. It included of pastcontinuous tense in that statement.

3. The Common Mistakes Made in *Embarrassing Moment in the Zoo’s* Spoof Text

This was the result of the research with the title *Embarrassing Moment in the Zoo* that made by 7 students English Department of IAIN Salatiga academic year 2014/2015.

**Table 4.4**

*Score for *Embarrassing Moment in the Zoo’s* Spoof Text*

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<td>Yurvistasari</td>
<td>30</td>
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<td>3</td>
<td>I’anatunnisa</td>
<td>30</td>
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<tr>
<td>4</td>
<td>Eko</td>
<td>80</td>
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<td>5</td>
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<td>6</td>
<td>Hartatik</td>
<td>75</td>
</tr>
<tr>
<td>7</td>
<td>Abdullah</td>
<td>95</td>
</tr>
</tbody>
</table>
From the table above, we knew that the highest score got by Abdullah, here was his work:

![Figure 8](image)

**Figure 8**

**Highest Score of Embarrassing Moment in the Zoo’s Spoof Text**

Abdullah’s work had mistake in number thirteen.

a. The Statement Number Thirteen

*She (13) wanted (want) to buy some foods and beverages at the restaurant with my brother.* She answered “wanted” in number thirteen, it was false, because the right answer should be “wants”. It concluded of present tense, because it was still happen.
The lowest score got by Yurvistasari and I’anatunnisa, here was their work:

**Figure 9**

![Image of a document](image)

**Lowest Score of Embarrassing Moment in the Zoo’s Spoof Text**

Yurvistasari’s work had mistake in number one, two, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, and seventeen.

a. The Statement Number One

   One fine day, I (1) go (go) to a famous zoo in my home town. She answered “go” in number one, it was false, because the right answer should be “went”. It concluded of past tense in this sentence.

b. The Statement Number Two

   I (2) ... (be) not alone at that time. She was not answered in number two, it was false, because the right answer should be “was”. It included of past event that was happen.
c. The Statement Number Four

At 8 a.m we **arriving (arrive)** at the zoo. She answered “**arriving**” in number four, it was false, because the right answer should be “**arrived**”. It included of past event that was happen.

d. The Statement Number Five

I asked my mother and my brother to **follow (follow)** me while my father and my grandmother was enjoying the scenery by sitting under the tree. She answered “**followed**” in number five, it was false, because the right answer should be “**follow**”. It included of to infinitive, so it should be verb 1.

e. The Statement Number Six

I asked my mother and my brother to **follow me** while my father and my grandmother was enjoying the scenery by sitting under the tree. She answered “**enjoyed**” in number six, it was false, because the right answer should be “enjoying”. It included of past continuous tense.

f. The Statement Number Seven

I **win (be)** happy because we could feed the animals there. She answered “**win**” in number seven, it was false, because the right answer should be “**was**”. It included of past tense in this statement.

g. The Statement Number Eight

I **take (take)** some pictures with some animals. She answered “**take**” in number eight, it was false, because the right answer should be “**took**”. It includes of past tense in this statement.
h. The Statement Number Nine

There (9) being (be) tiger, lion, and bear for the wild animals. She answered “being” in number nine, it was false, because the right answer should be “were”. It included of past tense in this statement and plural object.

i. The Statement Number Ten

The facilitation (10) look (look) so complete and comfortable, they are restaurant, pool side, fountain, garden etc. She answered “look” in number ten, it was false, because the right answer should be “looked”. It included of past tense in this statement.

j. The Statement Number Eleven

We can go around the zoo by (11) used (use) mini train. She answered “used” in number eleven, it was false, because the right answer should be “using”.

k. The Statement Number Twelve

Because of tiredness, my mother (12) feels (feel) so hungry. She answered “feels” in number twelve, it was false, because the right answer should be “felt”. It included of past tense.

l. The Statement Number Thirteen

She (13) want (want) to buy some foods and beverages at the restaurant with my brother. She answered “want” in number thirteen, it was false, because the right answer should be “wants”. It included of present tense.

m. The Statement Number Fourteen

Then I (14) takes (take) a decision to look for my grandmother and my father sitting under the tree. She answered “takes” in number fourteen, it was false, because the right answer should be “took”. It included of past tense.
n. The Statement Number Fifteen

*On the way to (15) met (meet) them under the tree.* She answered “met” in number fifteen, it was false, because the right answer should be “meet”. It included of to infinitive that should be used verb 1.

o. The Statement Number Seventeen

*On that day I(17) do (do) not bring my spectacles.* She answered “do” in number seventeen, it was false, because the right answer should be “did”. It included of past tense in this sentence.

