CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language is a tool/system that is used to convey information either verbally, in writing, or as a sign and is used as a means of communication. Language is the thought that a person uses in language, which is stored in the brain into the concepts and used in interaction and issue of meaning in language. Language is not only to interact but also to connect social like making ideas, opinions and feelings. Language is very important in human life. Because of the aspect of the experience, uniqueness, and culture. It means that the language used by people in the world is English.

In Indonesia, English is a foreign language. That is why English languages should learn by students. In learning English four main skills that consist of speaking, listening, reading, and writing. All of the skills are related to understanding the meaning. In the study, English students have to practice it not only study about the material. When reading the word or the sentence there are differences between the form and the sound. So that all of the students think English Languages is difficult.

Reading is one of the important skills in learning English besides speaking, listening, and writing. In reading skills, the students are expected to have more skills to be knowledgeable and familiar with what the teacher has explained in the context.it means that the students are expected to have more skills to explain the content of the passage after they comprehend the reading text.

Sometimes we do not explain the meaning clearly, so the listener do not understand what we are saying and they are making a different meaning by themselves. Understanding the spoken language is easier rather than the written language. If the listener does not understand what we say they can ask directly but in a written language such as a novel, a magazine, a newspaper and so on they can't ask directly so it becomes a misunderstanding. The misunderstanding is known as ambiguity. To understand the good meaning we must know the correct structure of the sentence. Sometimes we find the sentence that grammatically is correct but the meaning is incorrect it becomes a problem for the listener or the reader.

The ambiguous words always occurred early in the sentence and were biased towards one particular meaning by the final words of the sentences, the event at the end of the sentence was modeled. In written language, ambiguity can occur in writing occasions like a newspaper, a magazine, a paper, a novel, a book, a student's textbook, and so on. There are two types of ambiguity: lexical ambiguity and structural ambiguity. Lexical ambiguity occurs when the word has more than one meaning. Structural ambiguity occurs when the sentence is ungrammatical. Teacher or student sometimes does not realize about ambiguity sentence. In teaching reading, the teacher uses a book that contains many kinds of text. The teacher just gives directions to the students to read it. Even though on the text content of ambiguity sentence. The teacher does not explain it to the students. It becomes interested for the researcher to analyze the ambiguity sentence in an English textbook. The researcher hopes that this research is expected to give useful information about ambiguity and give the result and the

model of the research is expected to be a new perspective in the analysis of ambiguity in the textbook.

The researcher chooses the source from Student's English Text Book that use in teaching reading. The book take from the eleventh grade of senior high school. Based on the background of the study above, the researcher will conduct a study titled: "An analysis of sentence ambiguity found in the students reading English textbook Kelas XI".

1.2 Problems of the Study

In this thesis, the researcher wants to analyze the lexical ambiguity in reading analytical exposition text in the students English textbook, the problem of the study is formulated as the following:

1. What are the types of ambiguity found in the students reading English Textbook Bahasa Inggris Kelas XI?

2. What is the most dominant type of ambiguity found in the student's reading English textbook: Bahasa Inggris Kelas XI?

1.3 The Objectives of the Study

Based on the statements of the problem above, the writer determines the objective of the research as follow:

1. To analyze the types of ambiguity found in the English Textbook Bahasa Inggris SMA Kelas XI.

2. To find out the dominant types of ambiguity found in the student's English textbook.

1.4   The Scope of the Study

This study focuses on the analysis types of lexical ambiguity found in the students' English Textbook Kelas XI Semester I. The Researcher only focused on the English textbook Bahasa Inggris SMA Kelas XI curriculum 2013 revision 2014 by Kementerian Pendidikan dan Kebudayaan. Bahasa Inggris / Kementerian Pendidikan dan Kebudayaan. Jakarta Kementerian Pendidikan dan Kebudayaan, 2014.

1.5. The Significances of the Study

The findings of this study are expected to be useful for Theoretical Significances

This research is expected to give the user information about ambiguity,

1. The result of the research is expected to be a new perspective in the analysis of ambiguity sentences in the student reading English textbook.

2. The model of the research is expected to be a new model perspective in the analysis of ambiguity in the students reading English textbook.

Practically

1. Readers: To know and understand the ambiguity that contains in the book so that they can choose the best book for reading.

