

AMBIGUITY FOUND IN *PASSPORT TO THE WORLD 2: A FUN AND EASY ENGLISH BOOK*: CONTENT ANALYSIS



ARTICLE PUBLICATION

**Submitted as a Partial Fulfillment of the Requirements
for Getting Bachelor Degree of Education
in English Department**

By:

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**SCHOOL OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA**

2014



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CONTENT ANALYSIS*

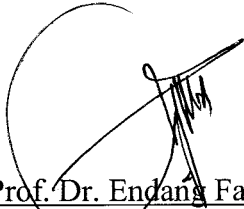
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Pembimbing I

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**AMBIGUITY FOUND IN PASSPORT TO THE WORLD 2: A FUN AND
EASY ENGLISH BOOK: CONTENT ANALYSIS**

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ABSTRACT

This study deals with the ambiguity which is found in *Passport to the World 2 English Book*. The aims of this study are (1) to describe the types of ambiguity, (2) to describe the frequency of each type of ambiguity, (3) to describe the dominant type of ambiguity this dominantly appears, (4) to describe the causes of ambiguity, and (5) to describe the way to disambiguate ambiguity found in *Passport to the World 2 English Book*. The type of this research is descriptive qualitative research. The data source of this research is ambiguous words, phrases and sentences found in *Passport to the World 2 English Book*. The data collection technique is documentation. The technique of data analysis are descriptive qualitative. The writer uses the theories from Kess in Fauziati, Kreidler, Fromkin, Roadman and Hyme to analyze the types of ambiguity. The result of this study shows that (1) the writer found four types of ambiguity namely: lexical ambiguity, referential ambiguity, surface structure ambiguity, and deep structure ambiguity; (2) the frequency of each type of ambiguity are 73 lexical ambiguity (64,03%), 25 referential ambiguity (21,93 %), 15 surface structure ambiguity (13,16 %) and 1 deep structure ambiguity (0, 88%); (3) the dominant types of ambiguity is lexical ambiguity; there are 73 ambiguous sentences or 64, 03%; (4) the causes of ambiguity are without context, ambiguous word order, improper or missing punctuation, and faulty sentence construction; (5) the way to disambiguate ambiguity are using paraphrasing, truth conditional sentences, adding preposition, moving sentence construction, adding additional context, adding correct punctuation and using picture.

Keywords: *Ambiguity, lexical, referential, surface structure, deep structure*

A. Introduction

Language can be spoken or written. Language also used by teacher and students in the class. In teaching learning process, the teachers try to explain

their subject by oral language to the students. Besides, the teachers also explain the subject in written language. The teachers use some books to make the students easier to understand the materials.

An English textbook is usually called an English exercise book. Its content consists of English materials summary, exercises, competency's examination and exercises of semester test. The students can practice it with or without the teacher. An English exercise book has some advantages. First, an English exercise book can help the students easier to understand about the materials. Second, an English exercise book makes the students to be active learners. Third, an English exercise book gives the students a relax situation when they are studying. Fourth, the book gives a variation on study the materials.

The quality of textbook is depends on some factors, like the appearance and clearness. The appearance of textbook is how the textbook look likes, for example, the color and the font of the textbook. The clearness of the textbook is depends on the clear meaning or not ambiguous. The students feel confuse and doubt because the words or sentences have ambiguous interpretation or more than one interpretations called ambiguity. So, the writer conducts the study about ambiguity found in *Passport to the World 2 English Book*.

There are some previous studies related to this study. The first researcher is Henny Andriani Tambunan (2009). Her research paper entitled "*The Analysis of Lexical and Structural Ambiguity in Your Letters of The Jakarta Post*" talked about lexical and structural ambiguity. She used descriptive qualitative research. She analyzed lexical ambiguity by finding the meanings the dictionary and the structural ambiguity by using labeled and bracketed phrases to find the meanings. Her research concluded that structural ambiguity is the most dominant.

The second researcher is Luqman Al Hakim (UMS, 2009). Hakim conducted his research entitled "*A Study on the Ambiguity Found in English Test for Junior High School Students.*" He analyzed the ambiguous sentences of English test on English exercise book entitled *Basis, Inovasi, Mandiri*,

Merpati, Sportif, Talenta, and Pidjar by using descriptive qualitative. He concluded that the lexical ambiguity is the most dominant.