---

I’anatunnisa’s work had mistake in number one, two, three, five, six, seven, eight, nine, ten, twelve, fourteen, fifteen, and seventeen. I’anatunnisa’s work was almost similar with Yurvistasari’s work, the differences were in number three and nineteen.
a. The Statement Number Three

_I (3) visiting (visit) the zoo with my nuclear family._ She answered “visiting” in number three, it was false, because the right answer should be “visited”. It concluded of past tense in this sentence.

b. The Statement Number Nineteen

“I am (19) called (call) you just now!” they just got surprised. She answered “called” nineteen, it was false, because the right answer should be “calling”. It included of present continuous tense.

4. The Common Mistakes Made in _Love Money too Much’s_ Spoof Text

This was the result of the research with the title _Love Money too Much_ made by 6 students English Department of IAIN Salatiga academic year 2014/2015.

**Table 4.5**

*Score for Love Money too Much’s Spoof Text*

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<tr>
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<td>Yani</td>
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</tr>
<tr>
<td>3</td>
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<td>4</td>
<td>Aulia</td>
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<tr>
<td>6</td>
<td>Tanzilurrohman</td>
<td>95</td>
</tr>
</tbody>
</table>

From the table above, we knew that the highest score got by Yani, here was her work:
Yani could do her work with complete score without any mistakes.

Then, the lowest score got by Uswa. Here was her work:
Uswa’s work had mistake in number three, seven, eight, nine, thirteen, fourteen, eighteen, and nineteen.

a. The Statement Number Three

His wife (3) replied (reply), “Why do you want to keep all your money while we can use it to finance the needs of our life” her husband who is stingy did not consider her advice and still keep all his money in the bank. She answered “replied” in number three, it was false, because the right answer should be “replied”. It concluded of past tense in this sentence, and the mistake was in the letter.

b. The Statement Number Seven

His wife replied, “Why do you want to keep all your money while we can use it to finance the needs of our life” her husband who is stingy did not consider her advice and still (7) keeps (keep) all his money in the bank. She answered “keeps”
in number seven, it was false, because the right answer should be “keep”. It included of present tense.

c. The Statement Number Eight

> One day, the husband (8) has (be) seriously ill, but he still loved his money. She answered “has” in number eight, it was false, because the right answer should be “was”. It included of present tense.

d. The Statement Number Nine

> One day, the husband was seriously ill, but he still (9) loves (love) his money. She answered “loves” in number nine, it was false, because the right answer should be “loved”. It included of past tense.

e. The Statement Number Thirteen

> Finally, after a while, her husband (13) has (be) dead. She answered “has” in number nineteen, it was false, because the right answer should be “was”. It included of past tense, verb 2.

f. The Statement Number Fourteen

> Then she (14) do (do) did all her husband demands. She answered “do” in number fourteen, it was false, because the right answer should be “did”. It included of past tense, verb 2.

g. The Statement Number Eighteen

> “I (18) take (take) the money then I put it into my savings and I buried the check with my husband” said the wife. She answered “take” in number eighteen, it was false, because the right answer should be “took”. It included of past tense, verb 2.
h. The Statement

“'I took the money then I put it into my savings and I (19) bury (buried) the check with my husband’ said the wife. She answered “bury” in number nineteen, it was false, because the right answer should be “buried”.
In this chapter, the writer will present the conclusion and suggestion in order to get complete understanding of the study inflectional English verb in spoof text.

A. Conclusion

After analyzing the student’s work about inflectional English verb in spoof text, the writer concludes that:

1. Some of the students had understood about inflectional English verb used in the sentences, but the other students did not understand about inflectional English verb used in spoof text. From the data research, we knew that students had many mistakes in “be” used in sentence. “Be” in the verb 1 were am, is, are and in the verb 2 are was and were.

2. The common mistake made by students were:
   
   a. To infinitive in the sentence should be followed by verb 1, but many students did not realize it.
   b. In spoof text, one of the characteristic used verb 2 in the sentence.
   c. The students also confused in direct speech used in sentence. It was present or past tense. This can be distinguished to the situational in that story.
   d. The students could not realize about the event that still continue or event that was happen.
   e. Subject third person singular should be used -s/ or -es/ in the verb.
   f. Many students also had a mistake in the letter of verb 2.

B. Suggestion

After presenting the conclusion the writer proposes some suggestion as follows:
1. For the Readers

The writer hopes that this research can increase the reader understanding about inflectional English verb in spoof text or other text, to guide them in constructing their sentences.

2. For the other Researchers

The writer hopes that this research can be the one of references in studying inflectional morpheme in English verb, especially in spoof texts. Then the writer hopes that in the future there was any other researcher who used the same topic to complete this research although in other aspect.

