AN UNDERGRADUATE THESIS

A SEMANTIC ANALYSIS ON THE STUDENTS' AMBIGUITY SENTENCE OF SIXTH SEMESTER STUDENTS AT STATE ISLAMIC COLLEGE OF JURAI SIWO METRO

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JURAI SIWO METRO

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A SEMANTIC ANALYSIS ON THE STUDENTS' AMBIGUITY SENTENCE AMONG THE SIXTH SEMESTER STUDENTS AT STATE ISLAMIC COLLEGE OF JURAI SIWO METRO

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ABSTRAK

Oleh:

MIFTAH HUJANNAH

Ambigu merupakan fenomena dalam penggunaan bahasa yang merujuk kepada suatu kata atau ungkapan yang memiliki makna lebih dari satu. Penelitian ini bertujuan untuk menemukan apa saja faktor yang bisa menyebabkab suatu kalimat menjadi ambigu, dan menjelaskan masalah – masalah yang di hadapi siswa dalam memahami kalimat ambigu.

Data penelitian ini diambil dari kalimat-kalimat yang dibuat oleh siswa berdasarkan pada kata-kata yang sudah disediakan. Kata-kata tersebut sengaja dipilih dari kata-kata yang berpeluang menyebabkan kalimat ambigu. Pengumpulan data ini dilakukan pada bulan mei 2015. Siswa yang menjadi objek penelitian adalah siswa prodi PBI semester 6 di Kampus STAIN Jurai Siwo Metro. Ada 10 siswa yang menjadi objek penelitian, dan setiap siswa membuat 10 kalimat. Dari kalimat-kalimat yang dibuat siswa, peneliti menganalisis setiap kaliamat. Peneliti mendapatkan ada 64 kalimat ambigu (baik leksikal maupun struktural) dari 96 kalimat yang dibuat siswa. Selain itu, peneliti juga melakukan tes interviu/wawancara untuk mengetahui masalah yang dihadapi siswa yang dalam hal ini terfokus pada kalimat ambigu.

Temuan penelitian ini menunjukkan bahwa pemahan siswa tentang kalimat ambigu masih lemah. Terbukti ada 82% dari kalimat siswa adalah ambigu. Hal ini terjadi karena beberapa faktor. Pertama, terjadi karena pengetahuan siswa tentang arti sebuah kata sangat rendah. Ada beberapa kata dalam bahasa inggris yang memiliki makna lebih dari satu, dan makna-makna itu berada pada kelas kata yang sama. Kedua, kalimat ambigu tidak hanya disebabkan karena arti kata (leksikal), tetapi juga susunan kata yang membentuk sebuah makna (frase). Dalam konteks ini siswa sering melakukan kesalahan karena tidak adanya tanda baca, imbuhan (awalan, akhiran), atau kata depan pada kalimat mereka.

A SEMANTIC ANALYSIS ON THE STUDENTS' AMBIGUITY SENTENCE AMONG THE SIXTH SEMESTER STUDENTS AT STATE ISLAMIC COLLEGE OF JURAI SIWO METRO

ABSTRACT

By:

MIFTAH HUJANNAH

Ambiguousness is the phenomenon in applying language which reference of the words or phrase that has more than one meaning. This research aimed to find out the factors that enable to make the sentence ambiguous, and explain about the problems which faced by the students in understanding the ambiguity sentence.

The data colletion is taken from the sentences which made by the students according to the words which are selected purposely enable have related to ambguity sentence. This data collection is carried out on May, 2015. The object of this research is the students of English Department who in sixth semester at State Islamic College of Jurai Siwo Metro. There are 10 students, and each student is asked to make 10 sentences. From the sentences which made by students, the researcher analyzed them. The researcher got 64 ambiguity sentences (lexical or structural) from 96 sentences. Beside that, the researcher also did the interview test to know about the problems which faced by the students especially about the ambiguity sentences.

The result of this research showed that students' knowledge about ambiguity sentence is low. It is proved that there are 82% of students' sentences are ambiguous. It can happened because of many factors. First, students' knowledge of meaning word is low, there are many words which have more than one meaning but the students just know about the meaning in common, and the meanings of that word are categorized in the same word class. Second, ambiguity sentence is not only happened on lexical but also that can be there on structure of phrase or sentence. In this chapter, the students often make errors because there is no punctuation in phrase or sentence, there is no afixes or preposition in sentence.

A SEMANTIC ANALYSIS ON THE STUDENTS' AMBIGUITY SENTENCE OF SIXTH SEMESTER STUDENTS AT STATE ISLAMIC COLLEGE OF JURAI SIWO METRO

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Ambigu merupakan fenomena dalam penggunaan bahasa yang merujuk kepada suatu kata atau ungkapan yang memiliki makna lebih dari satu. Penelitian ini bertujuan untuk menemukan apa saja faktor yang bisa menyebabkab suatu kalimat menjadi ambigu, dan menjelaskan masalah – masalah yang di hadapi siswa dalam memahami kalimat ambigu.