2. Students: As a reference for the student's to analyze the semantic ambiguity sentence of English.

3. Other Researcher: The next researcher who is interested in the same topic can be used as a reference

CHAPTER II

LITERATURE REVIEW

2.1 Theoretical Framework

In this chapter, the researcher will describe the theory of semantics, the aspect and the review of related literature, and the explanation of the related materials. The researcher will present the discussion in some theories related to this study to strengthen this study.

2.1.1 Semantics

Semantics is a branch of linguistics that relates to meaning. Semantics is considered a study of meaning in language. It deals with the expression of linguistic objects such as words phrases, and sentences. Based on etymology, the word semantics originally comes from the Greek word "semantikos" which means 'significant'; remaining means 'to show, signify' or 'indicated by the sign'; from sema means 'sign'. However, the word 'meaning' has a wide range of perceptions and there is no general agreement among experts about the way in which it should be described.

A semantics analysis, for example of English must also explain antonyms, synonyms, homonyms, polysemy, anomalies, contradictions, paraphrases, relations, ambiguities, implications, and transformations of the language as a branch of linguistics, semantics is defined as the study of meaning. Semantics has developed and become a worthy study. Two factors make semantics become important and worthy of study. First, meaning is strictly connected with communication.

A certain meaning can be delivered through communication plays an important role in human life. Second, the process of human attempts to comprehend the nature of meaning involves the mental ability by the use of reasoning and perception.

According to Kreidler (1998:3) "Semantics is the systematic study of meaning, and linguistic semantics is the study of how languages organize and express meanings. Its means that, meaning in linguistic semantic was very needed for us to limit ourselves to the expression of meanings in a single language. Charles said three disciplines were concerned with the systematic study of meaning, in itself: psychology, philosophy, and linguistics. It means that psychologists are interested in how individual humans learn, how they retain, recall, or lose information.

According to Paul R. Kroeger (2018:4) "Semantics is often defined as the study of meaning. George Yule (2006:100) defines that "semantic is the study of the meaning of words, phrases, and sentences. In semantic analysis, there is always an attempt to focus on what the words conventionally mean, rather than on what an individual speaker (like George Carlin)might want them to mean on a particular occasion this technical approach is concerned with objective or general meaning and avoids trying to account for subjective or local meaning

The researcher concludes that semantic is the study of word meaning in language, we know that language is used to express meanings that can be understood by others.

2.1.2. Ambiguity

Ambiguity occurs when a word, a phrase, or a sentence can be understood or interpreted in more than one meaning, or in another word we can say that an ambiguity occurs because a word, a phrase, or a sentence has an unclear meaning.

Kreidler (1998:298) states, "Ambiguity is the condition whereby any linguistic form has two or more interpretations". Paul R. Kroeger (2018:23) states, " An ambiguous sentence has more than one sense, or "reading". According Kroeger (2018:23) "Two types of lexical ambiguity are traditionally distinguished: polysemy (one word with multiple senses)vs. Homonymy (different words that happen to sound the same)." the basic criterion for making this distinction is that in cases of polysemy, the two senses are felt to be "related" in some way; there is "an intelligible connection of some sort" between the two senses. In cases of homonymy, the two senses are similar to that between any two words selected at random. In Hurford and Heasley (2004:121) "Ambiguity is a word or sentence is ambiguous when it has more than one sense". It means to deliver a word or sentence it can be expressed more than one way, then in the interpretation, a meaning can understand into two or more meaning.

Ullman in Semantics an Introduction to the Science of Meaning (1977: 156) stated that ambiguity is a linguistic condition, which can arise in a variety of ways. Kempson (1980: 34) states that ambiguity is both words and sentences can have more than one meaning, and the semantic rules a linguist sets up must state

correctly for each language in which words and sentences have more than one meaning.

According to Fromkin and Robert (2011:182) "A word or a sentence is ambiguous if it can be understood or interpreted in more than one way". It means that ambiguity occurs if a word or a sentence has more than one meaning in more than one way. Understanding more than one meaning on one word or sentence is difficult. Ambiguity also occurs when a word or sentence has more than one interpretation.

