

**A STUDY ON THE AMBIGUITY FOUND IN ENGLISH
TEST FOR JUNIOR HIGH SCHOOL STUDENTS**



RESEARCH PAPER

Submitted as a Partial Fulfillment of the Requirements for Getting
Bachelor Degree of Teaching Training and Education Faculty
Surakarta Muhammadiyah University

LUOMAN AL HAKIM
A 320 050 126

**TEACHING TRAINING AND EDUCATION FACULTY
SURAKARTA MUHAMMADIYAH UNIVERSITY**

2009

CHAPTER I

INTRODUCTION

A. Background of the Study

English is the international language that used almost all people in the world. Learning and using English can also be carried out by people who not come from English native but it is necessary some steps and times. It can be begun from an Elementary School, such as introducing words by words, colors, writing, speaking, etc. In Junior High School, English learning is also taught to continue the English lesson from an elementary school. Generally, English teachers teach class who consist of 40 until 50 students. Their times are allocated about four hours every week. They also handle some learning media as a tool to facilitate receiving materials and to improve the student's mastering English, such as text book, OHP, picture, etc.

The existence of English learning can not be separated from learning media. The English teachers can not teach only rely on their voice. It will make they fell tired soon. Furthermore English is still called strange and difficulty's material by the students so it needs learning media to be the bridge of the English learning. Of course, the teachers will exploit the learning media available now. They should know that the development of English learning media is very fast. Modern technology competes to spawn some new learning media. We should perceive positively about it because there are someone who wants to develop in the education program. Moreover, disseminating of its media has spread into

outlying place of our nation. It is very useful to recognize English to the students in there. Its media is organized as Internet, OHP, Power Point Presentation, English electronic dictionary, Microsoft Excel Worksheet, etc.

Adopting a modern technology as a tool of English learning media can not make us forget the media that available before. English text book is a media ordinarily used by the English teachers and the students now. English text book is an English course book in a certain field area and standard books compiled by expert in certain area to get the meanings and the purposes of instructional that completed with instruction devices that compatible and easy to be understood by the doer in the schools and colleges. It is usually accompanied by teacher instruction books containing carrying out orientation. English text book can be divided into two books, English main book and English exercise book.

English main book is a book usually used by the English teachers as a subject book to teach their students. Selection of English main book depends on the teacher's compatibility with the materials served in there although the government has provided the package books to all of lesson area. Beside it, the English teachers also need some references of book matching with lesson managed by them.

English exercise book (LKS) is a kind of English book containing transcription that is meant to perpetuate exercises or works that has been finished and planned. It is written and compiled by local English teachers or the groups of local English teachers. They are non English native. Its book planed to guide the students with the lesson materials or instruction materials and it usually loads and

proposes some questions and exercises. Its content consists of English materials summary, exercises, competency's examination, and practicing of semester. The students can practice it with the English teacher's instruction or without their instruction because there is available of some instructions in there.

From the definition of an English exercise book, the writer concludes that the handle of English exercise book is surely has some functions. First, as lesson carrying out orientation. It means that the implementation of lesson must be grounded on the English exercise book. Second, guide the students when they do some exercises, questions, and practices. Third, record the student's exercises with step by step, on time, and detail. The students can do their practices in their English exercise book so that if their parents or the teachers want to check the student's development of certain materials, they only open the student's English exercise books. Fourth, the English exercise book has a function as an instrument to know what the students have known, understood, and mastered the materials of lesson served in text books or not yet.

English test materials is the most important aspect compiler of an English exercise book. It is served as a practice test for students. There are two types of English test materials on exercise book. First, objective test, objective test is a test containing questions that has only one answer as result of understanding. Some objective tests contain matching, multiple-choice, or true-false questions which require the student to select the correct answer from a number alternative. Others contain completion or short answer questions which require the student to supply a word or phrase (Samalonis, 1970:132). Second, essay test, the essay test

is a valuable means of evaluating the student's ability to select and organize his information, his spelling and grammar, and, in some types of essay questions, his creativity (Samalonis, 1970:133).

When the students are doing and understanding some English test materials in there, they sometimes fell confuse and doubt because its words or sentences have two interpretations. It is called ambiguous test. They often must select the first or the second interpretations of its construction. It is not easy to analyze its model. Even, the English teachers must analyze it deeply. In here the writer will show the examples of ambiguous constructions models of tests matter on English exercise book, such as:

- (1) What would she do if she had the *tickets*?

(*Pidjar*, page 6)

- (2) ...Mrs. Yusri prepared her tenth daughter's birthday party...

(*Talenth*, page 28)

- (3) It is exciting to ride on the *back* of the horse.

(*Basis*, page 28)

- (4) ... My sister helps mother to cook something for breakfast in the kitchen...

(*Sportif*, page 48)

- (5) ...Javanese people in the villages go shopping for their daily needs on certain days....

(*Sportif*, page 58)

The first example is ambiguous on the word *tickets*. The word *tickets* means tickets to ride bus/train or traffic tickets from the police. The second example is ambiguous on the sentence “Mrs. Yusri prepared her tenth daughter’s birthday party”. It means Mr Yusri prepared her daughter’s birthday party who has tenth years old or Mr Yusri prepared birthday party for her tenth daughter. The third example is ambiguous on the word *back*. This word means on the back/behind of horse or on the carriage. The fourth example, its sentence is ambiguous. It means my sister helps mother to cook something in the kitchen and have breakfast also in the kitchen or my sister helps mother to cook something in the kitchen but have no breakfast in the kitchen. The last example is ambiguous on the deep structure of its sentence. it has two different meanings, namely; Javanese people in villages go shopping on certain day for their daily needs and Javanese people go shopping to complete their daily needs on certain days.