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APPROVAL PAGE

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An Undergraduate thesis entitled: **SEMANTIC ANALYSIS ON THE STUDENTS' AMBIGUITY SENTENCE OF SIXTH SEMESTER STUDENTS AT STATE ISLAMIC COLLEGE OF JURAI SIWO METRO,** written by Miftah Hujannah, student number 0845707, English Education Study Program, has been examined (munaqosyah) in Tarbiyah Department on Friday, September 04, 2015.

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Metro, August 23, 2015



MIFTAH HUJANNAH

ST. N. 0845707

MOTTO

"O mankind! We created you from a single (pair) of a male and a female, and made you into nations and tribes, that you may know each other (not that you may despise (each other). Verily the most honored of you in the sight of Alloh is (he who is) the most righteous of you. And Alloh has full knowledge and is well acquainted (with all things)"

(QS. Al-Hujurot : 13)

DEDICATION PAGE

This undergraduate thesis is dedicated to:

- My greatest and most beloved parents, Masngudi and Misiyah. You are my first educators. Thanks for your love, pray, and belief.
- My beloved elder brother, Agus Setiono and his wife Laili Salimi, thanks for your much supports. My beloved sister, Dwi Maya Santi, thanks for your pray and may Allah bless you in your wedding next month. My beloved younger brother M. Salman Nuryahya, you give the much motivation for me in life, I believe that your dreams will come true, keep figth to be HAFIZD, Allah Blesses you.
- My sponsor, Dr. Zainal Abidin, M.Ag and co-sponsor, Ahmad Subhan Roza,M.Pd, thanks for your guidance that you had given to me. I learn many new things from you.
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- My beloved sisters of my Small Islamic Study Group, jazakillah khoir for your smile, pray and motivation.
- Special thanks to my kindness friends in SMPIT INSAN MULIA Batanghari, Thanks for your pray.
- My Almamater STAIN Jurai Siwo Metro.

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The writer is grateful to Allah the Almighty, the Most Merciful. May praise to our prophet, Muhammad (peace be upon him), his family and companions and hope we can get the *syafa'at* in the end of the time.

This undergraduate is presented as a partial fulfillment of the requirements for the Degree of Sarjana Pendidikan Islam (S.Pd.I) in English Educational Study Program entitled *"A Semantic analysis on the students' ability through ambiguity sentence among the sixth semester students at State Islamic College of Jurai Siwo Metro"*

The writer respects and thanks to the Principal of STAIN Jurai Siwo Metro, Prof.Hj.Enizar, who gave the permission to her in conducting the research in this college. Special thanks are to the sponsor and the co-sponsor, Dr. Zainal Abidin, M.ag and Ahmad Subhan Roza, M.Pd, who have given the valuable guidance and suggestions.

As human being, the writer realizes that this undergraduate thesis needs corrections. The writer welcomes to all constructive comments and suggestions to lighten up the undergraduate thesis. Hopefully, this undergraduate thesis can be a meaningful benefit for the college, students, and the other researchers.

Metro, August 20, 2015

The Writer,

MIFTAH HUJANNAH

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CHAPTER I

INTRODUCTION

A. Background of the Study

A language is a systematic means of communication by the use of sounds or conventional symbols. It is the code we all use to express ourselves and communicate to others. It is a communication by word of mouth. It is the mental faculty or power of vocal communication. It is a system for communicating ideas and feelings using sounds, gestures, signs or marks. Any means of communicating ideas, specifically, human speech, the expression of ideas by the voice and sounds articulated by the organs of the throat and mouth is a language. This is a system for communication. A language is the written and spoken methods of combining words to create meaning used by a particular group of people.

Language is known as specific something to humans; it is the basic capacity that distinguishes humans from all other living beings. Language therefore remains potentially a communicative medium capable of expressing ideas and concepts as well as moods, feelings and attitudes.

English is an international language, spoken in many countries both as a native and as a second or foreign language. It is taught in the schools in almost every country on this earth. It is a living and vibrant language spoken by over 300 million people as their native language. Millions more speak it as an additional language.

There are many languages in the world but English is the foremost of them all. English has become the key instrument of globalization. There is much information published in English. Some of the them are published by using printed media such as magazines, newspapers, or science books while the others are published by using electric media such as news on radio and television and many else others.

English is learned everywhere because people have found out that knowledge of English is a passport for better career, better pay, advanced knowledge, and for communication with the entire world.

Such as each language, English has structure and grammar that must be attended to use in communication. A set of linguists who based their assumptions of language on psychology made claims that language is nothing but 'habit formation'. According to them, language is learnt through use, through practice.

A written language uses symbols (characters) to build words. The entire set of words is the language's vocabulary. The words can be combined so have meaning. The subject that discuss it namely the language's syntax and grammar. The actual meaning of words and combinations of words is defined by the semantics. Semantic is primary subject to study because perform of our English influenced by the semantic mastery. Semantic is the study of meaning in language. Semantic has many sub subjects. Ambiguity and anomaly sentence are part of it. Ambiguity sentence may be occured in daily

conversation as may as anomaly sentence. Sometimes, there is difficulties in distinguishing them.

At State Islamic College (STAIN) of Jurai Siwo Metro, the students of English Eduoational Study Program have to study semantio in the sixth semester. In common many students say that semantics is one of difficult subjects to understand. The writer does the pre-survey research to the students who have studied semantio subjeot espeoially about ambiguity sentenoe. The pre-survey research was conducted on January 29th, 2015 at sixth semester of English Educational study Program of Islamic College (STAIN) of Jurai Siwo Metro, which the writer asks to the students to analyze the sentence.