3. For Learning Process

The writer hopes that this research can help the students to understand more about inflectional morpheme especially English verb used in spoof text or the other kinds of the text. Make the students can distinguished grammatical used in the sentences. For the teacher, can be used as authentic material in teach inflectional morpheme especially English verb in the texts.
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http://www.belajarbahasainggrisindonesia.com/2015/11/contoh-spoof-text-pengalaman-pribadi.html?m=1
APPENDICIES
CURRICULUM VITAE

Name: Tiara Asti Puspitasari

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1. SD Negeri Ledok 2 Salatiga Graduated Year: 2006
2. SMP Pangudi Luhur Salatiga Graduated Year: 2009
3. SMA Negeri 2 Salatiga Graduated Year: 2012
4. IAIN Salatiga Graduated Year: 2016

Salatiga, September 6, 2016

Tiara Asti Puspitasari

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**CATATAN:**

ESIAK KONSULTASI LEMBAR INI HARUS DIBAWA

Dosen Pembimbing

(Faizal Rizdianto, S.S., M.Hum.)
NIP. 19750517 200801 1010
**DAFTAR SKK**

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<td>Panitia</td>
<td>Desa Ringinanom</td>
<td>31 Maret 2016</td>
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<td>28.</td>
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<td>Panitia</td>
<td>Desa Ringinanom</td>
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<td>29.</td>
<td>SEMINAR NASIONAL “Mempenguat Peran Pemuda dalam Meningkatkan Ekonomi Nasional Melalui Kewirausahaan” yang deselenggarakan oleh KOPMA “FATAWA” IAIN Salatiga</td>
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30. **SEMINAR NASIONAL**  
"Penguatan Wawasan Kebangsaan dan Nasionalisme"  
yang deselenggarakan oleh DEMA IAIN Salatiga

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Salatiga, 8 Agustus 2016

Mengetahui,

Wakil Dekan
Bidang Kemahasiswaan
Kerjasama FTIK

[Signature]

Achmad Maimun, M.Ag.
NIP. 19700510 199803 1003
Complete the following paragraph with correct words.

**Book Tickets at a Station**

One day a traveler (1) … **(buy)** a ticket at train station. He (2) … **(book)** a ticket at a booth which is manned by a new employee. “I want to (3) … **(buy)** a one ticket” pleaded the travelers. “Where do you want to (4) … **(go)**?” (5) … **(ask)** the new employees. “I want to go to Morrow!” he (6) … **(reply)**. “Sorry sir we (7) … **(do)** not sell that ticket!” (8) … **(say)** the new employees. “Why do you not sell it?” The traveler asked again. “Yeah we do not sell that ticket sir!” the employee said. “Are the tickets already sold out?” asked the travelers curiously. The employee remained (9) … **(say)** they (10) … **(do)** not sell the ticket.

The traveler was (11) … **(become)** angry. “If the ticket (12) … **(do)** not run out, why do not you sell it?” snapped the travelers. Then the debate increasingly heated up so that another employee (13) … **(come)**. “Sorry sir why are you angry?” asked another employee. “I want to buy a ticket to morrow but he (14) … **(do)** not give it to me!” replied the travelers. Then he (15) … **(ask)** him, “Why do not you (16) … **(give)** it?” “He (17) … **(want)** a ticket for tomorrow while we sell tickets for today!” replied the new employee. Then his friend (18) … **(laugh)**, “hhaa He is not (19) … **(buy)** a ticket for tomorrow, but ticket to Morrow city!” Then the new employee (20) … **(be)** embarrassed and apologized to the traveler.

[Link to the source: http://www.caramudahbelajarbahasainggris.net/2015/02/3-contoh-spoof-text-funny-story-dalam-bahasa-inggris-dan-artinya.html]
Complete the following paragraph with correct words.

**Three Birds On a Tree Branch**

During a math lesson, a teacher (1) … *(teach)* her students to count. “There are 3 birds which are perched on a tree branch. Then a hunter (2) … *(come)*. He (3) … *(take)* and (4) … *(aim)* his gun to one of the bird. The hunter shots one bird and (5) … *(hit)* it. So how many birds which are (6) … *(leave)* on the tree? “The teacher asked to the student.

All of the students (7) … *(be)* silent. They were busy (8) … *(count)* the remaining birds. However, there was a student (9) … *(name)* Andi (10) … *(look)* calm. The teacher was confused with what he (11) … *(have)* done. Then she asked him, “Andi, answer my question!” He confidently (12) … *(reply)*, “There are three birds and then one of them being shot. So the bird which is left on a tree branch is nothing”

The teacher was (13) … *(surprise)* to hear his answer. The teacher then asked again, “Andy, try to (14) … *(answer)* my question seriously. How many birds are left?” “There’s nothing left mom!” said him. She was increasingly annoyed even she (15) … *(tell)* Andy to use his hands as a tool to count. “Point out your three fingers, then (16) … *(remove)* one of them” the teacher explained. “There is no birds left mom!” he (17) … *(do)* not change his answer.