According to Djajasudarma (1999: 56), "Kekaburan makna dapat muncul akibat dari: (a) sifat kata atau kalimat yang bersifat umum/ generic, misalnya kata 'buku' yang mempunyai maknaganda; (b) kata atau kalimat tidak sama seratus persen, kata akan jelas maknanya di dalam konteks meskipun kadang – kadang konteks itu kabur bagi kita; (c) batas makna yang dihubungkan dengan bahasa dan yang di luar bahasa tidak jelas, misalnya tidak ada batas untuk menentukan seseorang yang pintar dalam bidang tertentu; (d) kurang akrabnya kata yang kita pakai dengan acuannya/ referentnya" (A meaning may be unclear because: (a) the word or sentence is common (general). For example, the word 'book' has multiple meanings; (b) the word or sentence which is interpreted is not the same with the speaker/the writer's intention. The interpretation should depend on the context though the context is unclear; (c) the meaning limit connected to language and non language is not clear. For example, there's no limit to say that someone is clever at something; (d) the use of the word or sentence is not familiar to us).Based on the opinions above the writer concludes if Ambiguity can arise in

Variety of spoken and written language and concluded that ambiguity is a different meaning.

2.1.3 Types Ambiguity

Paul R. Kroeger (2018:23) classifies that there are two types of ambiguity as structural ambiguity and lexical ambiguity as shown in the figure:
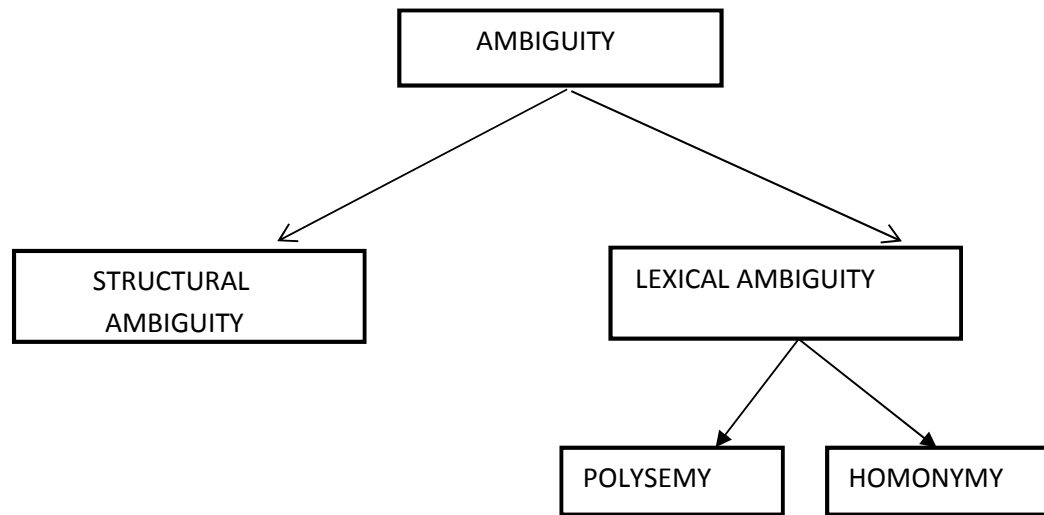
```
                    ┌──────────────┐
                    │  AMBIGUITY   │
                    └──────────────┘
                      ╱          ╲
                     ╱            ╲
          ┌──────────────┐   ┌──────────────────┐
          │  STRUCTURAL  │   │ LEXICAL AMBIGUITY │
          │  AMBIGUITY   │   └──────────────────┘
          └──────────────┘       ╱        ╲
                                 ╱          ╲
                        ┌──────────┐   ┌──────────┐
                        │ POLYSEMY │   │ HOMONYMY │
                        └──────────┘   └──────────┘
```

Figure 2.1.3 "Types Of Ambiguity"

According to Kreidler (1998:1998) states, "Ambiguity is the condition whereby any linguistic form has two or more interpretations". According Kreidler 1998 there are two Types of ambiguity .structural ambiguity also called syntactic ambiguity and the second is lexical ambiguity. types of ambiguity is presented in this chapter. This Chapter introduced the types of ambiguity:

