

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter reports the findings and discussion of ambiguity that are encountered in the skripsi that written by English Department students of UNJ. This chapter consists of two parts: data description and findings and discussion

4.1 Data Description

There are 20 skripsi of English Department students of UNJ which are taken randomly from 2011 to 2014, from both educational study program and literature study program. The data of this study are words, phrases, clauses and sentences that are containing ambiguity in the chapter four of skripsi of English Department Students, from both educational study program and literature study program.

4.2 Findings

From the analysis of ambiguity in the 20 skripsi, the researcher found 147 ambiguous sentences. The results of the analysis are presented in chart below:

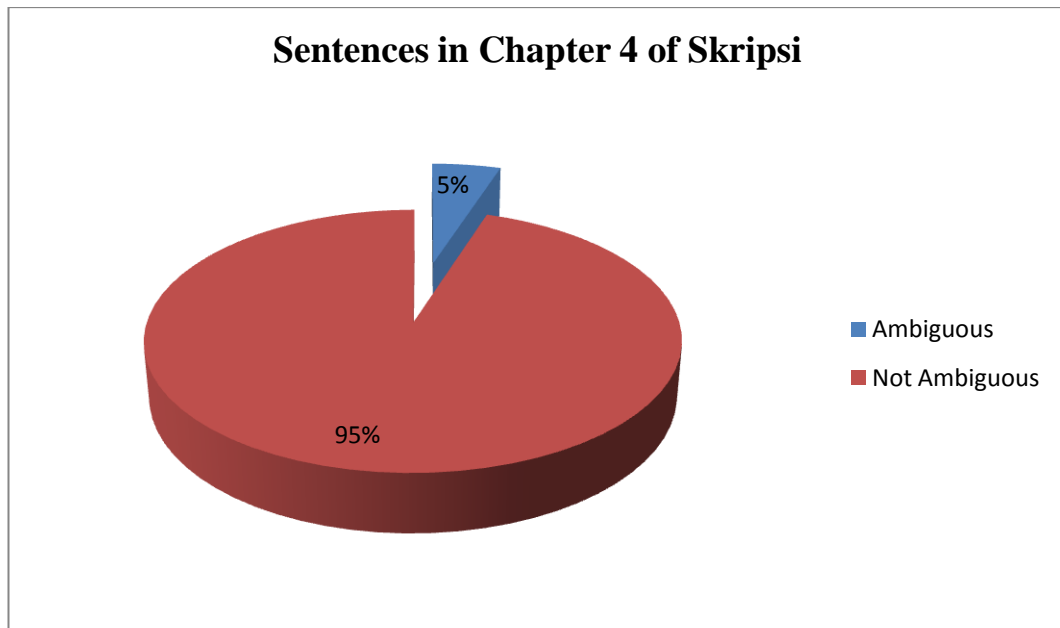


Figure 4.1 Ambiguity in the chapter 4 of Skripsi

Based on the chart above, there were 2944 sentences in the chapter 4 of 20 skripsi. The researcher found 147 (5%) ambiguous sentences and 2944 (95%) sentences is not ambiguous.