The teacher gave up and asked, “Tell us, why you (18) … *(say)* no birds left?” “When the hunter shot one of them, two other birds was (19) … *(fly)* away because they heard gunfire. So there is nothing left mom! “Andy (20) … *(explain)*. Hearing the answer, the teacher was silent while his entire friend laughed out loud.

http://www.caramadhabelajarbahasainggris.net/2015/02/3-contoh-spoof-text-funny-story-dalam-bahasa-inggris-dan-artiinya.html
Complete the following paragraph with correct words.

Embarrassing Moment in the Zoo

One fine day, I (1)… (go) to a famous zoo in my home town. I (2)… (be) not alone at that time. I (3) … (visit) the zoo with my nuclear family. Incidentally, we used same dress code color that is yellow. At 8 a.m we (4) … (arrive) at the zoo. I asked my mother and my brother to (5) … (follow) me while my father and my grandmother was (6) … (enjoy) the scenery by sitting under the tree. I (7) … (be) happy because we could feed the animals there. I (8) … (take) some pictures with some animals. There (9) … (be) tiger, lion, and bear for the wild animals. Another cage also provide some birds, elephants, and monkeys.

Beside those animals, we can see elephant show like a circus performance. The facilitation (10) … (look) so complete and comfortable, they are restaurant, pool side, fountain, garden etc. We can go around the zoo by (11) … (use) mini train. Because of tiredness, my mother (12) … (feel) so hungry. She (13) … (want) to buy some foods and beverages at the restaurant with my brother. Then I (14) … (take) a decision to look for my grandmother and my father sitting under the tree.

On the way to (15) … (meet) them under the tree. I forgot ask my mother where they had been (16) … (sit). The trees looked similar in my eyes. Yet I tried to find them. Luckily I could see them under mahogany. On that day I (17) … (do) not bring my spectacles. I could see them screamingly. “Dad, grandma!” They still keep silent. I looked them wear yellow dress. I walked up them to call them once again. “Dad, what are you (18) … (do)?” “I am (19) … (call) you just now!” they just got surprised. “Sorry little girl I am not your father.” When I saw them clearly, they were not my father and grandmother. They were couple of husband and wife with yellow dress too. What an (20) … (embarrassed) day at that time.
Complete the following paragraph with correct words.

**Love Money too Much**

A rich husband (1) … (tell) his wife, “Dear, I want to (2) … (keep) all my money to the bank”. His wife (3) … (reply), “Why (4) … (do) you want to keep all your money while we (5) … (can) use it to finance the needs of our life” her husband who is stingy (6) … (do) not consider her advice and still (7) … (keep) all his money in the bank.

One day, the husband (8) … (be) seriously ill, but he still (9) … (love) his money. “If I (10) … (die) later, wrap all of my money and (11) … (put) into my grave” (12) … (ask) her husband. Finally, after a while, her husband (13) … (be) dead. Then she (14) … (do) all her husband demands. She (15) … (put) something into her husband’s grave. One of her friend asked her, “Why (16) … (do) you do that?” “I did what was (17) … (order) by my husband!” She replied. “So you buried all that money?” asked her friend. “I (18) … (take) the money then I put it into my savings and I (19) … (buried) the check with my husband” (20) … (say) the wife.

http://www.caramudahbelajarbahasainggris.net/2015/02/3-contoh-spoof-text-funny-story-dalam-bahasa-inggris-dan-artinya.html
The answer key of *Three Birds On a Tree Branch’s* spoof text:

Complete the following paragraph with correct words.

**Three Birds On a Tree Branch**

During a math lesson, a teacher (1) taught her students to count. “There are 3 birds which are perched on a tree branch. Then a hunter (2) comes. He (3) takes and (4) aims his gun to one of the bird. The hunter shots one bird and (5) hit it. So how many birds which are (6) left on the tree? “The teacher asked to the student.

All of the students (7) were silent. They were busy (8) counting the remaining birds. However, there was a student (9) named Andi (10) looked calm. The teacher was confused with what he (11) had done. Then she asked him, “Andi, answer my question!” He confidently (12) replied, “There are three birds and then one of them being shot. So the bird which is left on a tree branch is nothing”

The teacher was (13) surprised to hear his answer. The teacher then asked again, “Andy, try to (14) answer my question seriously. How many birds are left?” “There’s nothing left mom!” said him. She was increasingly annoyed even she (15) told Andy to use his hands as a tool to count. “Point out your three fingers, then (16) removes one of them” the teacher explained. “There is no birds left mom!” he (17) did not change his answer.