1.   Structural Ambiguity

First, structural ambiguity shows us something important about meaning, namely that meanings are not assigned to strings of phonological material but syntactic objects. In other words, the syntactic structure makes a crucial contribution to the meaning of an expression.
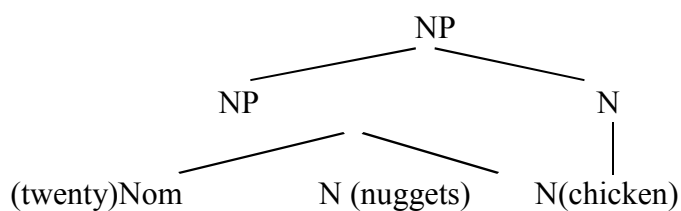
Structural ambiguity also calls grammatical ambiguity. For example, Nicole saw the people with binoculars. The sentence can be grasped in two ways. One interpretation is that Nicole used binoculars to see the people. In this sense, binoculars modify Nicole (Nicole with binoculars). The other meaning, the people had binoculars when Nicole saw them. It means that 'binoculars' modify the people (people with binoculars).

According to Fromkin and Rodman (2011:182) structural ambiguity is a kind of ambiguous that has more than one phrase structure tree, each corresponding to a different meaning. Structural ambiguity is an ambiguity which arises from the grammatical analysis of a sentence with more than two structural interpretation (Crystal 2008:23). For example grammatical ambiguity:

a.   *We went to face-food place and I ordered twenty chicken nuggets*

The sentence above is a kind of structural ambiguity because of the noun phrase twenty chicken nuggets which have two different forms and meanings. The following diagram will show the ambiguity of that phrase:
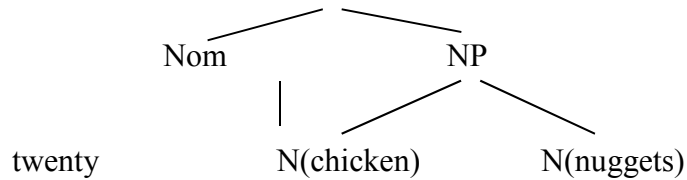
1. (twenty chicken) nuggets

2.   NP

```
                        Nom              NP
                         |              / \
             twenty        N(chicken)      N(nuggets)
```

Diagram (a) shows that the nominal 'twenty' modifies only the word chicken which forms a noun phrase that makes the sentence mean *"We went to fast- food place and I ordered nuggets from twenty chickens"*. Diagram (b) shows that the nominal twenty modifies the whole phrase that makes the sentence mean *"We went to face-food place and I ordered chicken nuggets which amount to twenty"*.

2. Lexical Ambiguity

Lexical ambiguity arises when a single word has more than one meaning. According to Kreidler (2002:55) states that when homonyms can occur in the same position in utterances, the result is lexical ambiguity. Lexical ambiguity does not arise from the grammatical analysis of a sentence. According to Kroeger (2018:80) lexical ambiguity is a word form that has more than one sense. Lexical ambiguity is a word that means more than one, can refer to different objects which according to the word context. For example, the word "ball' in the sentence "they danced till dawn at a ball" versus "this dog can be entertained all day with a ball". Ullman (1977:159) adds that lexical ambiguity takes two different forms as the same word may have two or more different word may be identical in sound. It means many words have multiple meanings. When a word has multiple meanings, one meaning must be selected while somehow retaining the possibility of using the alternative meaning. So, it can be concluded that lexical ambiguity is more than one meaning,   can be approved on objects and by the usage environment.

According to Kroeger there are some types of lexical ambiguity as follows

1.Polysemy

According to Kroeger (2018:89) "Polysemy is one word with multiple senses". The basic criterion for making this distinction is that in cases of polysemy, the two senses are felt to be "related" in some way; there is "an intelligible connection of some sort " between the two senses (Kroeger 2018:89). According to Lyons (2006:58), polysemy is a single lexeme that has multiple meanings. In other words, the polysemy lexeme has several related meanings. For example, the word "head' seems to have related meanings when we speak of the head of the person, the head of the person, the head of a company, the head of the table or bad, etc. Saeed (2009:64) argues that the homonym and polysemy are deal with multiple senses from the pronunciations, but the polysemy named if the meaning of the word is related. Meanwhile, the homonym is different. For example, book as a noun means 1. Apiece of material, usually metal 2.Short for a fish hook. 3. Trap or snare. The three meanings of the word hook are interrelated, so the sentence is polysemy.