There are some theories in this research. According to Ullmann (2009:8) “ambiguity is a linguistic condition which can arise in a variety of ways”. He also states, “ambiguity devices into three kinds; phonetic, grammatical, and lexical”. According to Fauziati (2011:75), “A word or a sentence is ambiguous when it can be interpreted in more than one ways.” It takes people longer process to comprehend ambiguous sentences than those which are not. Ambiguity is the condition whereby any linguistic form has two or more interpretations (Kreidler, 1998: 298). According to Fromkin, Rodman and Hymes (2011: 198), other lexical relations include homonyms, polysemy, hyponyms.

Based on the Ullmann (2001), Kess in Fauziati (2009), Kreidler (2002), and Fromkin, Rodman, and Hymes (2011), point of view above, the writer classifies ambiguity in four types, there are: lexical ambiguity, referential ambiguity, surface structure ambiguity, and deep structure ambiguity. Kreidler (2002: 50) states that lexical meaning is a meaning that proposed by lexeme. Some linguists divided lexical ambiguity into some kinds those are: homonym, homophones, and polysemy.

Kreidler (2002) writes referential ambiguity occur when a speaker has one referent in mind for a definite expression like *George* or *the papers*, and the addressee is thinking of a different George or some other papers. According to Kreidler (2002: 151-152) there are four types of referential ambiguity, that is: (1) referential ambiguity occurs when 1 an indefinite referring expression may be specific or not; (2) Anaphora is unclear because a personal pronoun; (3) The pronoun *you* is used generically or specifically; (4) A noun phrase with *every* can have distributed reference or collected reference.

According to Fauziati, sentence which are ambiguous in surface level of syntactic relationship are called surface structure ambiguity (2009: 65). Kreidler (2002: 169-170) there are six types of surface structure, those are: (1) constructions containing the coordinators *and* and *or*; (2) A coordinate head

with one modifier; (3) a head with a coordinate modifier; (4) a head with an inner modifier and an outer modifier; (5) a complement and modifier or two complements; and (6) certain function words, including *not*, have possible differences in scope.

Fauziati (2009: 65) deep structure ambiguity is the sentences which are ambiguous on the deep structure level of logical relationship. Based on Kreidler book (2002: 170), there are three types of deep-structure ambiguity: (1) Gerund + object or participle modifying a noun; (2) Adjective + infinitive, tied to subject or to complement; (3) Ellipsis in comparative constructions.

The writer categories the causes of ambiguity from some linguists those are: without context (Reed, 2005); ambiguous word order (Mohunen and Portunen, 2012); improper or missing punctuation (Lamb, 2008: 1); Faulty pronoun reference (Hasnain, 2011).

Based on some linguists, the writer divided the way to disambiguate ambiguity into five, there are: paraphrasing (Huford, Heasley and Smith, 2007); through conditional (Pool: 2007); adding preposition (Hovy and Tratz, 2010); moving sentence construction (Schlenker: 1998); adding additional context (Karov and Edelman, 1998); and using picture (Barnard and Jahnsen, 2005).

From the explanation above, the writer arrange the problem statement of this research, such as: what is the ambiguity found in the fourth grade of elementary text book entitled *Backpack 4*? Based on the research problem above, the writer arranges the research questions, that is: what are the types of ambiguity found in *Passport to the World 2: A Fun and Easy English Book for Grade VII of Junior High Schools*? What is the frequency of each type ambiguity? What type of ambiguity which dominantly appears? What are the causes of the ambiguous sentences? and What is the way to disambiguate ambiguous sentences?.

The objectives of this study are; to describe the types of ambiguity found in *Passport to the World 2* an English textbook, to describe the frequency of each type of ambiguity, to describe the type of ambiguity this dominantly appears, to find the causes of the ambiguous sentences, and to describe the way

to disambiguate ambiguous sentences in *Passport to the World 2: A Fun and Easy English Book*.