The teacher gave up and asked, “Tell us, why you (18) said no birds left?” “When the hunter shot one of them, two other birds was (19) flying away because they heard gunfire. So there is nothing left mom! “Andy (20) explained. Hearing the answer, the teacher was silent while his entire friend laughed out loud.
The answer key of Book Tickets at a Station’s spoof text:

Complete the following paragraph with correct words.

Book Tickets at a Station

One day a traveler (1) **bought** a ticket at train station. He (2) **booked** a ticket at a booth which is manned by a new employee. “I want to (3) **buy** a one ticket” pleaded the travelers. “Where do you want to (4) **go**?” (5) **asked** the new employees. “I want to go to Morrow!” he (6) **replied**. “Sorry sir we (7) **do** not sell that ticket!” (8) **said** the new employees. “Why do you not sell it?” The traveler asked again. “Yeah we do not sell that ticket sir!” the employee said. “Are the tickets already sold out?” asked the travelers curiously. The employee remained (9) **saying** they (10) **did** not sell the ticket.

The traveler was (11) **becoming** angry. “If the ticket (12) **does** not run out, why do not you sell it?” snapped the travelers. Then the debate increasingly heated up so that another employee (13) **came**. “Sorry sir why are you angry?” asked another employee. “I want to buy a ticket to morrow but he (14) **did** not give it to me!” replied the travelers. Then he (15) **asked** him, “Why do not you (16) **give** it?” “He (17) **wants** a ticket for tomorrow while we sell tickets for today!” replied the new employee. Then his friend (18) **laughed**, “hhaaa He is not (19) **buying** a ticket for tomorrow, but ticket to Morrow city!” Then the new employee (20) **was** embarrassed and apologized to the traveler.

http://www.caramadahbelajarbahasainggris.net/2015/02/3-contoh-spoof-text-funny-story-dalam-bahasa-inggris-dan-arti-nya.html
The answer key of Love Money too Much’s spoof text:

Complete the following paragraph with correct words.

Love Money too Much

A rich husband (1) **told** his wife, “Dear, I want to (2) **keep** all my money to the bank”. His wife (3) **replied**, “Why (4) **do** you want to keep all your money while we (5) **can** use it to finance the needs of our life” her husband who is stingy (6) **did** not consider her advice and still (7) **keep** all his money in the bank.

One day, the husband (8) **was** seriously ill, but he still (9) **loved** his money. “If I (10) **die** later, wrap all of my money and (11) **put** into my grave” (12) **asked** her husband. Finally, after a while, her husband (13) **was** dead. Then she (14) **did** all her husband demands. She (15) **put** something into her husband’s grave. One of her friend asked her, “Why did you (16) **do** that?” “I did what was (17) **ordered** by my husband!” She replied. “So you buried all that money?” asked her friend. “I (18) **took** the money then I put it into my savings and I (19) **buried** the check with my husband” (20) **said** the wife.

http://www.caramahababajarbahasainggris.net/2015/02/3-contoh-spoof-text-funny-story-dalam-bahasa-inggris-dan-artinya.html
The answer key of Embarrassing Momment in the Zoo’s spoof text:

Complete the following paragraph with correct words.

Embarrassing Moment in the Zoo

One fine day, I (1) went to a famous zoo in my home town. I (2) was not alone at that time. I (3) visited the zoo with my nuclear family. Incidentally, we used same dress code color that is yellow. At 8 a.m we (4) arrived at the zoo. I asked my mother and my brother to (5) follow me while my father and my grandmother was (6) enjoying the scenery by sitting under the tree. I (7) was happy because we could feed the animals there. I (8) took some pictures with some animals. There (9) were tiger, lion, and bear for the wild animals. Another cage also provide some birds, elephants, and monkeys.

Beside those animals, we can see elephant show like a circus performance. The facilitation (10) looked so complete and comfortable, they are restaurant, pool side, fountain, garden etc. We can go around the zoo by (11) using mini train. Because of tiredness, my mother (12) felt so hungry. She (13) wants to buy some foods and beverages at the restaurant with my brother. Then I (14) took a decision to look for my grandmother and my father sitting under the tree.

On the way to (15) meet them under the tree. I forgot ask my mother where they had been (16) sitting. The trees looked similar in my eyes. Yet I tried to find them. Luckily I could see them under mahogany. On that day I (17) did not bring my spectacles. I called them screamingly. “Dad, grandma!” They still keep silent. I looked them wear yellow dress. I walked up them to call them once again. “Dad, what are you (18) doing?” “I am (19) calling you just now!” they just got surprised. “Sorry little girl I am not your father.” When I saw them clearly, they were not my father and grandmother. They were couple of husband and wife with yellow dress too. What an (20) embarrassing day at that time.
Complete the following paragraph with correct words.