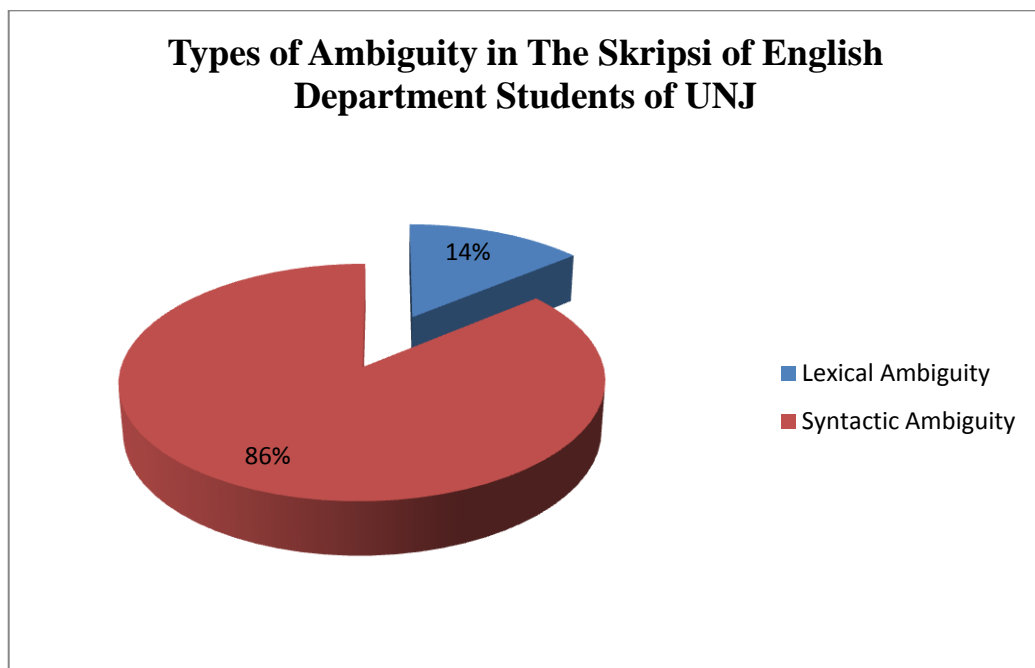


Figure 4.2 Types of Ambiguity in The Skripsi of English Department Students of UNJ

From the chart above, the researcher found 147 ambiguities in the chapter four of 20 skripsi of English Department students of UNJ. It is discovered that from 147 ambiguities that encountered, the two types of ambiguity appear which are lexical ambiguity and syntactic/structural ambiguity. It shows that the syntactic/structural ambiguity has the highest percentage (86%) with 127 sentences and followed by lexical ambiguity with 20 sentences and the percentage is 14%.

4.3 Discussions

From the findings above, there are 2944 sentences which consist of 147 ambiguous sentences and 2797 sentences are not ambiguous. The researcher encountered two types of ambiguity in the chapter four of 20 skripsi which are lexical ambiguity and syntactic/structural ambiguity. Types of ambiguity that mostly appear is syntactic/structural ambiguity (86%) with 127 sentences and followed by lexical ambiguity (14%) with 20 sentences.

In the next section, there is the discussion about the findings and the example of lexical ambiguity and syntactic ambiguity that encountered in the chapter four of 20 skripsi.

4.3.1 Lexical Ambiguity

Lexical ambiguity is a word that has multiple interpretation, for example the word *bank* which can be meant a place that provides financial service or the ground near river. Lexical ambiguity is the result of homonyms which is two words that has the same spelling and same pronunciation; homograph which is words that is written the same but pronounced differently; homophone which is two words that has different written form but have same pronunciation; and polysemy which is a words that has two or more related meanings. The study found 20 (14%) lexical ambiguity, 20 sentences belong to homonyms. There is no homograph. There is no homophone. There is no polysemy. The researcher will give 4

examples of lexical ambiguity found in the skripsi of English Department students of UNJ.

1. The example below is found in the Skripsi of English Department students number 15 :

*They are also having **substantial** jobs which often result tense situation between this two.*

The sentence above is an example of lexical ambiguity. The topic of the skripsi that the writer takes the sentence is discussing about maxims flouting in *Before Midnight* movie script. The two main characters of the movie, Celine and Jesse struggle their marriage life. The word *substantial* in this sentence has more than one meaning in the context of the sentence and belongs to homonyms. First, *substantial* can be defined as large in amount and the second one is important. If the writer uses the meaning of substantial as large in amount the meaning of the sentence will be Celine and Jesse are also having a lot of jobs which often result tense situation between them. However, the second meaning of *substantial* is important. If the writer uses the meaning of substantial as important the meaning of the sentence will be Celine and Jesse are also having jobs that important which make them very busy and the communication between them doesn't concern much about maintaining good relation. Both of meaning can be implied to this context because they both make sense to the readers' mind and there is no supported linguistic context that can refer to the real meaning.