B. Research Method

This part deals with method of the writer to analyze the ambiguous sentences in *Passport to the World 2: A Fun and Easy English Book*. It is divided into five parts, that is type of research, object of research, data and source of the data, method of collecting data, and method of analyzing data.

Type of the study is a descriptive qualitative research. The object of this research are all the ambiguous words, phrases and sentences in *Passport to the World 2 : A Fun and Easy English Book*. The data of this research are words, phrase and sentences which are ambiguous in textbook. The source of the data is *Passport to the World 2: A Fun and Easy English Book for Grade VII of Junior High School*. This textbook published in Solo by PT Tiga Serangkai Pustaka Mandiri in 2009. The technique of collecting data is by using content analysis. The technique of analysis data is by descriptive qualitative.

C. Research Finding and Discussion

This study explains research finding and discussion of research finding:

1. Research Finding

In this research finding, it will answer the problem statement before, they are: the types of ambiguity, the frequency of each type of ambiguity, the type of ambiguity this dominantly appears, the causes of the ambiguous sentences, and the way to disambiguate ambiguous sentences in *Passport to the World 2: A Fun and Easy English Book*.

a. The Types of Ambiguity

By using the Kreidler Theory and Kess in Fauziati Theory, the writer categories four types of ambiguity, they are; lexical ambiguity, referential ambiguity, surface structure ambiguity, and deep structure ambiguity.

There are some examples of lexical ambiguity which find in *Passport to the World 2: A Fun and Easy English Book*. (1) Give compliments to the *host* about party (page 7). The word *host* includes

in homonym. It has two meanings; they are *person who entertain guests in their house* and *person who introduces guests on radio or television program*. (2) I have to study for a *test*. (page 39). The sentence contains polysemy in word *test*. The word *test* has more than one way to interpret, they are: *specific test like biology test, civic test, or other test*.

The next type of ambiguity is referential ambiguity. The writer will show the examples. Referential ambiguity divided into four types, they are: (1) an indefinite referring expression may be specific or not, the example is “I have to do my *homework*. (page 38)”. The word *homework* may refer to *specific homework like mathematic homework, biology homework, some homework or any homework*. The ambiguity disappear if we add on the one hand, *but I could not finish it*, or on the other hand, *but I could not finish one*. (2) anaphora is unclear because a personal pronoun, *he, she, it* or *they*, can be linked to either of two referring expressions, for example, “Rina has invited her friends to *her* birthday party (page 8)”. In the sentence above, *her* include in anaphora because it can refer two interpretations. First interpretation, *her* refers to *Rina who will hold birthday party*. Second, the word *her* refers to *Rina’s friend who will hold birthday party*.

The third kinds of referential ambiguity are the pronoun *you* is used generically or specifically, for example, “If *you* do, then come and see the committee to register your class. (page 42).” The pronoun *you* in that sentence are include in referential ambiguity because the word *you* can be *the listener(s), the reader(s) or the students*. (4) a noun phrase with *every* can have distributed reference or collected reference, for example, “So, I invite *everybody* for the dinner (page 40).” The sentence above is includes referential ambiguity because the word *everybody* refers to *all of the people in that sentence take place, or all the people in the world*.

There are some types of surface structure ambiguity which finds in *Passport to the World 2: A Fun and Easy English Book*. It divides into four types, they are; (1) containing the coordinators *and* and *or*, “I can write an invitation *and* a letter of acceptance *or* refusal (page 49).” The sentence has more than one construction, there are: ([I can write an invitation] and [a letter of acceptance or refusal]) or ([I can write an invitation and a letter of acceptance] or [refusal])

The next type is contain a coordinate head with one modifier, for example, “I have a coconut *and* chocolate flavors (page 21). In the sentence (1) above, it contain surface structure ambiguity because it can be interpret more than one, ([coconut] and [chocolate flavors]) ‘I have a coconut fruit and chocolate flavors’ *or* ([coconut and chocolate] flavors) ‘I have coconut flavors and chocolate flavors’

Third type contains a head with a coordinate modifier, for example, “A lady gave him a *small and glamorous* pillow. (page 112). The sentence above contains surface structure ambiguity because there are two modifiers of one head. ([small and glamorous] pillow) ‘A lady gave him a small pillow and glamorous pillow.’ Or ([small] and [glamorous pillow]) ‘A lady gave him small other thing and glamorous pillow’

The fourth is containing a complement and modifier or two complements. For example, I can *write a story in the past* (page 69). The sentence above contains surface structure ambiguity because it can be refers more than one interpretation. ([write] [a story in the past]) ‘I can write a story that happens in the past time, for example the experience.’ Or ([write a story] [in the past]) ‘I could write any story two days ago’.