Three Birds On a Tree Branch

During a math lesson, a teacher (1) taught her students to count. “There are 3 birds which are perched on a tree branch. Then a hunter (2) came. He (3) took his gun to one of the bird. The hunter shot one bird and (4) hit it. So how many birds which are (5) left on the tree? “The teacher asked to the student.

All of the students (6) be silent. They were busy (7) counting the remaining birds. However, there was a student (8) (name) Andi (9) calm. The teacher was confused with what he (10) have done. Then she asked him, “Andi, answer my question!” He confidently (11) reply, “There are three birds and then one of them being shot. So the bird which is left on a tree branch is nothing”

The teacher was (12) surprised to hear his answer. The teacher then asked again, “Andy, try to (13) answer my question seriously. How many birds are left?” “There’s nothing left mom!” said him. She was increasingly annoyed even she (14) told Andi to use his hands as a tool to count. “Point out your three fingers, then (15) remove one of them” the teacher explained. “There is no birds left mom!” he (16) do not change his answer.

The teacher gave up and asked, “Tell us, why you (17) say no birds left?” “When the hunter shot one of them, two other birds was (18) fly away because they heard gunfire. So there is nothing left mom! “Andy (19)” said (explain). Hearing the answer, the teacher was silent while his entire friend laughed out loud.

$S = 2$
Complete the following paragraph with correct words.

**Three Birds On a Tree Branch**

During a math lesson, a teacher (1) ... (teach) her students to count. “There are 3 birds which are perched on a tree branch. Then a hunter (2) ... (come). He (3) ... (take) and (4) ... (aim) his gun to one of the bird. The hunter shots one bird and (5) ... (hit) it. So how many birds which are (6) ... (leave) on the tree? “The teacher asked to the student.

All of the students (7) ... (be) silent. They were busy (8) ... (count) the remaining birds. However, there was a student (9) ... (name) Andi (10) ... (look) calm. The teacher was confused with what he (11) ... (have) done. Then she asked him, “Andi, answer my question!” He confidently (12) ... (reply), “There are three birds and then one of them being shot. So the bird which is left on a tree branch is nothing.”

The teacher was (13) ... (surprise) to hear his answer. The teacher then asked again, “Andy, try to (14) ... (answer) my question seriously. How many birds are left?” “There’s nothing left mom!” said him. She was increasingly annoyed even she (15) ... (tell) Andy to use his hands as a tool to count. “Point out your three fingers, then (16) ... (remove) one of them” the teacher explained. “There is no birds left mom!” he (17) ... (do) not change his answer.

The teacher gave up and asked, “Tell us, why you (18) ... (say) no birds left?” “When the hunter shot one of them, two other birds was (19) ... (fly) away because they heard gunfire. So there is nothing left mom!” “Andi (20) ... (explain). Hearing the answer, the teacher was silent while his entire friend laughed out loud.
Complete the following paragraph with correct words.

**Love Money too Much**

A rich husband (1) **told** (tell) his wife, “Dear, I want to (2) **keep** (keep) all my money to the bank”. His wife (3) **replied** (reply), “Why (4) **do** (do) you want to keep all your money while we (5) **can** (can) use it to finance the needs of our life” her husband who is stingy (6) **did** (do) not consider her advice and still (7) **keep** (keep) all his money in the bank.

One day, the husband (8) **was** (be) seriously ill, but he still (9) **loved** (love) his money. “If I (10) **die** (die) later, wrap all of my money and (11) **put** (put) into my grave” (12) **asked** (ask) her husband. Finally, after a while, her husband (13) **was** (be) dead. Then she (14) **did** (do) all her husband demands. She (15) **put** (put) something into her husband’s grave. One of her friend asked her, “Why (16) **do** (do) you do that?” “I did what was (17) **ordered** (order) by my husband!” She replied. “So you buried all that money?” asked her friend. “I (18) **take** (take) the money then I put it into my savings and I (19) **buried** (bury) the check with my husband” (20) **said** (say) the wife.

http://www.creativembs.co.uk/how-to-increase-your-wealth-before-inapric-10-tricks.html
Complete the following paragraph with correct words.

Love Money too Much

A rich husband told his wife, “Dear, I want to keep all my money to the bank”. His wife replied, “Why do you want to keep all your money while we can use it to finance the needs of our life” her husband who is stingy did not consider her advice and still kept all his money in the bank.

One day, the husband has seriously ill, but he still his money. “If I later, wrap all of my money and into my grave” her husband. Finally, after a while, her husband was dead. Then she do all her husband demands. She something into her husband’s grave. One of her friend asked her, “Why do you do that?” “I did what was by my husband!” She replied. “So you buried all that money?” asked her friend. “I the money then I put it into my savings and the check with my husband” the wife.

5 = 8
Complete the following paragraph with correct words.