2.Homonymy

According to Kroeger (2018:89) "Homonymy is different words that happen to sound the same ". Homonyms are two words that are spelled the same and sound the same but have different meanings. Therefore, a homonym is a word that has the same name as another word, meaning that the two words look and sound exactly alike. Example: Fine (adjective = Bagus) Fine (Noun = Denda) Sentence: She looked fine yesterday You should pay the fine or go to court.

2.1.4 The Causal Factor of Ambiguity Sentences

a.   Morphology Aspect

1. Affix type, this type contains prefixes and suffixes that attach to a word and it can cause

ambiguity.

2. Lexicon type, this type of ambiguity happens because of the real meaning of the word that uses in the sentence. Polysemy, homonym, preposition, antonym can cause ambiguity.

b. Syntax Aspect

The Syntax is a branch of linguistic knowledge and it is the study of the structure of the word and sentence.

c. Structural Aspect

Ambiguity happen cause of the structure of the sentence that divided into two types there are:

1.Phrase structure

Phrase structure is a unit of grammatical that the form is a collection of word and the characteristic is un predictive. This line is used to differentiate between phrase and sentence (clause) because the sentence is the collection of the word that the characteristic is predicative.

2.Sentence structure

Sentence structure is one of causal why ambiguity happens. Although all the multiple finally cause the multiple sentences by themself, the multiple structure of the sentence should be specialized because the multiple only known by all of the sentences.

2.2. Reading Text

Reading is one of the English skills besides speaking, listening, and writing. it is the way to understand written messages. Reading is a physic and mental activity to reveal the meanings of the written texts, while in that activity there is a process of knowing letters. The main goal of

reading is a process of comprehending written text and getting information from the passage.

Moreover, reading is decoding and understanding written text. Grabe and Stoller (2002:4) "Reading can be taught as a way to draw information from the text and to form an interpretation of that information. Pang (2003:6) says "reading is defined as understanding written texts. He says that reading consists of two related processes: word recognition and comprehension. Word recognition is defined as the process of getting how written symbols correspond to one's spoken language while comprehension is the process of making the meaning of words, sentences, and connected text. He adds his statement that the reader who has background knowledge, vocabulary, grammatical knowledge, experience with text, and other strategies can help them understand written texts.

According to Nuttal (2000:2), reading means a result of interaction between the writer's mind and the reader's mind. It is the way how to the readers try to get the message or the intended meaning from the writer. In this process, the reader tries to create the meanings intended by the writer, the reader can get the message and the writer's meaning sense.

Based on the three definitions above reading can be defined as the instantaneous recognition of various written symbols with existing knowledge and it also can be defined as comprehension of the information and the idea communicated.

2.3. Textbook

A Textbook is one of the most important elements in the teaching-learning process. Because textbooks can present a variety of material that will be taught. In addition, textbooks also support the teaching-learning process to be going regularly and effectively. Then without textbooks, teaching-learning will not go smoothly and effectively. Brown states that "The presence of a textbook is necessary to support teaching-learning process" (Brown, 1994:143).

It's means that the presence of textbooks can facilitate students to follow the learning process. Many teachers use a variety of textbooks in the learning process but whether the textbooks are by the curriculum or not are still in big question. We know that a good textbook is a textbook according to the curriculum. The curriculum is very important in the teaching-learning process. Because with the curriculum the teacher's task as a teacher and an educator will be more focused. Because teachers are one of the most important components that influence the learning process.

From the explanation before the researcher conclude that textbook is a media for the teaching-learning process to comprehend the skills of students. Textbook help the students to study about the material before teacher gives to them. It also helps teachers easy to know the students' skills in learning English. Textbook become very important in the learning process. The material presented in the textbook usually suitable for the curriculum. So that the students expected to pass the examination in the final semester and the knowledge apply in daily activity. The researcher focused on examining the analysis of the analytical exposition text contained in three students of English textbook class XI published by Yrama Widya.

2.4   Previous Research

Riza Fatimah (2014) analyzed ambiguity found in a creative English textbook. The researcher finds four kinds of ambiguity found by the researcher in the Creative English textbook, namely: lexical ambiguity, referential ambiguity, surface structure ambiguity, and deep structure ambiguity. There are 195 ambiguous sentences, that is 34 lexical ambiguity, 140 referential ambiguity, 17 surface structure ambiguity , and 4 deep structure ambiguity . Many causes make the sentence ambiguous, namely: without context, ambiguous word order, improper or missing punctuation, and faulty pronoun reference. The researcher found several ways to disambiguate the ambiguous sentences, which are by using paraphrasing, adding preposition,

moving sentence construction, adding additional context, and using the picture.