The last type of ambiguity is deep structure ambiguity which identified adjective + infinitive, tied to subject or to complement. “It was *very interesting to see* how the workers did their jobs. (page 158).” The sentence above includes in deep structure ambiguity because it

contain adjective + infinitive, tied to subject or to complement. The phrase *interesting to see* can be interpreting more than one way, they are: ('interesting me to see the workers did their jobs') or ('interesting others to see the workers did their jobs').

b. The Frequency of Each Type of Ambiguity

Based on the frequency, There are four types of ambiguity; lexical ambiguity, referential ambiguity, surface structure ambiguity, and deep structure ambiguity. The writer found (64, 03%) lexical ambiguity of 73 ambiguous sentences, (21, 93 %) referential ambiguity of 25 ambiguous sentences, (13, 16%) surface structure ambiguity of 15 ambiguous sentences, and (0, 88%) deep structure ambiguity of 1 sentence.

c. The Type of Ambiguity this Dominantly Appears

The writer shows the type of ambiguity which dominantly appears is lexical ambiguity. From the source of the data, Passport to the World 2 an English Textbook for Junior High School, the writer found 73 ambiguous sentences of lexical ambiguity. It contains 58 homonyms (50, 88%) and 15 cases on polysemy (13, 16%). The percentage of lexical ambiguity is (64, 03%) the highest of all.

d. The Causes of the Ambiguous Sentences

There are four causes in this study, namely: without context, ambiguous word order, improper or missing punctuation and faulty pronoun reference. First is without context, here is the example, "I like collecting *dolls* (page 29)". The word *dolls* has more than one way to interpret, they are: *specific dolls like teddy bear dolls, spongebob dolls, hello kitty dolls or all of kinds of dolls*. The unambiguous sentence become: I like collecting Teddy Bear dolls. (If it is specific dolls) or I like collecting all of the kinds of dolls. (If it is not specific dolls).

Second, ambiguous word order, for example "I get the *recipe* from a magazine (page 5)". The word *recipe* has two meanings; they are *set of instructions for preparing a food dish* and *way of achieving*

something. The unambiguous sentence become: (1) I get the fried rice recipe from a magazine; (2) I get the way of move on from a magazine.

Third is improper or missing punctuation. For example, “I can write an invitation *and* a letter of acceptance *or* refusal (page 49)”. The sentence has more than interpretation because of the missing punctuation. The unambiguous sentence must be “I can write an invitation and a letter of acceptance, or refusal.”

Fourth is faulty pronoun reference. For example “Cheung and Maunche announced that a tiny plant had emerged from *his* pot. (page 133)”. In that sentence, *his* include in anaphora because it can refer two interpretations. First interpretation, *his* refers to *Cheung*. Second, the word *her* refers to *Maunche*.

e. The Way to Disambiguate Ambiguous Sentences

There are some ways to disambiguate ambiguous sentence, namely: paraphrasing, adding preposition, moving sentence construction, adding additional context, truth conditional section and using picture. First is paraphrasing, for example, “I have to do my *homework*. (page 38)”. Paraphrase: “I must finish my *biology homework*”. Second is adding preposition, for example “Check the expression (page 54)”. By adding preposition ‘for, it become “Check for the expression.”

Third is moving sentence construction. For example, “They brought many presents for her. (page 112)”. By moving sentence construction, the sentence will be ‘Many presents for her they brought’, or ‘For her, they brought many presents’. Fourth is adding additional context. For example, “Clean the *class* after the art class (page 72)”. By adding additional context in that sentence it will make unambiguous, like ‘Clean the *VII B* class after the art class.’