**Embarrassing Moment in the Zoo**

One fine day, I (1) **(go)** to a famous zoo in my home town. I (2) **(be)** not alone at that time. I (3) **(visit)** the zoo with my nuclear family. Incidentally, we used same dress code color that is yellow. At 8 a.m we (4) **(arrive)** at the zoo. I asked my mother and my brother to (5) **(follow)** me while my father and my grandmother was (6) **(enjoy)** the scenery by sitting under the tree. I (7) **(be)** happy because we could feed the animals there. I (8) **(take)** some pictures with some animals. There (9) **(be)** tiger, lion, and bear for the wild animals. Another cage also provide some birds, elephants, and monkeys.

Beside those animals, we can see elephant show like a circus performance. The facilitation (10) **(look)** so complete and comfortable, they are restaurant, pool side, fountain, garden etc. We can go around the zoo by (11) **(use)** mini train. Because of tiredness, my mother (12) **(feel)** so hungry. She (13) **(want)** to buy some foods and beverages at the restaurant with my brother. Then I (14) **(take)** a decision to look for my grandmother and my father sitting under the tree.

On the way to (15) **(meet)** them under the tree. I forgot ask my mother where they had been (16) **(sit)**. The trees looked similar in my eyes. Yet I tried to find them. Luckily I could see them under mahogany. On that day I (17) **(do)** not bring my spectacles. I could see them screamingly. “Dad, grandma!” They still keep silent. I looked them wear yellow dress. I walked up them to call them once again. “Dad, what are you (18) **(do)**?” “I am (19) **(call)** you just now!” they just got surprised. “Sorry little girl I am not your father.” When I saw them clearly, they were not my father and grandmother. They were couple of husband and wife with yellow dress too. What an (20) **(embarrassed)** day at that time.

![Image](https://www.taleridetsy.com/2013/07/contacting-text-abstract/embarrassed-day.jpg)
Complete the following paragraph with correct words.

**Embarrassing Moment in the Zoo**

One fine day, I (1) went (go) to a famous zoo in my hometown. I (2) was (be) not alone at that time. I (3) visited (visit) the zoo with my nuclear family. Incidentally, we used the same dress code color that is yellow. At 8 a.m. we (4) arrived (arrive) at the zoo. I asked my mother and my brother to (5) follow (follow) me while my father and my grandmother was (6) enjoying (enjoy) the scenery by sitting under the tree. I (7) was (be) happy because we could feed the animals there. I (8) took (take) some pictures with some animals. There (9) were (be) tiger, lion, and bear for the wild animals. Another cage also provided some birds, elephants, and monkeys.

Beside those animals, we can see elephant show like a circus performance. The facilitation (10) looked (look) so complete and comfortable, they are restaurant, pool side, fountain, garden etc. We can go around the zoo by (11) using (use) mini train. Because of tiredness, my mother (12) felt (feel) so hungry. She (13) wanted (want) to buy some foods and beverages at the restaurant with my brother. Then I (14) made (take) a decision to look for my grandmother and my father sitting under the tree.

On the way to (15) meeting (meet) them under the tree. I forgot ask my mother where they had been (16) sitting (sit). The trees looked similar in my eyes. Yet I tried to find them. Luckily I could see them under mahogany. On that day I (17) did not (do) not bring my spectacles. I could see them screaming. "Dad, grandma!" They still keep silent. I looked them wear yellow dress. I walked up them to call them once again. "Dad, what are you (18) asking (ask)?" "I am (19) telling (tell) you just now!" they just got surprised. "Sorry little girl I am not your father." When I saw them clearly, they were not my father and grandmother. They were couple of husband and wife with yellow dress too. What an (20) embarrassing (embarrassed) day at that time.
Complete the following paragraph with correct words.

**Embarrassing Moment in the Zoo**

One fine day, I (1) go to a famous zoo in my home town. I (2) not alone at that time. I (3) the zoo with my nuclear family. Incidentally, we used same dress code color that is yellow. At 8 a.m we (4) the zoo. I asked my mother and my brother to (5) me while my father and my grandmother (6) the scenery by sitting under the tree. (7) happy because we could feed the animals there. I (8) some pictures with some animals. There (9) tiger, lion, and bear for the wild animals. Another cage also provide some birds, elephants, and monkeys.

Beside those animals, we can see elephant show like a circus performance. The facilitation (10) so complete and comfortable, they are restaurant, pool side, fountain, garden etc. We can go around the zoo by (11) mini train. Because of tiredness, my mother (12) so hungry. She (13) to buy some foods and beverages at the restaurant with my brother. Then I (14) a decision to look for my grandmother and my father sitting under the tree.