Table 1
The score of students' analyze of sentence

Students' Number	Score
1	70
2	60
3	65
4	50
5	50
6	85
7	55
8	50
9	55
10	55

According to the data result of pre-survey research among the sixth semester students of English Language Teaching Department of STAIN Jurai Siwo Metro in the academic year of 2014/2015 illustrates the level of students semantic understanding, especially in semantic analysis through the Ambiguity sentence. The level of students' analysis among 10 students is 1 student is involved into very good category for the score 81-100 (10%), 1 student is involved into good category for score 70-80 (10%), 2 students are involved into enough category for the score 60-69 (20%), 6 students are involved into bad category for the score 50-59 (60%) and there is no student involved into very bad category for the score 0-49 (0%). Based on the above problem, it shows that the result of the semantic analysis on student's ability through the ambiguity sentence is classified bad level. The students are still confused or misunderstanding to analyze the ambiguity sentence.

B. Problem Limitation

Concerning to the background of the study, the writer focuses to the research on analyzing the semantics error, especially to analyze ambiguity sentence among the students of the sixth semester at State Islamic college of Jurai Siwo Metro.

C. Problem Formulation

The writer formulates the research as follows:

1. What are the students' problems in analyzing the ambiguity sentences?
2. What is the factor that makes the ambiguity in sentence?

C. Objectives and Benefits of the Research

a. Objectives of the Study

1. To describe the student's problems in analyzing the ambiguity sentences.
2. To know what is the factor that makes the ambiguity in sentence.

b. Benefits of the Study

1) For the Students

This research is hoped for giving much knowledge to the students in improving their English.

2) For the Lecturer

Hopefully, this research can be one of the inspirations of the lecturer to teach the students in using the suitable technique to teach semantics subject so that the students can decrease the error in their English.

3) For the Head of English Education Study Program

a) Hopefully, this research can be one of the references for the department to improve the students' English skill.

b) This research can support the department in increasing the capability of students and lecturer in English, especially for use the daily conversation just not fluently but suitable with the semantics subject.

4) For the Researcher

It is good to be taken into account when we use English daily conversation. It is not perfect yet, if our speech just makes the other one confused.


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CHAPTER II

REVIEW OF THE LITERATURE

A. Prior Research

According to S-1 Thesis, English Department, Faculty of Letters, State University of Malang, Silvia Rindika Puspita Andarini has done the research with entitled "Structural Ambiguity in the Jakarta Post Newspaper's Headline News". She did the research for one month. In her research, she found 19 phrases in 16 articles that the phrases have the possibility makes them to be ambiguity in constructing.[1]

Based on the result, there are some suggestions for the readers, students, linguistic lecturers and for the next researcher. Structural ambiguity is the attractive subject to study and analyze.

In this research, the writer discusses about structural ambiguity. The writer will explore the student's ability in analyze the ambiguity sentence. The writer do the research to the students at sixth semester at Islamic State College of Jurai Siwo Metro. The writer guarantees that this research isn't used by the other writer in this college. In other words, it is the first research that is conducted in STAIN Jurai Siwo Metro.

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[1] Silvia Rindika Puspita Andarini,*Structural Ambiguity in the Jakarta Post Newspaper's Headline Newst*,(Malang: State University of Malang, 2012). P.6

B. The Concept of Semantic

Semantics is the study of meaning. It focuses on the relation between signifiers, like words, phrases, signs, and symbols, and what they stand for, their denotation. Based on etymologically, the word semantic derives from Greek-*semantickos*- that means "urgent" it also comes from *sema* which means sign. Semantics is the study of meaning that is used for understanding human expression through language.[2]

In the study of language, language definitions are sometimes based on meaning, and sometimes on function. Statements that a noun is a name of person or a thing, or a sentence is an expression of complete thought, are definitions which are based on meaning. On the contrary, statements that an adjective is a word that modifies a noun, or an adverb is a word that modifies other word except nouns, are definitions which based on function. The outstanding achievement in study of meaning in traditional linguistics is etymology –the study of the origin of word meaning. The study of meaning in traditional linguistics has not clearly shown what meaning is.[3]

The word semantics itself denotes a range of ideas -- from the popular to the highly technical. It is often used in ordinary language for denoting a problem of understanding that comes down to word selection or connotation. Semantics as a field of study also has significant ties to various representational theories of meaning including truth theories of meaning, coherence theories of meaning, and correspondence theories of meaning.

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[2] H.G Tarigan, *Pengajaran Kosakata*, (Bandung: Angkasa, 1993) P.166

[3] Wagiman Adisutrisno, *Semantics :an introduction to the basic concepts*, (Yogyakarta: Andi, 2008) p. 45

Each of these is related to the general philosophical study of reality and the representation of meaning[4].

