

Classification Table of Type of Ambiguity

	No	Sentence	Types of Ambiguity		Interpretation
			Syntactic/ structural	Lexical	
1	1	The other schools are using various English textbooks	✓		1) Various textbook of English 2) Textbook of various English
	2	The result of reviewing learning materials using checklist is showed in Appendix 1.	✓		1) Reviewing of learning material 2) Material of reviewing learning
	3	Identify words of things, people, characteristics, and times in a simple oral monologue text	✓		1) Words of things, people, characteristics, and times 2) Words of things, words of people, words of characteristics and words of time
	4	The materials of producing simple expressions that cover base language function were relevant to the competences because all the competencies are available in the learning materials in the textbook and almost all kinds of most possible materials expected being used are available in the textbook.	✓		1) Base of language function 2) Function of base language
	5	all the competencies are available in the learning materials in the textbook and almost all kinds of most possible materials expected being used are available in the textbook.	✓		1) most possible of materials 2) most of possible materials
	6	This part is covered on module 3 and 14	✓		3) Module 3 and 14

					4) Module 3 and module 14
	7	The students are able make up menu of a restaurant		✓	1) Compose restaurant menu 2) Arrange restaurant menu
2	8	the students as the teacher to be have to presented the materials to their students later or when they joined with the particular organization or office	✓		1) the particular organization or office 2) the particular organization or particular office
	9	assess the students' personal preparation skills	✓		1) the skills of students' personal preparation 2) the preparation of students' personal skills
3	10	it was a test to measure students' understanding		✓	1) A test to assess students' understanding 2) A test that have a theory to discover exact size on the effect of students' understanding
	11	how they ask part of room, how they ask the date of arriving or leaving,	✓		1) The date of arriving and leaving 2) The date of arriving and the date of leaving
	12	The teacher wrote them down on the blackboard and asked the students to construct their dialogue based on the order.		✓	1) Command/instruction 2) The way in which people or things are arrange in relation to each other
	13	The group work learning gives the learners opportunity to practice with their friends.	✓		1) The learning of group work 2) The group work of learning
	14	In teaching different language skills , it is clear there could be difficulties when learners influenced by their first language	✓		1) Skills of teaching different language 2) Teaching of different language skills

	15	The integrated skills taught by the teacher in each meeting are useful in improving their understanding in the real life integration of language.	✓		1) the integration of real life 2) the real of life integration
	16	Based on the observation conducted from the first until the sixth meeting, the teacher of Office English class has used the integrated skills in teaching the students.	✓		1) Office of English class 2) Class of Office English
	17	Furthermore, during the classroom observation, the ongoing need analysis has conducted by the Office English teacher through repeating different activities that mostly needed by the learners for their future career such as telephone conversation.	✓		1) Office of English teacher 2) The teacher of office English
	18	it can be assumed there are formal assessments that should be performed by the Office English learners –midterm test, final test, and assignments.	✓		1) The office of English learners 2) The learner of English office
	19	it can be assumed that the assessments for Office English class learners are in the forms of formal assessment –midterm test, final test, and assignments, and informal unplanned comments and feedback.	✓		1) Learners of office English class 2) Class of office English learner
4	20	The second type is inter-sentential switching. Inter-sentential switching is a switch at a clause or sentence boundary where each clause or sentence is in one language or another.	✓		1) Each clause or sentence 2) Each clause or each sentence