2. The example below is found in the skripsi of English Department students of UNJ number 20 :

*Dumbledore only telling him to **draw** his wand*

The topic of the skripsi that the writer takes the sentence from is the Ecranization or the differences in the plot of Harry Potter and Half Blood Prince novel and its adapted movie. The sentence is ambiguous because of a word *draw* belong to homonym. According to Oxford Advanced Learner's Dictionary, *draw* as a verb has 16 meanings and there are two meaning that can be possible to infer the word *draw* in the sentence above.

The first one is *draw* as makes picture and the second one is *draw* as take out something. In the context of this sentence, both meaning of *draw* are possible to get interpreted by the readers. If the writer uses the meaning of *draw* as makes picture, the meaning of the sentence will be Dombledore only telling Harry Potter to make a picture of his wand. However, if the write uses the meaning of *draw* as take out something the meaning of the sentence will be Dombledore only telling Harry potter to take out his wand. Both of meaning can be implied to this context because they both make sense to the readers' mind and there is no supported linguistic context that can refer to the real meaning.

3. The example below is found in the Skripsi of English Department students of UNJ number 3 :

*After giving the points on the sequence of the particular telephone conversation, the teacher wrote them down on the blackboard and asked the students to construct their dialogue based on the **order**.*

The sentence above is also another example of lexical ambiguity that the writer encountered in the skripsi of English Department students. This sentence is ambiguous because the word *order* belongs to homonym. According to Oxford Advanced Learner's Dictionary, *Order* as a noun has 15 meanings. There are two possible meanings that the researcher gets from the word *order* in this sentence. The first meaning of *order* is the way in which people or things are placed or arranged in relation to each other. If the writer uses the meaning of *order* as the way in which people or things are placed or arranged in relation to each other, the meaning of the sentence is after giving the points on the sequence of the particular telephone conversation, the teacher wrote them down on the blackboard and asked the students to construct their dialogue based on the points of the conversation that the teacher gives to the students. The second meaning of *order* is instruction. If the writer uses the meaning of *order* as an instruction, the meaning of the whole sentence will be after giving the points on the sequence of the particular telephone conversation, the

teacher wrote them down on the blackboard and asked the students to construct their dialogue based on the instruction given. Both interpretations are making sense because they suit with the context of the sentence.

4. The example below is found in the Skripsi of English Department students of UNJ number 4 :

Farah explained the audience about how to process the nut in

Indonesian

The sentence above is lexically ambiguous due to a word *Indonesian*. The topic of the skripsi is the code switching in *Ala Chef* TV program. The meaning of *Indonesian* in this sentence is ambiguous since it belongs to homonym which is lead to double meaning. *Indonesian* in this sentence can be defined as Indonesian language or it can be defined as Indonesian people. Both meaning of *Indonesian* can be imply the meaning of the sentence in this context.

If the meaning of *Indonesian* in this sentence is Indonesian language, the meaning of the sentence can be interpreted that Farah explained the audience about how to process the nut by using Indonesian language. Otherwise, if the meaning of *Indonesian* in this sentence is Indonesian people, the meaning of the sentence can be interpreted that Farah explained the audience about how to process the nut just like

Indonesian people do. Both meanings of this sentence are possible since they fit with the context of this sentence and this writing.

5. The example below is found in the Skripsi of English Department students of UNJ number 9 :

*The analysis is started by pointing out the main character's **image** before deconstructed and later on deconstructed with Derrida's *sous raturé*.*

The sentence above is another example of lexical ambiguity. The topic of the skripsi that the writer takes the sentence is discussing about the main character's image in Oliver Bowden's Assassin's Creed: Renaissance. The word *image* in this sentence is ambiguous since it belongs to homonym which is lead to double meaning. The word *image* in this sentence can be defined as picture or it can be defined as the impression of a person. Both meaning of *Image* can be implied the meaning of the sentence in this context.