On the way to (15) them under the tree. I forgot ask my mother where they had been (16). The trees looked similar in my eyes. Yet I tried to find them. Luckily I could see them under mahogany. On that day I (17) not bring my spectacles. I could see them screamingly. “Dad, grandpa!” They still keep silent. I looked them wear yellow dress. I walked up them to call them once again. “Dad, what are you (18) ?” “I am (19) you just now!” they just got surprised. “Sorry little girl I am not your father.” When I saw them clearly, they were not my father and grandmother. They were couple of husband and wife with yellow dress too. What an (20) day at that time.

\[ S = 14 \]
Complete the following paragraph with correct words.

Book Tickets at a Station

One day a traveler (1) ... (buy) a ticket at train station. He (2) ... (book) a ticket at a booth which is manned by a new employee. "I want to (3) ... (buy) a one ticket" pleaded the traveler. "Where do you want to (4) ... (go)?" (5) ... (ask) the new employees. "I want to go to Morrow!" he (6) ... (reply). "Sorry sir we (7) ... (do) not sell that ticket!" (8) ... (say) the new employees. "Why do you not sell it?" The traveler asked again. "Yeah we do not sell that ticket sir!" the employee said. "Are the tickets already sold out?" asked the travelers curiously. The employee remained (9) ... (say) they (10) ... (do) not sell the ticket.

The traveler was (11) ... (become) angry. "If the ticket (12) ... (do) not run out, why do not you sell it?" snapped the travelers. Then the debate increasingly heated up so that another employee (13) ... (come). "Sorry sir why are you angry?" asked another employee. "I want to buy a ticket to Morrow but he (14) ... (do) not give it to me!" replied the travelers. Then he (15) ... (ask) him, "Why do not you (16) ... (give) it?" "He (17) ... (want) a ticket for tomorrow while we sell tickets for today!" replied the new employee. Then his friend (18) ... (laugh), "shaaa He is not (19) ... (buy) a ticket for tomorrow, but ticket to Morrow city!" Then the new employee (20) ... (be) embarrassed and apologized to the traveler.
Complete the following paragraph with correct words.

Book Tickets at a Station

One day a traveler (1) \text{buy} \ a ticket at train station. He (2) \text{book} a ticket at a booth which is manned by a new employee. “I want to (3) \text{buy} \ a ticket” pleaded the travelers. “Where do you want to (4) \text{go}?" (5) \text{ask} the new employees. “I want to go to Morrow!” he (6) \text{reply}. “Sorry sir we (7) \text{do} not sell that ticket!” (8) \text{say} the new employees. “Why do you not sell it?” The traveler asked again. “Yeah we do not sell that ticket sir!” the employee said. “Are the tickets already sold out?” asked the traveler curiously. The employee remained (9) \text{say} they (10) \text{do} not sell the ticket.

The traveler was (11) \text{become} angry. “If the ticket (12) \text{do} not run out, why do not you sell it?” snapped the travelers. Then the debate increasingly heated up so that another employee (13) \text{come}. “Sorry sir why are you angry?” asked another employee. “I want to buy a ticket to Morrow but he (14) \text{do} not give it to me!” replied the travelers. Then he (15) \text{ask} him, “Why do not you (16) \text{give} \ it?” “He (17) \text{want} \ a ticket for tomorrow while we sell tickets for today!” replied the new employee. Then his friend (18) \text{laugh}, “hhaa he is not (19) \text{buy} \ a ticket for tomorrow, but ticket to Morrow city!” Then the new employee (20) \text{be} embarrassed and apologized to the traveler.

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Complete the following paragraph with correct words.

Book Tickets at a Station

One day a traveler (1) ... (buy) a ticket at train station. He (2) ... (book) a ticket at a booth which is manned by a new employee. “I want to (3) ... (buy) a one ticket” pleaded the travelers. “Where do you want to (4) ... (go)?” (5) ... (ask) the new employees. “I want to go to Morrow!” he (6) ... (reply). “Sorry sir we (7) ... (do) not sell that ticket!” (8) ... (say) the new employees. “Why do you not sell it?” The traveler asked again. “Yeah we do not sell that ticket sir!” the employee said. “Are the tickets already sold out?” asked the travelers curiously. The employee remained (9) ... (say) they (10) ... (do) not sell the ticket.

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Complete the following paragraph with correct words.

**Book Tickets at a Station**

One day a traveler (1) bought a ticket at a train station. He (2) booked a ticket at a booth which is manned by a new employee. “I want to (3) buy a one ticket” pleaded the travelers. “Where do you want to (4) go?” (5) asked the new employees. “I want to go to Morrow!” he (6) replied. “Sorry sir we (7) do not sell that ticket!” (8) said the new employees. Why do you not sell it?” The traveler asked again. “Yeah we do not sell that ticket sir!” the employee said. “Are the tickets already sold out?” asked the travelers curiously. The employee remained (9) say they (10) do not sell the ticket.

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