21	Farah tried to explain the steps in making the food in both Indonesian and English language	✓		<ol style="list-style-type: none"> 1) Indonesian and English language 2) Indonesian language and English language
22	Farah explained the audience about how to process the nut in Indonesian		✓	<ol style="list-style-type: none"> 1) Explain how to process the nut in Indonesian language 2) Explain how to process the nut just like Indonesian people do
23	Farah explained the perfect time to grill the food in Indonesian		✓	<ol style="list-style-type: none"> 1) Explain how to process the nut in Indonesian language 2) Explain how to process the nut just like Indonesian people do
24	switching of different type occurs within the clause or sentence boundary including the word boundary.	✓		<ol style="list-style-type: none"> 1) The clause or sentence boundary 2) The clause boundary or sentence boundary
25	she was going to make the cookies with a cutter which the shape was a heart.	✓		<ol style="list-style-type: none"> 1) She was going to make the cookies with a cutter which the shape was a heart 2) She was going to make a cookies which the shape was a heart with a cutter
26	Farah's excellent skills and knowledge in English make her able to switch the code easily and appropriately	✓		<ol style="list-style-type: none"> 1) Farah's excellent skills and knowledge 2) Farah's excellent skills and excellent knowledge
27	she used both Indonesian and English language to facilitate her audience about the seasoning that she used to cook.	✓		<ol style="list-style-type: none"> 1) Indonesian and English language 2) Indonesian language and English language

5	28	She found herself lost , confused, and searching for what she really wanted in life.		✓	1) She unable to find a way 2) She didn't know what to do in her life
	29	The affair continued for some time but did not work out, leaving her devastated and alone	✓		1) her devastated and alone 2) her devastated and her loneliness
	30	it's main character's denial of her ego defence mechanism because she thought that everything will be alright when the truth is that her marriage was failed, she tries to make her problem less hurt.	✓		1) Mechanism of ego defence 2) Ego of defence mechanism
	31	she uses the displacements ego defence mechanism.	✓		1) The displacements of ego defence mechanism 2) the mechanism displacements ego defence mechanism
	32	she's become needy to David		✓	1) She needs an emotional support from David 2) She become not confident with David
	33	In this point, the main character uses projection and rationalization of ego defence mechanism to explain why she couldn't have a relationship with Giovanni; he's too young for her and she didn't want to burden Giovanni.	✓		1) Mechanism of ego defence 2) Ego of defence mechanism
	34	Purely as a matter of principle		✓	1) Acitivity 2) Problem
	35	From the analysis above, the writer make it more specific and clear by showing	✓		1) More specific and clear 2) More specific and more clear

		before and after the changes of main character in table below.			
6	36	The researcher used the theory of speech functions and responses	✓		1) Speech functions and responses 2) Speech function and speech responses
	37	However, those statements and questions were done by the teachers.	✓		1) Those statements and questions 2) Those statements and those questions
	38	Like declaring the topic, the purpose of statement which is informing the next lesson or activity seemed like habit that the teachers usually do when they want to turn the topic or even develop it	✓		1) The next lesson or activity 2) The next lesson or the next activity
	39	It is good to make students easier in preparing their self and knowledge to meet a new or development of the lesson being taught.	✓		1) Their self and knowledge 2) Their self and their knowledge
	40	Naturally, question is an important part of the teaching-learning process because it enables teachers and students to build an interaction and also develop new ideas and information.	✓		1) New ideas and information 2) New ideas and new information
	41	Command , even though the use was not as much as statement and question has also important role, especially for the teacher.		✓	1) Order 2) The ability to control
	42	The transitivity structure of each clause of initiating moves were analyzed to see what actually the teachers and students' experience represent in initiate the	✓		1) the teachers and students' experience 2) the teachers' experience and students' experience

		classroom interaction, especially its relation to learn English Grammar.			
7	43	Type of writing tasks that is found in “English in Focus” are answering questions, rearrange jumbled words or sentences , complete the sentences, dialogue or text, fill in the blank, matching words, listing, and compose or write a sentence, dialogue or text.	✓		1) Jumbled words or sentences 2) Jumble words or jumble sentences
	44	There are twelve and eleven writing tasks in chapter 6 and 7 .	✓		1) Chapter 6 and 7 2) Chapter 6 and chapter 7
	45	rearrange jumbled words or sentences	✓		1) Jumbled words or sentences 2) Jumble words or jumble sentences
	46	As shown in the table, there are some writing tasks in the book which already relevant to the basic and standards competences and some other are not.	✓		1) The basic and standards competences 2) The basic competences and standards competences
	47	. Practice 3 asks students to recognize and make list of any objects found in their bedroom and kitchen , this task is also asked the students to compare their work with their friends.	✓		1) Their bedroom and kitchen 2) Their bedroom and their kitchen
	48	While Practice 5, 6, and 7 belong to the applying level where the students need to complete the sentences using there is/are.	✓		1) Practice 5, 6 and 7 2) Practice 5, practice 6 and practice 7

