

CHAPTER I

INTRODUCTION

In this chapter, the writer will discuss about background of the study, previous study, limitation of the study, problem statement, objective of the study, and benefit of the study.

A. Background of the Study

Before learning a language, people should learn or study the words it self. After knowing the words, it means that they also knowing the meaning and sound of the words. Between meaning and sound have important aspect when people try to understand the word or sentence, because when two words have same sounds, it sometimes means different thing. It like “A sentence that has two meanings is ambiguous” (Kreidler, 2002:11). It’s not different with “A word or a sentence is ambiguous when it can be interpreted in more than one ways” (Fauziati, 2009:63). Besides, “Ambiguity is a linguistic condition which can arise in a variety of ways” (Empson, 1949:156).

In the study of ambiguity, when different words are having same sound but having different meaning, this condition called homophone or homonyms. Both of them sometimes create an ambiguity when the listener or the reader found a word which has same sound before they know the context from the word it self. According to Fauziati (2011:75) homophones are sounds which have the same pronunciation but different spelling. For example, the words *to*, *too*, and *two* are all pronounced /tu/ but they refer to different things.

Homonyms are sounds which are pronounced and spelled identically. Because of that, between homonyms and homophone sometimes make a sentence become ambiguous.

In this research proposal, the writer gives some data which contain of ambiguous sentences that found by the writer in *Hooray* text book.

1. Come to Makasar and don't *miss* the fun at Trans World studio.

That sentence has two meaning. The first meaning is the command that ask us to come to Makasar again and we don't forget the fun at Trans World Studio. The second meaning is the command that ask us to go to Makasar and we don't feel homesick for the fun at Trans World Studio. The ambiguity exists because the word *miss* may have two different meanings in that sentence. The meanings are: (1) The first one is forget the fun moments, and (2) the second one is feels homesick for the fun moments. Additional context to the sentence sometimes can disambiguate the sentence, as illustrated bellow;

- Come to Makasar and don't miss the fun at Trans World Studio because TWS is very fantastic and entertaining place.
- Come to Makasar and don't miss the fun at Trans World Studio if the fun is commonplace.

Based on the statement, the ambiguity analysis of the sentence is includes on the lexical level or lexical ambiguity.

2. You can *have* fun there.

This sentence is ambiguous because the sentence has two meaning.

The first meaning, you can get a fun in there (Trans World Studio). And the second meaning, you can feel fun or happy in Trans World Studio. The sentence is ambiguous because the word *have* may have two different meaning. The meanings are: (1) Get and (2) feel. Additional context to the sentence sometimes can disambiguate the sentence, as illustrated bellow;

- You can have fun if you come to there (Trans World Studio).
- You can have fun because you already still in Trans World Studio.

Based on the statement, the ambiguity analysis of the sentence is includes on the lexical level or lexical ambiguity.

3. Mutia stayed at home *last* holiday.

This sentence has two meaning or different perception. The first meaning is Mutia stayed at home in her lastest holiday. And the second meaning is Mutia stayed at home in last holiday. The sentence is exists ambiguous because the word *last* may have two different meaning. The meanings are: (1) lastest and (2) past. Additional context to the sentence sometimes can disambiguate the sentence, as illustrated bellow;

- Mutia just stayed at home in her lastest holiday because she tired in the day before.
- Mutia just stayed at home in holiday in the past because in the past holiday she didn't have activities.

Based on the statement, the ambiguity analysis of the sentence is includes on the lexical ambiguity analysis. The sentence is ambiguous in lexical level.

In this phenomenon, especially in teaching learning process, some student still confuse to analyze a sentence which has ambiguous meaning in it. They should know about the spelling, pronunciation and meaning of the word, because some students like to read many kinds of book, such as a text book. The definition of textbook it self like, "Textbooks are best seen as a source in achieving aims and objectives that have already been set in terms of learner needs" (Cunningsworth, 1995:7). In other word, a textbook means a created material designed as materials for teaching learning process in order to increase the learners' knowledge and experience. Textbook also can be defined as a book prepared for school's students in teaching learning process.