If the meaning of *Image* in this sentence is picture, the meaning of the sentence can be interpreted that the analysis is started by pointing out the main character's picture before deconstructed and later on deconstructed with Derrida's *sous raturé*. Otherwise, if the meaning of *Image* in this sentence is the impression of a person, the meaning of the sentence can be interpreted that the analysis is started by pointing out the main character's impression before deconstructed and later on

deconstructed with Derrida's *sous raturé*. Both meanings of this sentence are possible since they fit with the context of this sentence and this writing.

4.3.2 Syntactic/Structural Ambiguity

Syntactic/structural ambiguity is phrases or sentences that have more than one meaning (Fromkin, Rodman, Hylam : 2003). A sentence is syntactically ambiguous when a sequence of words is compatible with more than one grammatical structure. The double meaning happens not because of ambiguous words but rather to the fact that the words in the sentence can appear in two different phrase-structure trees, both of which are permitted by the phrase structure rules. The researcher found 127 (86%) syntactic/structural ambiguities in the chapter 4 of 20 skripsi. These are 6 example of syntactic/structural ambiguity that the writer found in the Skripsi of English Department students of UNJ.

1. The example below is found in the Skripsi of English Department students of UNJ number 8 :

*During puberty **some girls and boys** may feel sexual curiosity toward others of the same sex*

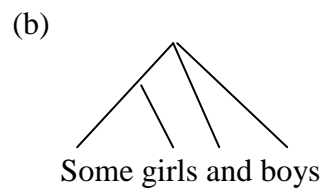
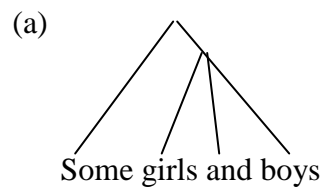
Based on Fromkin, Rodman, Hyams (2003), syntactic/structural ambiguity is phrases or sentences that have more than one meaning. It happens when an ambiguous expression has more than one constituent structure. The example above is another example of syntactic/structural

ambiguity. The phrase *some girls and boys* is ambiguous since it has more than one meaning. The following groups of the phrase show the constituent structure of the phrase :

(a) Some (girls and boys)

(b) (Some girls) and boys

To make it clear, these are the phrase-structure trees of this phrase :



Through the phrase-structure trees above, it is clear that this phrase cause double meanings of the sentence. The first meaning is during puberty some girls and some boys may feel sexual curiosity toward others of the same sex. The second meaning is During puberty some girls and all boys may feel sexual curiosity toward others of the same sex. Both meanings are possible to be interpreted in this sentence because both meanings are make sense to the readers.

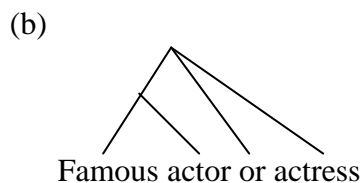
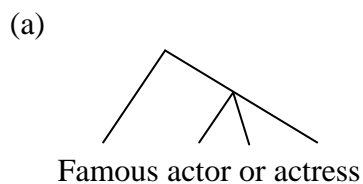
2. The example below is found in the Skripsi of English Department students of UNJ number 7 :

*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 actress.***

Fromkin, Rodman and Hylam (2003) stated that syntactic/structural ambiguity is phrases or sentences that have more than one meaning. It happens when an ambiguous expression has more than one constituent structure. The sentence above is an example of syntactic/structural ambiguity. In the sentence above, the phrase *famous actor or actress* has more than one constituent structure which makes the phrase become ambiguous. The phrase can be grouped in two ways :

- (a) Famous (actor or actress)
- (b) (Famous actor) or actress

To make it clearer, these are the phrase-structure trees of this phrase :



From the phrase-structure trees above, it is clear that the phrase famous actor or actress is ambiguous because it has two meanings. The first phrase-structure tree meaning is famous actor or famous actress and the second phrase structure tree meaning is famous actor or actress who are not famous. If the writer uses the first constituent structure to interpret the sentence, the interpretation of the sentence will be *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 famous actress*. If the writer uses the second interpretation to interpret the sentence, the interpretation of the sentence will be *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 actress actress who are not famous*. Both meaning can be used since it make sense to be interpret that way.