Fifth is truth conditional section. For example, “You look *great!* (page 1)”. By using truth conditional section, the sentence become ‘You look great in your new haircut.’ Sixth is using picture. For example,

'Dina won the match (page 51)'. To make the sentence clear, the writer will give the picture:



The picture above shows that the 'match' is badminton match. Thus the sentence 'Dina won the match' becomes 'Dina won the badminton match'.

2. Discussion

In this paper, the writer finds four types ambiguity; lexical ambiguity, referential ambiguity, surface structure ambiguity and deep structure ambiguity. Then, the writer tries to compare her finding with the previous one, there are no similarities but has some differences. The differences between the writer findings and previous findings are Tambunan found lexical ambiguity and structural ambiguity; Hakim found lexical, surface structure, deep structure ambiguity; Irawati found lexical ambiguity and structural ambiguity; Kusumawati found lexical ambiguity and structural ambiguity; Pramitasih found lexical ambiguity and structural ambiguity; Irawan found lexical ambiguity and grammatical ambiguity; Maharani found lexical, surface structure, deep structure ambiguity.

Based on the frequency, the writer finds (64, 03%) lexical ambiguity of 73 ambiguous sentences, (21, 93 %) referential ambiguity of 25 ambiguous sentences, (13, 16%) surface structure ambiguity of 15 ambiguous sentences, and (0, 88%) deep structure ambiguity of 1 sentence. There are some differences between the writer's frequency and the previous findings. The difference between this study and Tambunan's work is Tambunan found 23 cases of lexical ambiguity and 24 cases of structural

ambiguity. Lexically ambiguity which represented 48,9% included noun 30,4%, verb 34,8%, adverb 4,3%, adjective 30,4% while structural ambiguity represented 51,1% included noun phrases 100%.

The difference between this study and Hakim's Work is Hakim found 48 ambiguous sentences which consist of lexical ambiguity attains 25 or (51, 1%), surface structure ambiguity 18 sentences or (37, 5%), and deep structure 5 sentences or (10, 4%). The difference between this study and Irawati's work is Irawati found 38 kinds of words and phrases that are ambiguous, 11 lexical ambiguous and 27 structural ambiguous. The results of the lexical ambiguity presents 28,9% included noun 45,4%, adjective 18,2%, and 36,4%. While the results of the structural ambiguity presents 71% included noun phrase 100%.

The difference between this study and Kusumawati's work is Kusumawati found structural ambiguities is 80% and the frequency of lexical ambiguities is 20%. The difference between this study and Pramitasih's work is Pramitasih found 101 ambiguous sentences consist of lexical ambiguity (23, 8%) and structural or syntactic ambiguity (76, 2%). The difference between this study and Irawan's work is Irawan found 23 sentence consist of 15 data represent grammatical ambiguity (65, 22%) and 8 data represent lexical ambiguity (34, 78%). The difference this study between Maharani's work is Maharani found 40 ambiguous sentences consists of structural ambiguity was 28 ambiguous sentences or 70% and the data specified was 15 surface structure ambiguous sentences or 37,5% and the deep structure ambiguous was 13 sentences or 32,5%. The lexical ambiguity only appeared in 12 ambiguous sentences or 30%.

By using the frequency, the writer found the dominant types of ambiguity that is lexical ambiguity. There are 73 ambiguous sentences or 64,03%. There are no similarities between this current studies and all of previous studies, but there are some differences between them. The difference between this study and the previous studies are: the first previous study found structural ambiguity as the dominant types of

ambiguity; the second previous study found lexical ambiguity as the dominant types of ambiguity; the third previous study found structural ambiguity as the dominant types of ambiguity; the fourth previous study found structural ambiguity as the dominant types of ambiguity; the fifth previous study found structural ambiguity as the dominant types of ambiguity; the sixth previous study found grammatical ambiguity as the dominant types of ambiguity; the seventh previous study found structural ambiguity as the dominant types of ambiguity.