The semanticist Geoffrey Leech states that Linguistic competence consists of a phonological representation, a syntactic representation, and a semantic representation for analysis the sentence.[5]

1. Types of Semantic

Semantic is linguistic subject which discusses about meaning system. Meaning is semantics' object that can study from many aspects, especially in theory or ideology of Linguistic. The types of semantic are:

a. Behavior Semantic

Before we discuss more about the behavior semantic, there is better if we know about general attitude of behaviorism before. The behaviorisms are:

1) Not really trust with mentalistic such as mind, concept, and idea.
2) There is no essential difference between human attitude and animal attitude.
3) More emphasize the learn factors than innate factors.[6]

According to the explanation above, the stimulus and reaction have relation like below:

S ⟶ R

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[4] *Ibid*

[5] Wagiman Adisutrisno, *Semantics :an introduction to the basic concepts*, (Yogyakarta: Andi, 2008) ,p. 4

[6] Mansoer Pateda,*Semantik Leksikal*,(Jakarta:Rineka Cipta,2010) p. 66

S : Stimulus

R : Respond

It means that the meaning is influenced by environment. Therefore, the meaning only can interpret if there is data which can gaze at the environment of human experience.

For example:

A woman feds the baby porridge. Be equal to fed him, she says "*mam..mam..*". Because the situation repeatedly, the baby understand that the activity to chew some food is eating, and liquid food which chewed off is porridge. This explains with us that the baby understand the meaning by behavior pattern.

b. Descriptive Semantic

Descriptive semantic is study of semantic which discusses about the meaning in nowadays. The first meaning of the word is ignored.

For example:

In Indonesian, the word "abu" has meaning that is result of combustion. Whereas, the first meaning of "abu" is shellacking in spin a top game.[7]

c. Generative Semantic

Generative semantic is be born because of dissatisfaction of Chomsky's opinion. They are Postal, Mc. Cawley, and Lakoff. According to them, the structure of semantic and syntaxes are homogenous, although, they recognize

[7] Mansoer Pateda,*Semantik Leksikal*,(Jakarta:Rineka Cipta,2010) p. 68

that semantic has the different existent from syntaxes. Generative semantic born on 1968. The conclusion of the theory is grammar of the intern structure consist of semantic structure and the extern structure is pronouncement. The both of them related by transformation.[8]

Generative semantic more discusses about the meaning in the sentence. This is no wonder because someone always talks in sentence.

d. Grammatical Semantic

Grammatical semantic is study of semantic which discusses about meaning specially. Verhaar says that grammatical semantic is more difficult to analyze. Someone may not only interpret the sentence based on the meaning word, but should interpret based on the meaningful of the sentence.

Example :

"My brother has slept for 2 hours"

e. Historical Semantic

Historical semantic is the study of semantic which discusses about meaning system in time. Palmer says "historical semantic, the study of the change of meaning in time". Historical semantic emphasizes the study of meaning in time, not historical of change of word.

Example :

"Padi ⟶ Indonesian Language

"Pari" ⟶ Javanese Language

[8] Mansoer Pateda,*Semantik Leksikal*,(TP, 1988) p. 107

f. Lexical Semantic

Lexical semantic is the study of semantic that more discusses about meaning system which is in the word. Lexical semantic focuses to the meaning in the word in constructing the sentence.

Example :

"Eat" : *to put food in your mouth.*

g. Logical Semantic

Logical semantic is branch of modern logical which related to the concepts and sign in linguistic analyze. Logical semantic discusses meaning system logically. Besides that, Logical semantic also discusses about proportion meaning which differentiated from the sentence, because the sentence which difference in same language can utterance in the same proportion, conversely, a sentence can utterance in two or more proportion.

h. Structural Semantic

Structural semantic come from structural linguist's opinion which started by Ferdinand de Saussure (an expert of linguistic) who made structuralism of linguistic. Structuralize had a notion that each language is a system, a relation of structure which consist of some elements. The structure is constructed by phoneme, morpheme, word, phrase, clause, sentence, and text.[9]

[9] Mansoer Pateda, *Semantik Leksikal*,(Jakarta:Rineka Cipta,2010), p.76

C. The Concept of Sentence

Sentence is a group of words that expresses a statement, question, command, or wish.[10] In other definition sentence is a group of words that expresses a complete thought.[11]

1. Part of Sentence

The parts of the sentence are a set of terms for describing how people construct sentences from smaller pieces. There is not a direct correspondence between the parts of the sentence and the parts of speech, for example :

The subject of a sentence, could be a noun, a pronoun, or even an entire phrase or clause. Like the parts of speech, however, the parts of the sentence form part of the basic vocabulary of grammar, and it is important that you take some time to learn and understand them.[12]

The parts of sentence are :

1) Subject : is a noun or pronoun that does, causes, or receives the action of the verb. It has gender, number, and person.
2) Object : The direct object of a sentence receives the action of the verb.
3) Predicate : is the portion of the sentence containing the verb. A predicate says something about the subject of the sentence.[13]

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[10] http://www.merriam-webster.com/dictionary/sentence /sen·tence(11 des 2014, 22:40)

[11] http://sparkcharts.sparknotes.com/writing/englishgrammar/section1.php(11 des 2014, 22:40)

[12] http://arts.uottawa.ca/writingcentre/en/hypergrammar/the-parts-of-the-sentence (11 Des 2014, 22:50)

[13] http://www.pirchei.com/dik-duk-buk/sentence.htm (11 Desember, 22:40)

3. Sentence Meaning

According to Devitt and Stereny:

> "Human beings apply the principle of referent and structure to understand the conceptual meaning of a sentence. The principle of referent refers to the conceptual meaning of the works which are embodied in the sentence, while the principle of structure the organization or combination of the words to form a sentence by means of structural rules. In the sentence : **The knife is sharp,** two words have conceptual meaning, *knife* and *sharp*. The conceptual meaning of knife is inanimate, a tool, made of metal, having a blade, to cut things. The conceptual meaning of sharp is with a fine cutting edge, state, relative."[14]

Based of statement above, we know that sentence meaning depend on conceptual meaning and the conceptual meaning is influenced by word meaning.