3. The example below is found from Skripsi of English Department students number 1:

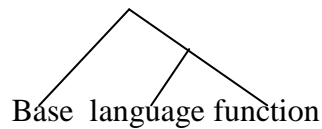
*The materials of producing simple expressions that cover **base language function** were relevant to the competences because all the competencies are available in the learning materials in the textbook and almost all kinds of most possible materials expected being used are available in the textbook.*

The sentence above is an example of syntactic/structural ambiguity. As Fromkin, Rodman and Hylam (2003) stated that syntactic/structural ambiguity is phrases or sentences that have more than one meaning. It happens when an ambiguous expression has more than one constituent structure. In the sentence above, the phrase *base language function* has more than one constituent structure which makes the phrase has more than one meaning. The phrase can be grouped in two ways and these are the following groups:

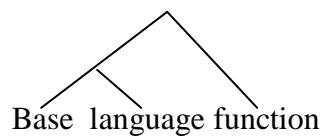
- (a) Base (language function)
- (b) (Base language) function

To make it clearer, these are the phrase-structure trees of this phrase :

(a)



(b)



From these two groups, it is clear that base function language leads to double meanings of the sentence. First, it can be interpreted that the materials of producing simple expressions that cover *base of 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. Second, it can be interpreted that the materials of producing simple expressions that cover *function of base language* 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.

4. The example below is found from Skripsi of English Department students number 2:

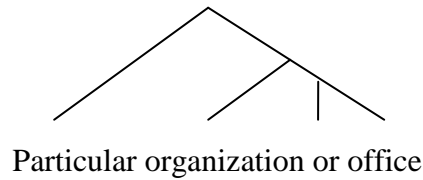
*The students as the teacher to be have to presented the materials to their students later or when they joined with **the particular organization or office***

The sentence above is an example of syntactic/structural ambiguity. As Fromkin, Rodman and Hylam (2003) stated that syntactic/structural ambiguity is phrases or sentences that have more than one meaning. It happens when an ambiguous expression has more than one constituent structure. In the sentence above, the phrase *the particular organization or office* has more than one constituent structure which makes the phrase have more than one meaning. The phrase can be grouped in two ways and these are the following groups :

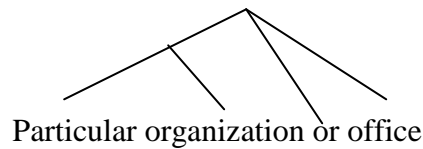
- (a) The particular (organization or office)
- (b) (The particular organization) or office

To make it clearer, these are the phrase-structure trees of this phrase :

(a)



(b)



Through the constituent groups, it is clear that this phrase has double meanings. The first meaning is the students as the teacher to be have to present the materials to their students later or when they joined with the particular organization or particular office. The second meaning is the students as the teacher to be have to present the materials to their students later or when they joined with the particular organization or office. Both meanings are possible to be interpreted in this sentence because both meanings are make sense for the reader.

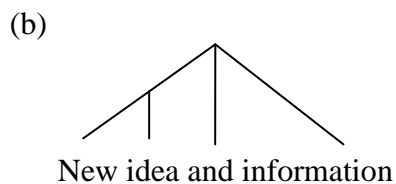
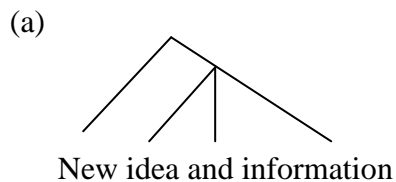
5. The example below is found from Skripsi of English Department students of UNJ number 6 :

*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.***

The sentence above is an example of syntactic/structural ambiguity. As Fromkin, Rodman and Hylam (2003) stated that syntactic/structural ambiguity is phrases or sentences that have more than one meaning. It happens when an ambiguous expression has more than one constituent structure. The sentence above is another example of syntactic/structural ambiguity. The phrase *new ideas and information* has more than one constituent structure which leads to ambiguity. These are the following groups of the phrase constituent :

- (a) New (idea and information)
- (b) (New idea) and information

To make it clearer, these are the phrase-structure trees of this phrase :



From the two constituent above, it is clear that the phrase new idea and information is ambiguous because it can be meant in two meanings. The first meaning of the first constituent meaning is 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 new information. The second meaning is 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 old information. Both meanings can be used since both of them are make sense to be interpreted.