49	In this task, the student have to recall their knowledge or information that they already know before they're going to learn more about it	✓		1) Their knowledge or information 2) Their knowledge or their information
50	Practice 2, 3, 4, 8, and 10 are included in understanding level of cognitive process dimension	✓		1) Practice 2, 3, 4, 8, and 10 2) Practice 2, practice 3, practice 4, practice 8 and practice 10.
51	Practice 7, 9, 11, 12, 13, and 15 belongs to applying level, which requires students to choose and use the right words to complete the advertisement and answer the questions related to it	✓		1) Practice 7, 9, 11, 12, 13, and 15 2) Practice 7, practice 9, practice 11, practice 12, practice 13, and practice 15
52	this task is in line with remembering level where the students have to recall their existing knowledge or information and connect it with the new informations.	✓		1) their existing knowledge or information 2) their existing knowledge or their existing information
53	Practice 6 and 7 are in line with creating level where the students are asked to rearrange the paragraph and write their own recipe.	✓		1) Practice 6 and 7 2) Practice 6 and practice 7
54	The first and the second task are in line with remembering level, students have to recall their knowledge and information about the material that going to be learn.	✓		1) their knowledge and information 2) their knowledge and their information
55	Practice 3 demands the students to work in pair and rearrange jumbled text into a good order		✓	1) command/direction 2) methodically arrangement
56	it is a knowledge that they need from their	✓		1) the materials are more complex than

	long-term memory to learn more complex materials.			other. 2) The number of complex materials
57	The first task or Practice 1 asks students to recall knowledge or information that they already know about the names of things or objects found in their bedroom and their kitchen.	✓		1) the names of things or objects 2) the names of things or the name of objects
58	Practice 3 asks students to recall, categorize and list any objects found in their bedroom and kitchen , so this task is still in line factual knowledge which covers the details or specific facts	✓		1) their bedroom and kitchen 2) their bedroom and their kitchen
59	While Practice 5, 6, and 7 belong to the conceptual knowledge.	✓		1) Practice 5, 6, and 7 2) Practice 5, practice 6, and practice 7
60	Practice Practice 3 and 4 are the tasks that help students to apply their understanding about the material, by asking them to complete four messages and create a messages and announcements based on given situations.	✓		1) Practice 3 and 4 2) Practice 3 and practice 4
61	Practice 6, 11, 12, and 15 belongs to factual knowledge, which requires students to choose and use the right words to complete the advertisement and answer the questions related to it, students need to know the informations, details, and elements which is provided in the announcement.	✓		1) Practice 6, 11, 12, and 15 2) Practice 6, practice 11, practice 12, and practice 15
62	Practice 1, 2, 3, and 4 are all belong to	✓		1) The dimension of knowledge