Sometimes there is an ambiguous word or ambiguous sentence in the students textbooks which make them confused when they translate and understand it. This textbook has some sentences which misunderstanding. Because there are some ambiguous sentences which can find in it. So, the writer has some reasons why the writer wants to analyze this textbook. The writer wants to know how the writer can find an ambiguous word or ambiguous sentence in this textbook, the writer wants to know about ambiguous sentences and wants to give explanation to the other researcher about ambiguous words or sentences in this *Hooray* textbook, and also the students also can study about it. So, this research gives some benefits from other researcher in the future. The writer is interested in analyzing the ambiguous words or sentences in this textbook which published by Erlangga

and writes it down as a study that entitle *An Ambiguity Analysis Found in Hooray Text Book*.

B. Limitation of the Study

The writer limits the problem in this analysis. According to Kreidler (2002:11) a sentence that has two meanings is ambiguous. The problem only based on ambiguous words or sentences. The limitation is words or sentences which ambiguous in the sixth grade of elementary text book which titled *Hooray*. Especially in *Hooray* text book which published by Erlangga in 2006 and written by Dr. Mukarto, M.Sc. and friends.

C. Problem Statement

Based on the background, identification, and the limitation above, the writer states the following problems. These are:

1. What are the types of ambiguity which found in the sixth grade of elementary text book which titled *Hooray*?
2. What is the frequency of ambiguity?
3. What type of ambiguity which dominantly appears?
4. What are the causes of the ambiguous sentence?
5. How to disambiguate the sentences?

D. Objective of the Study

In the relation to the problem statements above, the writer will formulate

the following research objectives. These are:

1. To describe the types of ambiguity which found in the sixth grade of elementary text book which titled *Hooray*.
2. To describe the frequency of each type of ambiguity.
3. To describe the dominant of ambiguity.
4. To describe the causes of ambiguous sentence found in *Hooray* text book.
5. To describe how to disambiguate the sentences.

E. Benefit of the Study

This research has two benefits, there are: Theoretical and Practical benefits. From the first benefits, that is Theoretical benefits. This research can add the knowledge and understanding about ambiguity analysis of words or sentences. This research will give contribution in classifying the ambiguous words or sentences based on the level of ambiguity, especially in *Hooray* text book. Moreover, this research finding will enrich the theories of ambiguity analysis, especially from this text book.

The second is Practical benefit, the research result will give benefit for university students to improve their ability in ambiguity analysis. The result of this research may become additional references in ambiguity analysis for University Lecture. It's mean that, the result of the research can be used to add the reference for other researchers in studying psycholinguistic, particularly in ambiguity.

F. Research Paper Organization

The organization of this research is divided into five chapters, namely as follow:

Chapter I is introduction. It consists of background of the study, previous study, limitation of the study, problem statement, objective of the study, and benefit of the study.

Chapter II is underlying theory. It deals with the notion of ambiguity, types of ambiguity, comprehension of ambiguous sentences, the causes of ambiguity, and the way to disambiguate the sentence.

Chapter III is research method. It is divided into five main point, they are type of research, object of research, data and data source, method of collecting data, and method of analyzing data.

Chapter IV is research finding and discussion. The research finding is divided into four parts, they are types of ambiguity found in the sixth grade of elementary text book which titled *Hooray*, the frequency of ambiguity and the dominant type of ambiguity, the causes of the ambiguous sentence, and the way to disambiguate the sentences. In discussion, it discusses ambiguity analysis on the words or the sentences based on the detection in *Hooray* text book. In discussion also discusses the similarities and contradictions between this study with previous study and also with the theory.

Chapter V is conclusion and suggestion. It explains the conclusion of all research finding and provides suggestion to other reader and researcher.