In the word meaning, sense is the meaning of words, without any relation to the world outside of language. In sentence meaning, sense is the meaning of a sentence, without any relation to the world outside of language which is called *context*. Sense relation is the relation of meaning of sentences, particularly the basic statements. The kinds of sense relation are :

a. Paraphrase or Synonymy
b. Entailment
c. Presupposition
d. Contradiction
e. Tautology
f. Inconsistency
g. Anomaly
h. Ambiguity[15]

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[14] Wagiman Adisutrisno, *Semantics :an introduction to the basic concepts,(1 Ed),* (Yogyakarta: Andi, 2008) *P :43*

[15] Wagiman Adisutrisno, *Semantics :an introduction to the basic concepts,(1 Ed),* (Yogyakarta: Andi, 2008) *P :57*

There are two kinds of sense relation which often have difficulties by the readers to understanding the sentences. They are *ambiguity* and *anomaly* sentence. A string with exactly one interpretation is unambiguous, one with no interpretation is anomalous, and one with multiple interpretations is ambiguous.[16]

4. Ambiguity Sentence

A word, phrase, or sentence is ambiguous if it has more than one meaning. Obviously this definition does not say what meanings are or what it is for an expression to have one (or more than one). For a particular language, this information is provided by a grammar, which systematically pairs forms with meanings, ambiguous forms with more than one meaning. There are factors which cause phrase or sentence be ambiguous. The factors are :

a. Ambiguity occurred because there is a difference of grammatical interpretation. This case commonly happen in written language.

For example :

"The new History book"

There is more than one meaning of that phrase, may mean :

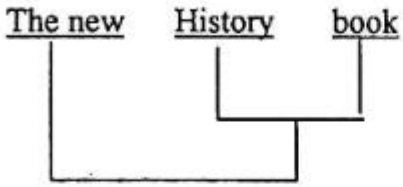
1) The History book is new.

2) The book tells about new History.

---

[16] Peter Norvig, *Multiple Simultaneous Interpretations of Ambiguous Sentences*, (Berkeley, University of California,)

May the ambiguity be because of word "new" which is in construction, it can explain "History book", and also only "History". The diagram of analyze are as follows:



b. Beside of Grammatical Interpretation, ambiguity can also occur because of Homonym, and the context of the phrase or sentence is unclear.

For example:

"John went to the bank yesterday"

There is more than one meaning, may mean :

1) John went to the edge of the river yesterday.
2) John went to the place to save or take his money.

According to the discussion above, we know that the ambiguity can occur in written language which caused by grammatical interpretation. However, ambiguity can also occur in spoken language, although intonation is correct. In this case, ambiguity occurs because there is wrong in constructing the word in phrase or sentence.[17]

5. Types of Ambiguity Sentence

Empson differentiates 7 types of ambiguity which divides them in 3 kinds; there are Phonetic Ambiguity, Grammatical Ambiguity, and Lexical Ambiguity.

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[17] Abdul Chaer, *Linguistic Umum*, (Jakarta: Rineka Cipta,1994), P. 308

a. Phonetic Ambiguity

Ambiguity sentence this types is occurred by mingle with language sounds utterance. Sometimes, because the sentence utterance so fast, people who hear that to be doubt about the purpose of the sentence which utterance. That's all about hesitancy in sound of language. Sometimes because of the hesitation in sound of language, someone determines the meaning that unsuitable with the purpose of the speaker.

Example :

1) a near and an ear
2) fifteen and fifty

Based on the explanation above, to avoid the negative effect of this type, someone has to ask about the words which he heard.[18]

b. Grammatical Ambiguity

Grammatical Ambiguity usually be there in sentence or phrase. The ambiguity sentence of this type can divide to be 3 kinds based on the possibilities which caused them. They are :

1) First Possibility

This ambiguity caused by the formation process of words grammatically. In English, there are prefix and suffix which have more than one meaning, even make someone confused.

[18] Mansoer Pateda,*Semantik Leksikal*,(Jakarta:Rineka Cipta,2010) p. 203

Example :

- Suffix *"-able"* is not always has same meaning, such as : *desirable, readable, eatable, knowable, debatable.*
- Prefix "in-" is not always has same meaning, too. Such as : *indent, inbreeding, inexperience, inabscentia, inaction.*

2) Second Possibility

The ambiguity of this type occurred in resemblance of phrase as the Ulmann's opinion about equivocal phrasing or amphiboly. Each word which consist of phrase is clear but the combination can interprets more than one meaning.