	factual knowledge in the knowledge dimension.			2) The knowledge of dimension
63	Practice 1, 2, 3, and 4 are all belong to factual knowledge in the knowledge dimension.	✓		1) Practice 5 and 6 2) Practice 5 and practice 6
64	Practice 5 and 6 are in line with factual and conceptual knowledge	✓		1) Practice 1, 2, 4, and 5 tasks 2) Practice 1 tasks, practice 2 tasks, practice 4 tasks, and practice 5 tasks
65	Practice 1, 2, 4, and 5 tasks are only in line with factual knowledge.	✓		1) Practice 3 and 6 2) Practice 3 and practice 6
66	Practice 3 and 6 are belong to factual, conceptual, and procedural knowledge in revised Bloom's Taxonomy.	✓		1) more complex or detailed materials. 2) more complex materials or more detailed materials.
67	it is a knowledge that they need from their long-term memory to learn more complex or detailed materials.	✓		3) The dimension of knowledge 4) The knowledge of dimension
67	Activity 3 asks the students to find the similarities and the differences in some school notices.	✓		1) Notices of some school 2) Some notices of school
69	Activity 3, 5, and 6 are in line with applying level, where the students have to comprehend the concept of material and apply the concept into the tasks.	✓		1) Activity 3, 5, and 6 2) Activity 3, practice 5, and practice 6
70	Activity 3 is in form of shopping list, students are demanded to fill the shopping list with the correct items and amounts.	✓		1) correct items and amounts 2) correct items and correct amounts
71	it is a knowledge that they need from their long-term memory to learn more complex or detailed materials.	✓		1) more complex or detailed materials. 2) more complex materials or more detailed materials.

72	Activity 2, 5 and 8 are in line with creating level of cognitive process	✓		1) Activity 2, 5 and 8 2) Activity 2, activity 5 and activity 8
73	In activity 9, 10, 11, 12, and 13 are all in line with creating level, students demands to write a descriptive paragraph about the lost objects and favorite things.	✓		1) activity 9, 10, 11, 12, and 13 2) activity 9, activity 10, activity 11, activity 12, and activity 13
74	Activity 1, 2, and 3 are in line with remembering level	✓		1) Activity 1, 2, and 3 2) Activity 1, activity 2, and activity 3
75	Activity 6 and 7 are in line with analyzing level, students have to classify the language features of the text	✓		1) Activity 6 and 7 2) Activity 6 and activity 7
76	Activity 8 is in line with analyzing level where the students have to find and analyze the words which is describe the characteristic of famous actor or actrees.	✓		1) famous actor or actrees 2) famous actor or famous actrees
77	Activity 9 and 10 are in line with creating level, where the students have to construct a new form or a writing product.	✓		1) Activity 9 and 10 2) Activity 9 and activity 10
78	Students have to know the steps the concept, the steps and the details or the elements of the identity cards before they construct the identity card in a piece of paper.	✓		1) [The steps and the details] or [the element] 2) [The steps] and [the details or the elements]
79	Activity 10, 11, 12, and 13 are all in line with conceptual and procedural knowledge of the knowledge dimension	✓		1) Activity 10, 11, 12, and 13 2) Activity 10, activity 11, activity 12, and activity 13
80	Activity 5 and 6 only asked the students to label the part of the text and write the language features of the description text.	✓		1) Activity 5 and 6 2) Activity 5 and activity 6

	81	Activity 8 and 9 are both in line with conceptual knowledge, where the students must know the concept of words web and the dialogue to do this tasks	✓		1) Activity 8 and 9 2) Activity 8 and activity 9
	82	Activity 7 is in line with procedural level, where the students have to rearrange the sentences in a good order		✓	1) command/direction 2) methodically arrangement
	83	Activity 8, 9, 10, and 11 are all in line with conceptual and procedural knowledge dimension.	✓		1) Activity 8, 9, 10, and 11 2) Activity 8, activity 9, activity 10, and activity 11
8	84	This story showed how a homosexual's family condition influenced his condition and view on homosexuality.	✓		1) His condition and view 2) His condition and his view
	85	It can be seen how Paul experienced his sexual identity crisis because all of those external factors against on how he feels.	✓		1) Crisis of sexual identity 2) Identity of sexual crisis
	86	It implies that Paul surrounded by narrow minded society.	✓		1) Society of narrow minded 2) Narrow minded of society
	87	As the reflection on a broader social order, the social order at Paul's school put homosexual students in the lowest social structure.	✓		1) The lowest of social structure 2) Structure of the lowest social
	88	He tried to negotiate his sexual identity and religion by believing that God will accept him the way he is.	✓		1) his sexual identity and religion 2) his sexual identity and his religion
	89	It is showed that family condition takes a role in affecting someone sexual identity crisis.	✓		3) Crisis of sexual identity 4) Identity of sexual crisis
	90	Here Paul explained how he preferred to be	✓		1) emotional and spiritual problem