6. The example below is found from Skripsi of English Department students of UNJ number 7 :

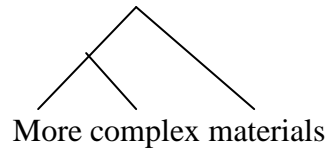
*It is a knowledge that they need from their long-term memory to learn
more complex materials.*

Fromkin, Rodman and Hylam (2003) stated that syntactic/structural ambiguity is phrases or sentences that have more than one meaning. It happens when an ambiguous expression has more than one constituent structure. The sentence above is another example of syntactic/structural ambiguity. The phrase more complex materials is ambiguous because it leads to double meanings of the sentence since the phrase has more than one constituent structure. To make it clear, these are the following groups of the constituent structure for the phrase below:

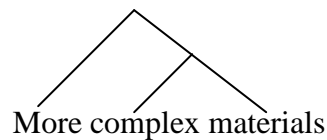
- (a) (More complex) materials
- (b) More (complex materials)

To make it clearer, these are the phrase-structure trees of this phrase :

(a)



(b)



Looking through the two phrase-structure trees above, it is clear that the phrase more complex materials has more than one constituent structure. The first constituent structure means materials that are more complex than other material while the second constituent structure refers to the number of complex materials. If the writer uses the first constituent structure, the meaning of the sentence becomes it is a knowledge that they need from their long-term memory to learn the materials that are more complex than any other learning materials. If the writer uses the second constituent structure, the meaning of the sentence becomes it is a knowledge that they need from their long-term memory to learn more amount of complex material in learning.

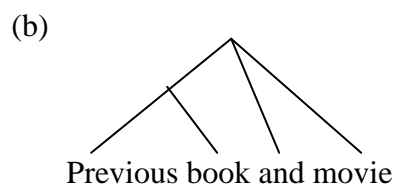
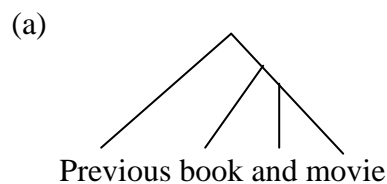
7. The example below is found from Skripsi of English Department students of UNJ number 20 :

*This scene is categorized as interpolations that aimed to bridge the raising of the plot by showing the conflict between the Death Eaters and the Order of the Phoenix which already mentioned in **previous book and movie**.*

Fromkin, Rodman and Hylam (2003) stated that syntactic/structural ambiguity is phrases or sentences that have more than one meaning. It happens when an ambiguous expression has more than one constituent structure. The sentence above is another example of syntactic/structural ambiguity. The phrase *previous book and movie* is ambiguous because it leads to double meanings of the sentence since the phrase has more than one constituent structure. To make it clear, these are the following groups of the constituent structure for the phrase below:

- (a) Previous (book and movie)
- (b) (Previous book) and movie

To make it clearer, these are the phrase-structure trees of this phrase :



Through the constituent groups, it is clear that the phrase *previous book and movie* has double meanings. The first meaning is this scene is categorized as interpolations that aimed to bridge the raising of the plot by showing the conflict between the Death Eaters and the Order of the Phoenix which already mentioned in previous book and previous

movie. The second meaning is this scene is categorized as interpolations that aimed to bridge the raising of the plot by showing the conflict between the Death Eaters and the Order of the Phoenix which already mentioned in previous book and movie. Both meanings can be used since both of them are make sense to be interpreted.