Example :

"I met number of old friends and acquaintance"

The word "old" in this sentence can relates with "friends" and "acquaintances". So, which one has meaning "old", friends or acquaintance? To avoid this type of ambiguity that's important to look at the context or suprasegmental element.

3) Third Possibility

The ambiguity occurs in the context. To avoid the ambiguity of this type is important to clear about the context of the sentence.[19]

c. Lexical Ambiguity

Each word can has more than one meaning. A word can has different meaning because of different place where is the word used.

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[19] *Ibid*, P.204

Ambiguity of this type can divide to be 2 aspects.

1) First Aspect

According to Breal that it's same with Polysemy. Palmer says "*it is also the case that the same word may have a set of different meanings*". Simpson says, "*A word which has two (or more) related meanings*", whereas Zgusta says, "*All the possible senses the possible senses the word has*". Therefore, it cause the hesitation in meaning of the sentence. The listener or reader is confused to interpret them.

2) Second aspect

There are words that have same sound but different in meaning. This is Homonymy.[20] Lyons says "homonyms are two different woods which are written identically and sound identical". Furthermore, Verhaar divides homonym in some kinds, they are :

a) Homonym which occurred inter-sentence

Example:

(1) Flying planes can be dangerous.

(2) To fly planes can be dangerous.

(3) Planes that are air bone can be dangerous.

b) Homonym which occurred inter-phrase

example :

(1) The love of God

(2) God's love

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[20] *Ibid*, P.206

c) Homonym which occurred inter-word

example :

(1) Read (base)

(2) Read (past participle)[21]

[21] *Ibid*, P.212


SEKOLAH TINGGI AGAMA ISLAM NEGERI
STAIN
JURAI SIWO METRO

CHAPTER III

RESEARCH METHODOLOGY

A. Type and Characteristic of Research

There are two types of research method, they are qualitative and quantitative. Type or kind of research we choose based on its purpose. But, here the writer wants to explore phenomena about semantics ability. Therefore, the writer decides to choose qualitative method to know how the students analyze the sentence in English.

Qualitaive research is procedure method that produces descriptive data in written form or oral form of human and their attitude that can be analyze so the purpose of the reseach is the understanding of certain subject and the background totally.[1]

Qualitaive research has some characteristics that differs it from others,

1. Qualitative is contextual. It means that research held in normal situation.
2. Qualitative is longitudinal. It means that qualitative research needs a long time, because collecting data process done by the research directly.
3. Qualitative is collaborative. It means that researcher colaborates with other individuals to do research. The collaboration will make the data result more accurate.

[1] Bambang Setiyadi, *metode Penelitian Untuk Pengajaran Bahasa Asing Pendekatan Kualitatif dan Kuantitatif,* (Yogyakarta: Graha Ilmu) , 2006, P.219

4. Qualitative is interpretative. The researcher must be able to clarify, analyze and interprets the data. After clarify and analyzing the data, the researcher interprets data based on knowledge, experience, and language.
5. Qualitative is organic. It means that the researcher questions can be changed depens on data collected.
6. Qualitative research's trustworthiness claimed special criteria. It is different with quantitative that uses validity and reliability.

The type of this research is a qualitative research in the form of field qualitative. Creswell stated that "... the researcher makes an interpretation of the data. This includes developing a description for an individual or setting, analyzing data for themes or categories, and finally making an interpretation or drawing conclusions about its meaning personally and theoretically".[2]

It means that qualitative research focuses on analyzing and describing the data that acquired from the field research then make the final conclusion about the problem.

According to Bogdan and Biklen, there are some characteristics of qualitative research. First, qualitative research has the natural setting as the direct source of data and researcher is the key instrument. It can be explained that the researcher has the prominent role in the research. As the researcher, he has to have much knowledge about the theories that will be conducted. Second, qualitative research is descriptive. The data collected is in the form of words of pictures rather than number. It means that qualitative research appear much data in the form of text. Third, qualitative research are

[2] *Ibid* P.219

concerned with process rather than simply with outcomes or products. I can say that qualitative research emphasizes on process more than products. Fourth, qualitative research tends to analyze their data inductively. The result of the process is in the end of the research. In other word, it does not have hypothesis as the quantitative research. Fifth, "Meaning" is of essential to the qualitative approach. It means that meaning is very important in qualitative because this is the main thing of the research.[3]

In this research, the writer uses grounded theory as the method of qualitative research. Strauss & Corbin states that "Grounded theory is a general methodology for developing theory that is grounded in data systematically gathered and analyzed".[4] It uses an inductive approach that the data collected are identified, interpreted, compared, and refined. Furthermore, Patton argues that "there are no rules for sample size in qualitative inquiry".[5] It means that the sample of qualitative is decided by the researcher.

B. Data Source

According to Sugiyono, there are two kinds of data source, the primary source and secondary source.[6] The primary source is data source that provides the data to the researcher directly. The secondary source provides indirectly data to the researcher such as document. In this research, the primary source is the analyzing product of the student's analyzing the

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[3] Sugiyono, *Metode Penelitian Kuantitatif Kualitatif Dan R&D*, (Bandung,: Alfabeta, 2009) p. 13

[4] Gary Anderson with Nancy Arsenault, *Fundamentals of Educational Research (2nd Ed)*, (USA: Falmer Press, 1998), p. 129

[5] *Ibid.*, p.130

[6] Sugiyono, *Metode Penelitian Kuantitatif Kualitatif Dan R&D*, (Bandung,: Alfabeta, 2009) p. 225

sentence. The secondary source is the books, English dictionary, and source from internet.