		friend with girls because he could talk about emotional and spiritual problem			2) emotional problem and spiritual problem
	91	During puberty some girls and boys may feel sexual curiosity toward others of the same sex	✓		1) some girls and boys 2) some girls and some boys
	92	He confused about his feeling and condition.	✓		1) his feeling and condition 2) his feeling and his condition
	93	As he lived in a narrow minded society that indicate two men hanging out together as homosexual, he was afraid that people would identified him as homosexual and he would became the victim of homophobic behaviour.	✓		3) Society of narrow minded 4) Narrow minded of society
9	94	The discussion is started by pointing out the main character's negative and positive images contain narrations and dialogues which shows the main character's image as an assassin.	✓		1) the main character's negative and positive images 2) the main character's negative images and the main character's positive images
	95	The data consists of narration and characters' dialogue which shows the main character's image as an assassin and therefore divided by four main character images consist of fourteen sentences showing the main character's negative image and twenty two sentences showing the main character's positive image.		✓	1) A bad character 2) A negative photographic image
	96	The analysis is started by pointing out the main character's image before		✓	1) Picture 2) The impression of a person

		deconstructed and later on deconstructed with Derrida's <i>sous raturé</i> .			
	97	the main character's image as an assassin who act for his own selfish purpose turns out to be an assassin who act for the greater good and humanity .	✓		1) The great good and humanity 2) The greater good and great humanity
	98	The main character's image as an assassin who act for his own selfish purpose turns out to be an assassin who act for the greater good and humanity.		✓	1) Picture 2) The impression of the person
	99	Ezio alongside his uncle stormed up San Gimignano to cease the nearest Templar power from Monteriggioni.	✓		1) the nearest Templar of power 2) the nearest of Templar power
10	100	In December, the United States passed new sanctions designed to halt Iranian oil exports	✓		1) Designed of new sanctions 2) Sanction of new designed
	101	This indicates that both editorials do not discuss about behaviour which refers to (typically human) physiological and psychological behaviour	✓		1) physiological and psychological behavior 2) physiological behavior and psychological behavior
	102	And simple past tense which is in material and verbal process is used to express reports	✓		1) material and verbal process 2) material process and verbal process
11	103	The more details about the turns of teacher's and students' utterances can be seen on appendix 2, table of move.	✓		1) the turns of teacher's and students' utterances 2) the turns of teacher's utterances and the turns of students' utterances
	104	The data were teacher and students' utterances which were gathered from the classroom observation done by the	✓		1) teacher and students' utterances 2) teacher s' utterances and students' utterances

		researcher.			
	105	There are five classrooms which is different grades (year 4, 5, and 6) from three different schools that have been observed by the researcher.	✓		<ol style="list-style-type: none"> 1) year 4, 5, and 6 2) year 4, year 5, and year 6
	106	Therefore, the researcher categorized this responses to the cognitive, behavioural, and emotional engagement .	✓		<ol style="list-style-type: none"> 1) the cognitive, behavioural, and emotional engagement 2) the cognitive engagement, behavioural engagement, and emotional engagement
	107	It showed that the students interested to the teaching and learning material and wanted to try to pronounce as what teacher had said	✓		<ol style="list-style-type: none"> 1) the teaching and learning material 2) the teaching material and learning material
	108	The government proposed the <i>Standar Proses Pendidikan Dasar dan Menengah</i> to become the indicator of the successful teaching and learning process	✓		<ol style="list-style-type: none"> 1) the successful teaching and learning process 2) the successful teaching process and <i>the successful</i> learning process
	109	it can be learned that primary students' engagement are limited to participate in the repeating the teacher's pronunciation, accepting the teacher's statement, responding to the teacher's question since the activities during main activities just to listen teacher's explanation and to repeat the teacher's pronunciation.	✓		<ol style="list-style-type: none"> 1) Engagement of primary students' 2) Primary of students' engagement
12	110	The influence literary works reply to other texts and discourse , and give the creativity	✓		<ol style="list-style-type: none"> 1) other texts and discourse 2) other texts and other discourse