The second research was written by "An Analysis of Structural and Lexical Ambiguity in Novel Diary of Wimpy Kid: The Last Straw by Jeff Kinney and Its Application in Language Teaching" which written by Hermin Sriharjati (2014). The objective of the study is to find the structural and lexical ambiguity in the novel "Diary of Wimpy Kid: The Last Straw, to determine the most dominant type of ambiguity between lexical and structural ambiguity in the novel "Diary of Wimpy Kid: The Last Straw", to describe the structural and lexical ambiguity in the novel" Diary of Wimpy Kid: The Last straw". This is qualitative research. The result of the research is there are 61 data of ambiguity found in the novel "Diary of Wimpy Kid". In conducting the researcher took the data from one of the titles is "The Last Straw".

The two researchers above have a similarity. The similarity between the first and second researchers is analyzing the ambiguity sentences. The difference between the first and second researcher is the type of ambiguity that analyze. The first researchers only analyzed the lexical and structural ambiguity.

The second researcher analyzed all types of ambiguity. The other difference is the instrument of the research. The first researcher used novels and the second researcher used English textbooks. In this research, the researcher focused on analyzing ambiguity sentences in the student English textbook. The types of ambiguity in this research only structural ambiguity and lexical ambiguity.

2.5 Conceptual Framework

The Theoretical Framework is needed in research for the sake of clearance and expect to give better understanding for the research review. The analysis aims to solve the

problems that have mentioned above. The theory mentioned above were used to assist the researcher in analyzing the data. Students reading English textbook which contains lexical and structural ambiguities has selected as object which being analyzed using Kroeger's and Kreidler's theories. The writer chooses the Students reading English textbook as an object because the researcher find the examples of lexical and structural ambiguity which may make confusion to the readers. It happens because in reading textbook people often derived more meaning from what people read than what is actually message. The simplest theory of meaning is to claim that semantics is reference, example that to give the meaning of a word one shows what it denotes. Most of the readers faced some problems when trying to understand the meaning of words/sentence in the text. It happens because the words or the texts are ambiguous then readers will have different perceptions about it. In his thesis, the researcher focuses on lexical and structural ambiguities by using Kroeger's theory (2018) and Kreidler's theory(1998).
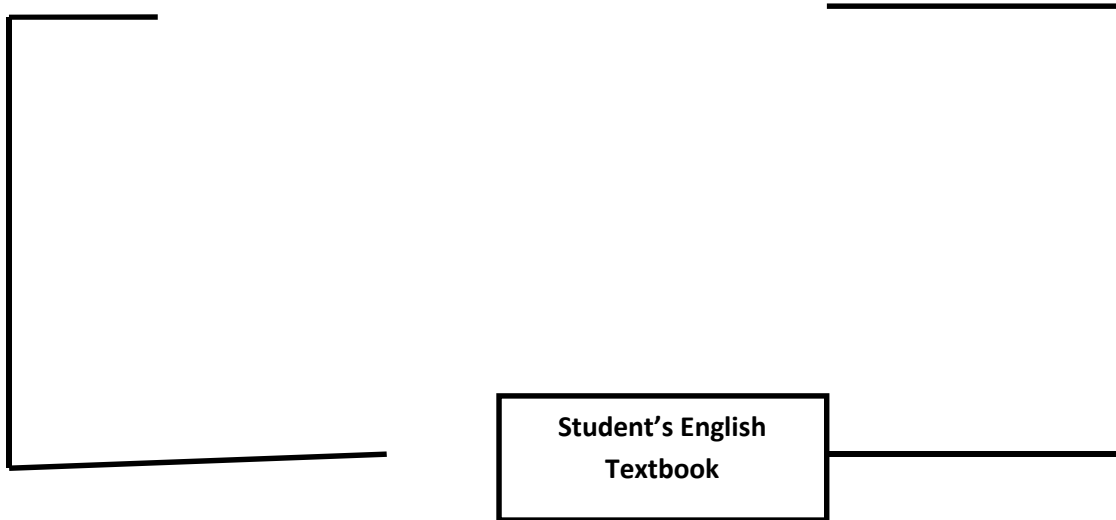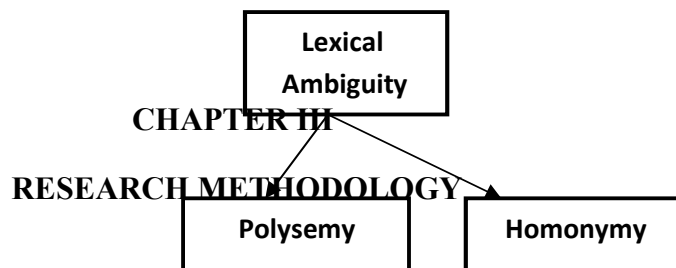
SEMANTICS

