

CHAPTER I

INTRODUCTION

A. Background of the Study

Teacher needs learning media in a form of printed media or teacher-made material like student's exercise book to help teaching learning process. In vocational school, exercise book is arranged by non-English native teachers or a group of English local teachers. As the tools to measure the student's comprehension in mastering the material, student's exercise book usually loads and proposes some questions and exercises which are planned to guide the students with the lesson materials or instruction materials. Teachers from elementary to senior high school in Indonesia use student's exercise book of English since long time ago although their writing is imperfect at all and still need a lot of correction. Not only that, even vocational school right now is using exercise books of English although the purpose of that school is oriented to an occupation after graduation. The exercises are just arranged in a little bit simple than senior high school exercise books from the material and sentence construction and of course related to the student's major. It is very useful for students because this book contains materials, summary, grammar, vocabulary, daily exercise, mid-semester test and final semester test.

English exercises which are found in the student's exercise book involved reading exercise, writing exercise, speaking exercise and listening exercise. It can be formed as multiple choices, essays, fill-in the blank, arranging, true and false, matching, even dialogue. However, sometime

students face some difficulties on understanding questions which are listed on their exercise book. They feel confused and doubt because the words or sentences have ambiguous interpretation or more than one interpretations called ambiguity.

Ambiguity is the condition whereby any linguistic form has two or more interpretations (Kreidler, 1998: 298). Words or sentences are called ambiguous when it has more than one sense. If it happened to a word, it is called lexical ambiguity. Of course, this word makes a sentence have two or more meanings such as the words *smart* in the sentence “*this will make you smart*” since the meaning of *smart* is “clever” or “burning sensation”. In addition, ambiguity which occurred because of the structure of the sentence is called as a syntactical ambiguity or structural ambiguity. The example is served in the sentence “*for sale: an antique desk suitable for lady with thick legs and large drawers*”. Its interpretation becomes humorous into “*for lady with thick legs and large drawers*” and “*thick legs and large drawers which belongs to the desk*” (Fromkin and Rodman and Hyams, 2003: 122). Structural ambiguity results into surface structure ambiguity and deep structure ambiguity. Kreidler states on his book:

Syntactic ambiguity may be in the surface structure of a sentence: words can cluster together in different possible constructions. Syntactic ambiguity may also be in the deep structure: one sequence of words may have more than one interpretation, generally because the rules of sentence construction allow ellipsis, the deletion of what is ‘understood’ (1998: 169).

If both lexical and structural ambiguity is found by the students, they often confused to select the first or the second interpretations of the construction of sentence. It is not easy to analyze its model. So, English teachers must analyze it deeply before deciding the answer and telling it to their students. For that reasons, the writer will show the examples on analyzing ambiguous constructions model of tests matter on English exercise books, such as:

- 1) You want your friend to change a film on your camera.
(*Pista: 63*)
- 2) Introducing when met friends in front of their class room.
(*Forum: 21*)

The first sentence shows a lexical ambiguity in the word '*film*'. On the English dictionary, *film* means film for camera or movie. It is ambiguous. In the first context, the meaning merely changes a film for camera on storing pictures, while the second is changing a movie which can be watched by such digital camera.

The second sentence means introducing in front of their class room about a friend or when met a friends in front of their class room, we introduce him/her then in the other place. It is a kind of deep-structure ambiguity which belongs to syntactical ambiguity.

Based on the phenomena above, the researcher analyzes the type of ambiguity including lexical ambiguity and syntactical ambiguity (surface structure ambiguity and deep structure ambiguity) and the reasons of ambiguity which is found in English exercises on students exercise book used

by vocational school students entitled *Forum, Pista, Prestige 1, Prestige 2, Prestige 3, Prestige 4, Modul Mentari Bersinar 1 and Modul Mentari Bersinar 2*. Therefore, the research is entitled *A Study on the Ambiguity Found in English Exercises of Vocational School Students Exercise Book*.

B. Problem Statement

Based on the statement above, the writer raises some subsidiary research problems as follows.

1. What are the types of ambiguity found in English exercise of vocational school student's exercise books?
2. What is the frequency of each ambiguity?
3. What type of ambiguity which dominantly appears?
4. What are the reasons of the ambiguous sentences?

C. Objective of the Study

The objectives of this research are:

1. To describe the types of ambiguity found in English exercise of vocational school student's exercise books.
2. To describe the frequency of each types of ambiguity
3. To describe the dominant types of ambiguity.
4. To describe the reasons of the ambiguous sentences found in vocational school student's exercise books.

D. Benefits of the Study

The benefits of this research are:

1. Theoretical Benefits

The result of the research develops the theories that are available before, especially on the types and the reasons of ambiguity.

2. Practical Benefits

- a. For the writer of vocational school exercise books, the result of this research paper makes them arranged English exercises in order to get the maximum understanding of the students.
- b. For another researcher, the result of this research paper will make them inspiring to do another research that might be related to the topic of this paper especially ambiguity.

E. Research Organization

This research paper is divided into five chapters.

Chapter I is introduction, which consists of background of the study, problem statement, objective of the study, research methodology and research organization.

Chapter II is review of literature review involving the previous study and the underlying theory that will be used to analyze the data such as notion of ambiguity and the types of ambiguity including syntactical ambiguity and lexical ambiguity, the reasons of ambiguity and the ways to disambiguate ambiguity.

Chapter III is the research methods covers types of study, data and data source, object of study, technique of collecting data and technique of analyzing data.

Chapter IV is discussion and findings. It consists of the analysis of the ambiguous sentence including the type, the frequency, the dominant ambiguity, and also the reasons of ambiguity.

Chapter V contains conclusion and suggestion.