		for us to reprocess it by commenting on, developing, criticizing, and so on.			
	111	“It first vanquished the resistance of the Islamic Emirate by using chemical and biological weapons which martyred more than 12.000 people.	✓		1) chemical and biological weapons 2) chemical weapons and biological weapons
	112	The 1 st text was about the spider and the wasp description and talked about the battle of the spider and the wasp.	✓		1) the spider and the wasp description 2) the spider description and the wasp description
	113	Although both of texts have different structure and purpose , but both of them have the same big idea, about propaganda.	✓		1) different structure and purpose 2) different structure and different purpose
	114	the 4 th text was talked about the nuclear that was controlled by U.S. both of text had different big ideas, topic and purposes .	✓		1) big ideas, topic and purposes 2) d big ideas, big topic and big purposes
	115	the 4 th text was talked about the nuclear that was controlled by U.S. both of text had different big ideas, topic and purposes .		✓	1) large amount of something 2) important
13	116	This was the result of the comparison of teachers’ and students’ utterances in classroom.	✓		1) teachers’ and students’ utterances 2) teachers’ utterances and students’ utterances
	117	Application, analysis, synthesis and evaluation questions , these four types of questions were not used by the teachers observed in the classroom.	✓		1) Application, analysis, synthesis and evaluation questions 2) Application questions, analysis questions, synthesis questions and evaluation questions
	118	The teacher could not judge the student’s answer because this kind of questions	✓		1) right or wrong answer. 2) right answer or wrong answer.

		could give many different answers and did not have right or wrong answer.			
	119	The last function was demonstrating the understanding of the knowledge or facts and the meaning of the topic.	✓		1) the understanding of the knowledge or facts 2) the understanding of the knowledge or the understanding of facts
	120	From the analysis of this study found that there were only two types of questions revealed; knowledge and comprehension question.	✓		1) knowledge and comprehension question 2) knowledge question and comprehension question
	121	The whole questions according to Table 4.2, posed by teachers were knowledge questions and comprehension question which were the lower order question	✓		1) the question of lower order 2) the lower order of the question
	122	the higher level questions generate students critical thinking and increase students' participation teaching and learning activities	✓		1) the question of higher order 2) the higher order of the question
14	123	The results of 'skripsi 1' study are the raters consider that the sentences are not natural because the structure of sentences still loyal to the source language structure and the form did not follow the culture of the target language	✓		1) The source of language structure 2) The structure of source language
	124	It's our biggest winners and surprises from the entire season.	✓		1) biggest winners and surprises 2) biggest winners and biggest surprises
	125	They are; did not sound like a translation but like someone speaking in the natural		✓	1) a usual usage

		everyday way, no wordy sentences and no unnecessary redundancy, and the choice of language is neither colloquial nor too formal and the identical phrase or expressions of a general nature are not overused, employed the forms of speech in common usage			2) a usage that belongs to everyone
	126	However, the next example is also unnatural because there are no changes between the source and the target language as seen below.	✓		1) source and the target language 2) source language and the target language
	127	Words, phrases, clauses, and sentences that are used are in accordance to Indonesian .		✓	1) Indonesian language 2) Indonesian people
15	128	They are also having substantial jobs which often result tense situation between this two.		✓	1) Important 2) Large in amount
	129	Seeing that the maxim of quality has flouted mostly by the main character in conversation during the movie, the writer consider that during their conversation the character often saying untrue statement for which lacks of adequate evidence.		✓	1) A person in the novel 2) A person personality
	130	She then uttered more insignificant explanation to argue Jesse's statement.	✓		1) more insignificant explanation 2) explanation of more insignificant
	131	To sum up the discussion, to comprehend the implied meaning in each flouting maxim such as flouting maxim quality, quantity, manner and relation , the audience should relate it to its type of	✓		1) flouting maxim quality, quantity, manner and relation 2) flouting maxim quality, flouting maxim quantity, flouting maxim manner and flouting maxim relation