C. Data Collection Technique

In qualitative research, the researcher, as the main instrument of the research, needs the techniques to make the data objective. Triangulation is the technique that uses in this research. They are as follows:

1. Observation

Nasution states that observation is the basic of all sciences.[7] It can be said that every research will be conducted if there are the data that is gotten from the observation. In this case, the writer will take the document of student's product in analyze the sentence to be analyzed.

2. Interview

Interview that used in qualitative research is opened interview. It is used to know casual relationship among aspect of the research.[8] It means that the participants can answer the questions given by their own words freely. In interview, the researcher conduct face to face interviews with particioants, interview participants by telephone, or engages in focus group with six to eight interviewees in each group.[9] In this case, the writer will use srtucture interview that uses prepare question.

3. Documentation

Edi Kusnadi defines documentation as the method which is used to get information from written source or documents like books, magazines,

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[7] *Ibid.*, p. 226

[8] Bambang Setiyadi, *metode Penelitian Untuk Pengajaran Bahasa Asing Pendekatan Kualitatif dan Kuantitatif*, (Yogyakarta: Graha Ilmu, 2006), P.243

[9] John W. Creswell, *Research design Qualitative Quantitative and Mixes Method approach, second edition*, (America : Sage Publication, 2002), p.188

rules, notes, and others.[10] Study of document is a complement from using obsevation and interview method. Therefore, Bogdan ststes that "in most tradition of qualitative research, the phrase personal documents is used broadly to refer any first person narrative produced by an individual which described his or her own action, experience and brief".[11]

D. Data Analysis Technique

Susan Stainback argues that "Data analysis is critical to the qualitative research process".[12] It means that data analysis places the crucial part in qualitative. The writer will apply Miles and Huberman Model to analyze the data. The components of the data analysis of Miles and Huberman are as follows:

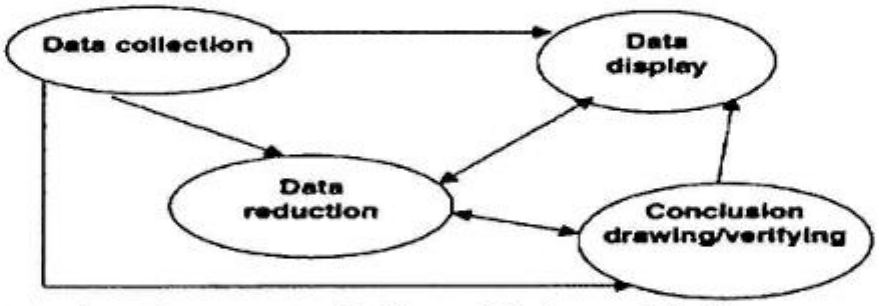


Figure I. *Data Analysis Components of Miles and Huberman Model*

Data analysis by Miles and Huberman model applies the following steps:

1. Data collection is the step when the writer gather the data to complete the research.
2. Data reduction is summarizing, choosing and focusing the specific things that will be analyzed.
3. Data display is shown by using graphics, figures, or charts.
4. The last step is making conclusion of data findings.

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[10] Edi Kusnadi, *Metodologi Penelitian*, (Metro:Ramayana Press, 2008) p.98

[11] Sugiyono, *Metode Penelitian Kuantitatif Kualitatif Dan R&D*, (Bandung,: Alfabeta, 2009), P.240

[12] *Ibid.*, p.244

E. Research Procedure

Denzin and Lincoln (2005) in Creswell mentioned several approaches of qualitative research into ethnography, case study, groounded theory, life and narrative approaches, participatory action research and clinical research.[13] The researcher focused on the case study. Creswell states in his book, case study involves the study of an issue explored through one or more one case within a bounded system.[14] Because the researcher used case study, the researcher applied step by step procedures in gaining the result of the research. Then, the reseacher adopted the procedures generally as follow:

1. Determining focus of the research and formulating the questions.

   The questions must be collected to focus the research. Determining case and arranging questions of the research are the basic foundation of the research.

2. Determining the case, collecting and analyzing the data.

   After finising gaining data, the research determined the case that would be analyzed.

3. Preparing research instrument.

   The researcher would make research instrument to help collecting the data. To collect the data, the researcher would make various preparation such as preparing the schedule of collecting data and research instrument.

4. Collecting the data.

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[13] John W Creswell,*Qualitative Inquiry and Research Design : Choosing Among Five Approaches*, (USA : Sage Publication,2007) ,p.7

[14] Ibid, p.73

The researcher would take the data from students' test result of ambiguity and anomaly sentence of students who have studied them at State Islamic College of Jurai Siwo Metro.

5. Evaluating and analyzing the data

The researcher would analyze and interprete the data, then analyzed them in the form of explanation. It was to ensure that data was complete.