The writer also determines the causes of ambiguity, namely: without context, ambiguous word order, improper or missing punctuation, and faulty pronounreference. The writer tries to compare this result with the previous researchers, there is Wening Bayu Irawan that explain the causal factors of ambiguity, namely: grammatical word form, equivocal phrasing, and contextual ambiguity.

There are some ways to disambiguate ambiguous sentence, namely: paraphrasing, adding preposition, moving sentence construction, adding additional context, truth conditional section and using picture. The writer tries to compare this study and the previous. The differences between Hakim's work and this study is Al Hakim found the method to disambiguate namely: paraphrase selection and truth conditional selection; The differences between Pramasih's Work and this study is Pramasih found the method to disambiguate namely: paraphrasing, adding preposition of, moving sentence construction, adding additional context, adding Hyphen (-) and picture, while the current study found as described above. The differences between Maharani's Work and this study is Maharani found the method to disambiguate namely:paraphrase selection and truth conditional selection, while this study found as described before.

The writer tries to compare this finding study and the theory. The first theory from Kreidler (2002: 41-169). the similarities between kreidler theory (2002: 41-169) and this study is equally earlier finding lexical ambiguity, referential ambiguity, and surface structure ambiguity. The

difference is in the types of each ambiguity. The writer finds surface structure ambiguity only four of six types and deep structure ambiguity one of three types of ambiguity. The second theory comes from Kess in Fauziati (2009: 64-65). The similarity between this study and that theory is equally finds lexical, surface structure and deep structure ambiguity. The difference is, there is referential ambiguity.

D. Conclusion and Suggestion

1. Conclusion

The writer finds four types of ambiguity, namely: lexical ambiguity, referential ambiguity, surface structure ambiguity, and deep structure ambiguity. The writer finds 114 ambiguous sentences consist of 73 lexical ambiguity (64, 03%), 25 referential ambiguity (21, 93 %), 15 surface structure ambiguity and 1 deep structure ambiguity (0, 88%). The writer assumes that the dominant type of ambiguity in this research is lexical ambiguity. There are 73 sentences lexical ambiguity or (64, 03%).

The writer also determines the causes of ambiguity, namely: without context, ambiguous word order, improper or missing punctuation, and faulty pronoun reference. The writer also find some ways to disambiguate ambiguity, that is: paraphrasing, truth conditional sentences, adding preposition, moving sentence construction, adding additional context, adding correct punctuation and using picture.

2. Pedagogical Implication

In this research, it will make the student get more knowledge. The students can understand whether the sentence is ambiguous or not from the notion of ambiguity. In the types of ambiguity, the student can differentiate the types of ambiguity. From the causes of ambiguity, the student can identified why the sentence is ambiguous. From the way to disambiguate ambiguity, the student can make the unambiguous sentences from the ambiguous one. From the several benefits when there, the teacher can immerse the students to consider the multiplural realities when they read, assess the students' background on reading, make clear the authentic

context of their reading and to give clearer understanding how ambiguity is not a huge problem.

3. Suggestion

In this textbook, the writer found 114 ambiguous sentences consists of 73 lexical ambiguity, 25 referential ambiguity, 15 surface structure ambiguity, and 1 deep structure ambiguity. The data shows that there are many ambiguous sentences in *Passport to the World 2 an English Textbook*, it makes the students or the readers confuse to understand the intended meaning. The writers of *Passport to the World 2 an English Textbook* must be careful on arrange the sentences and choose the right vocabulary. They must disambiguate the sentence in some ways like; paraphrasing, truth conditional sentences, adding preposition, moving sentence construction, adding additional context, adding correct punctuation and using picture.

The writer found 114 ambiguous sentences consists of 73 lexical ambiguity, 25 referential ambiguity, 15 surface structure ambiguity, and 1 deep structure ambiguity. The teachers that use this book must be aware when they try to explain the materials. The teacher must give a clear interpretation in order to make students easier understand about the instruction or the material itself.

Ambiguity is the interesting case to be analyzed. The writer limit on types of ambiguity, causes of ambiguity, and the way to disambiguate ambiguous sentences in *Passport to the World 2 an English Textbook*. The writer hopes that the next researcher will better than this research. The writer also hopes that this research will provide the knowledge of ambiguous sentences.

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