		conversation which is flouted and its scene			
16	132	They will not be able to produce these in a way which makes their utterance or pronunciation comprehensible to a native speaker of the language.	✓		1) their utterance or pronunciation 2) their utterance or their pronunciation
	133	the researcher shows the table of findings of pronunciation teaching and learning activities during observation in the classroom which will answer the first research question.	✓		1) pronunciation teaching and learning activities 2) pronunciation teaching activity and pronunciation learning activities
	134	The mistakes which are found in the ten observation and two recording assignments were identified according to each area of mistakes.	✓		1) Two recording assignment 2) Assignment of two recording
17	135	Classroom Language is utterances, expressions, body languages and gestures that teachers used in classroom to create effective teaching and learning process.	✓		1) effective teaching and learning process. 2) effective teaching process and effective learning process.
	136	Teacher as a role model for the students has responsibilities to create good teaching and learning process for creating great classroom activity.	✓		1) good teaching and learning process 2) good teaching process and good learning process
	137	The teacher began to run the English teaching and learning process by greeting her students, started to organize the class by telling them about cardinal and ordinal number materials related to the students' need in Accounting and Office Administration class in Vocational High School. In this activity, the teacher asked to	✓		1) Accounting and Office Administration class 2) Accounting class and Office Administration class

		the students.			
	138	The teacher began to run the English teaching and learning process by greeting her students, started to organize the class by telling them about cardinal and ordinal number materials related to the students' need in Accounting and Office Administration class in Vocational High School. In this activity, the teacher asked to the students.	✓		1) Office of administration class 2) Class of office administration
	139	On the next meeting, the teacher began the class with the offering and requesting material .	✓		1) the offering and requesting material. 2) the offering material and requesting material.
18	140	painful memories from the child own childhoods often mean that they experience distress, even fear, whenever they are faced with same identical behaviour and emotional dependency	✓		1) same identical behaviour and emotional dependency 2) same identical behavior dependency and same identical emotional dependency
	141	Neglect is defined as a parent or caretaker's failure to provide the basic needs of survival for a child.	✓		1) a parent or caretaker's failure 2) a parent's failure or caretaker's failure
19	142	The data used in this study are <i>-ing</i> words in <i>Inferno</i> , a novel written by Dan Brown, and the translation of the <i>-ing</i> words in Indonesian translation version .	✓		1) Version of Indonesian translation 2) Translation of Indonesian version
20	143	Dumbledore telling him to draw his wand,		✓	1) to make a picture of his wand 2) to take his wand
	144	This scene is categorized as interpolations that aimed to bridge the raising of the plot	✓		1) previous book and movie 2) previous book and previous movie

	by showing the conflict between the Death Eaters and the Order of the Phoenix which already mentioned in previous book and movie .			
145	The meaning behind the title of the book and movie is cut.	✓		1) the title of the book and movie 2) the title of the book and the title of movie
146	Most of them are some whole new different scenes which are not included in the book that included interpolation of additional detailed scenes and dialogues .	✓		1) detailed scenes and dialogues 2) detailed scenes and detailed dialogues
147	The study thus underlined, even if these two works are tends to keep the same idea of one story, the two works can be distinguished as different works, because the elements in movie and written works are aimed in differrent suspense and way to entertain.	✓		1) differrent suspense and way 2) differrent suspense and different way