From all of the explanations above, the writer wants to analyze the ambiguous sentences of English test on English exercise books entitle Basis, Inovasi, Mandiri, Merpati, Sportif, Talenta, and Pidjar based on types of ambiguity on the English exercise books (including lexical ambiguity, surface structure ambiguity, or deep structure ambiguity), the frequency of each types of ambiguity, and the ways to disambiguate of the ambiguous sentences. From all of the explanations, the writer’s title on his study is A STUDY ON THE AMBIGUITY FOUND IN ENGLISH TEST FOR JUNIOR HIGH SCHOOL STUDENTS.

B. Previous Studies

The first research about the study of ambiguity has been carried out by Susan Kristianty (2006). She was a student of Kristen Petra's University Jakarta. She conducted her research entitled "The Structural and lexical ambiguity found in Cleo Magazine Advertisements". She focused on the kinds of sentences or phrases which are structurally ambiguous and kinds of words are lexically ambiguous in Cleo Magazine's advertisement issued in April and March 2006. In analyzing the data, she identified the structurally ambiguous sentences by using Tree Diagrams or IC Analysis. She also clarified the lexically ambiguous sentences by looking at the meaning from the lexical ambiguous words. Her conclusion is that the kinds of ambiguous sentences and the kinds of ambiguous words occur in advertisement and lexical ambiguity occurs more frequently than structural ambiguity of advertisements in Cleo Magazine.

The second research about the study of ambiguity has been conducted by Silvia Hartono (1999). She was a student of Kristen Petra's University Jakarta. She carried out her research entitled "The Structural Ambiguity in News Headlines in the Jakarta Post Newspaper". She focused on the structural ambiguity. She analyzed structural ambiguities in news headlines in the Jakarta Post newspapers by using Andrew Radford's theories, which classify the ambiguities into phrases and sentences. The conclusion of her study was the ambiguities are mostly caused by the arrangement of the prepositional phrases in sentences, which are used as an adverb of place in the sentence, besides, the

ambiguities could also be caused by the arrangement of the noun phrases in sentences.

The third research about the study of ambiguity has been done by Diana Kusumawati (2001). She came from Kristen Petra's University. She conducted her research entitled "The Study of Ambiguity in the Articles of Hello Magazine". She analyzed the structural ambiguities in Hello magazines by using Andrew Radford and Diane D. Bornstein's theories, and the lexical ambiguities in Hello magazines by using Jacob and Rosenbaums' theories. She concluded that the structural ambiguities appear more frequently than the lexical ambiguities.

This research uses the English test containing ambiguity on English exercise books for Junior High students as the data. The data of this research is different from previous studies and the data of this research is to extent the three previous studies in advance because the first research focuses on the kinds of sentences or phrases which are structurally ambiguous and kinds of words are lexically ambiguous in Cleo Magazine's advertisement issued in April and March 2006. Second research focuses on the structural ambiguities in news headlines in the Jakarta Post newspapers by using Andrew Radford's theories, which classify the ambiguities into phrases and sentences. The third research focuses on the structural ambiguities in Hello magazines by using Andrew Radford and Diane D. Bornstein's theories, and the lexical ambiguities in Hello magazines by using Jacob and Rosenbaums' theories.

Looking all of previous studies, the writer will extend the previous studies especially on the ways to disambiguate of the ambiguous sentences. The

writer concludes that no other researcher who study on the ambiguity of English test on English exercise books for Junior High School because the writer uses it as the data due to expand the three previous studies. It means that this study had not even studied by the other researcher.

C. Problems Statement

The writer investigates the ambiguous sentences found in English exercise books for Junior High School students in so doing this study with the problems are:

- a. What types of ambiguity found in the English exercise books?
- b. What is the frequency of each types of ambiguity?
- c. How do the ways to disambiguate the ambiguous sentences?

D. Limitation of the Study

The object in this research is limited only on the English test containing ambiguous sentences available on the English exercise books for Junior high school students because it contains a lot of ambiguous sentences. The ambiguous sentences on this study achieve 48 ambiguous sentences. It consists of seven English exercise books, like Basis, Inovasi, Mandiri, Merpati, Sportif, Talenta, and Pidjar

E. Objectives of the Study

The objectives of this research are:

- a) To describe the types of ambiguity found in the English exercise books.
- b) To describe the frequency of each types of ambiguity.
- c) To describe the ways to disambiguate the ambiguous sentences.

F. Benefits of the Study

The writer expects that this study gives some contributions for theoretical field and practical field, such as,

- 1. Theoretical benefits
 - a. This study can give description on the types of ambiguity, the frequency of each types of ambiguity, and the ways to disambiguate of ambiguous sentences.
 - b. To enable the students to understand the types of ambiguity, the frequency of each types of ambiguity, and the ways to disambiguate of ambiguous sentences.
 - c. The results of this study can be used as the development of theory that available before.
- 2. Practical benefits
 - a. The researcher can get more knowledge in understanding the ambiguous construction.

- b. This research can help the students and the teachers of Junior High School to understand deeper and analyze the ambiguous constructions of English test on English exercise books.
- c. This study will give more information to the other writers who want to discuss similar or related study.

G. Research Paper Organization

Chapter I is introduction that covers background of the study, previous studies, problem statement, limitation of the study, objectives of the study, benefits of the study and the research paper organization. Chapter II is underlying theory encompasses of notion of ambiguity, types of ambiguity, and the ways to disambiguate the ambiguous sentences. Chapter III is research method pervades type of research, object of research, the source of the data, method of collecting data, and technique of analyzing data. Chapter IV is data analysis includes research findings and discussion. Chapter V comprises conclusion and suggestion.