AMBIGUITY

(Kroeger 2018:23)

Structural Ambiguity

Student's English Textbook
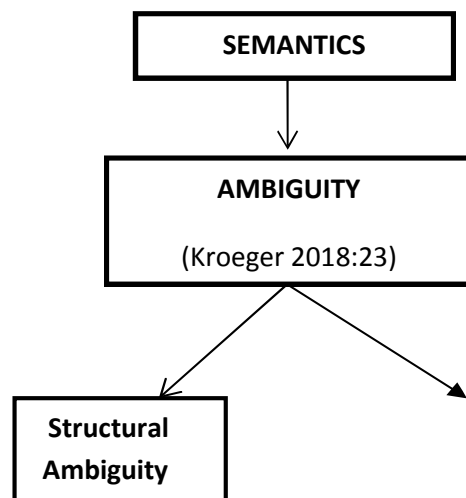
Figure 2.5

Conceptual Framework

Lexical Ambiguity

Polysemy

Homonymy

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The research design of this study was conducted by using Descriptive Qualitative research. This means that the researcher used this method to analyzed the lexical ambiguity in analytical exposition text in the reading English textbook. Qualitative is a quality that understands by society as a rival of quantity.

According to Kaelan, (2005:28) qualitative research is focuses on the quality of the object research, for example, the value, emotion, human. From the definition before we can conclude that qualitative research is research that produces descriptive data having a form written or

spoken from people or the action that can be observed (Taylor Moleong,2002: 3). According to Sugiyono (2010:1), qualitative research is research that the object is scientific and the researcher is a key instrument, the technique of collecting data is inductive and the resulting stress is about meaning.

Based on the explanation before that qualitative research, the form of the data is word or picture, the process more important and try to expose the sense of reality.

3.2 Data Source

Data is the result of registering from the researcher that is a fact or a number (Suharsimi, 2010:161). Data is information that looked for resolving the problem. The researcher got data from people as an informant, an event, document, the building, the location, and also the animal. The data source of the research is written material which is taken from Students' English Book Text title "Buku Teks Pendamping Bahasa Inggris Siswa SMA-MA/SMK-MAK KELAS XI"

3.3 The Instrument of Collecting the Data

Sugiyono (2010:148) states instrument is the tool used by the researcher when conducting a research method. The main instrument in this research is the researcher. And the supporting instrument in this research is a document. Examples of documents that use in the research are: textbook, journal, letter, magazine, and others. In collecting data, the writer applied two instruments. Steps of documentations are: Reading the English textbook until the researcher understands the information of the data that has been analyzed, finding the word/ sentence which is ambiguous and Taking note of the entire ambiguous sentence in Students English textbook.

3.4 Technique Collecting Data

The researcher applied some techniques of collecting data, they were:

1. Find the book and the data taken from Student's English Book for eleventh grade student of

senior high school.

2. Read the book to get the suitable text.

3. Choose the text think from the text the sentences is ambiguous.

4. Read the text.

5. Read the selected sentence from the text.

5.4 The Analysis of the Data

After collecting the researcher analyzing the data following:

1. Identifying the possibly ambiguous. The researcher would identify some possibly ambiguous word

2. Classify them into structural and Lexical ambiguity (Polysemy and Homonymy).

3. Analyzing the ambiguity by finding the meaning from the dictionary to found the meaning.

4. Calculating the data percentage. In this research the researcher use formula to count the percentage of the data:

$$\boxed{}$$

f = Individual frequency of ambiguity category

n = Total number of all data

N = Percentage of ambiguity category

5. Make Conclusion.