6. Making report

After the researcher finished doing all the procedure above, the writer created the report to simply the data. The report could be summary and formal.[15]

[15] Bambang Setiyadi, *metode Penelitian Untuk Pengajaran Bahasa Asing Pendekatan Kualitatif dan Kuantitatif*, (Yogyakarta: Graha Ilmu, 2006), p.290


SEKOLAH TINGGI AGAMA ISLAM NEGERI
STAIN
JURAI SIWO METRO

CHAPTER IV

RESULT OF THE RESEARCH

A. Description of Research Setting

1. STAIN Jurai Siwo Metro

STAIN (State Islamic College) of Jurai Siwo Metro is one of the high educations in Metro. STAIN Jurai Siwo Metro, as one of the favorite colleges, has vision and mission. Its vision is to create a qualified and competitive Islamic institution. To accomplish the vision, it composes some missions, namely developing three pillars of university, creating an academic person which is smart, skillful, and has a good moral, and developing and spreading technology and Islamic culture.

STAIN Jurai Siwo Metro was built on April 23 to 25, 1997 based on the explanation letter of President RI No. 11 in the year 1997. It is located in Jl. Ki Hajar Dewantara 15 A, Iring Mulyo, East Metro, Metro City.

Institutionally, STAIN Jurai Siwo Metro had two faculties namely Syari'ah and Tarbiyah Faculty. Syari'ah Faculty covers D3 Banking of Moslem (PBS), Islamic Economy Department (EI), Islamic Law of Economy Department (HESY), Islamic Broadcasting Department (KPI) and Islamic Law Department (AS). Then, Tarbiyah Faculty includes Islamic Elementary School Teacher Education Program (PGMI), Arabic Department (PBA), Department of Islamic Religious Education (PAI), and English Department

(PBI). Additionally, STAIN Jurai Siwo Metro has made remarkable progress by launching the bilingual campus.

2. English Educational Study Program

English Educational Study Program (PBI) is one of Strata 1 (S1) majors of Tarbiyah Faculty in State Islamic College (STAIN) Jurai Siwo Metro. Historically, S1 PBI STAIN Jurai Siwo Metro came from Diploma 3 (D3) English Education that was opened in 2002. In response to the stakeholders, Diploma 3 appropriately was needed for higher level education. Thus, it was converted to S1 degree of English Department based on Directorial Decree of College for Islamic Studies No:Dj.1/220.C/2007 on May 28, 2007.

The table below illustrates the condition of English Educational Study Program (PBI) lecturers based on their qualification expertise and subject in the academic year of 2012/2013. The data was taken from Official and Finance Bureau on October 23, 2012.

Table 2. English Education Study Program (PBI) Lecturers

No.	Name	Subject
1	Ahmad Subhan Roza, M.Pd	Speaking, TEFL Methodology
2	Drs. Kuryani, M.Pd	Teaching Learning Strategy
3	Masykurillah, MA	Al-Islam
4	Dra. Yerni Amir, M.Pd	English Language
5	Dra. Umi Yawisah, M.Hum	Reading
6	Widhiya Ninsiana, M.Hum	Listening
7	Trisna Dinillah Harya, M. Pd.	Semantic
8	Johan Wibowo, M.Pd	Speaking
9	Syahreni Siregar, M. Hum.	Writing

The quantity of English Education Program students of STAIN Jurai Siwo Metro in the academic year of 2014/2015 are 937 students, divided into 226 males and 711 females.

A vision of integrating Islamic values and academic excellent is mutual developed by the English Department of State Islamic College (STAIN) of Jurai Siwo Metro. In this regard, the students are expected to be professional educator in the modern era, as well as in the wide bargaining. To achieve this, such vision is implemented throughout several missions, as follow; (1) the English Education Study Program strives for students' personality by exploring knowledge, understanding, and mastery of Islamic values to be implemented in religious and national context, (2) the English Education Study Program creates humanistic, democratic, and modern academic atmosphere, (3) the English Education Study Program stimulates professional ethic of basic science theoretically and practically, (4) the English Education Study Program applies an integrated educational system to give an eligible contribution of its educational development.

The English Education Study Program is established to devote the particular goals, such as: (1) The students are exercised to be a deep understanding English teacher toward religious, knowledge, technology, and art. Indeed, they are hoped to be agent of change in society, (2) The students are presented to be professional English teacher who can expand the English Subject within fully Islamic motivation, (3) The students are taught a highly

English mastery in order to give an available contribution toward Islamic culture and society at large.

In line with the vision, mission, and aim above, some integrated aspects are focused by the English Education Study Program to assess the students' performance. The integrated aspects are named as cognition, psychomotor, and affection.

B. General Description of Research Data

In this part, the researcher describes the data that used as primary source and secondary source. The researcher had gotten the data by the result of written and interview exercise.

The researcher conducted the test toward 10 students of the sixth semester on May, 2015. The test includes 10 numbers of words arrangements (key words) which have to make to be good sentence. The words are selected purposely which enable have related to ambiguity sentence, such as pollisemy, homonymy, and the phrase has more than one meaning.

C. Analysis of Research Variable

In this research, the data were analyzed based on the Miles and Huberman Model. There are some steps of this model, they are in the following:

1. Data Collection

The researcher got the result of students' test as the object of the research. There are 10 students who have done the test. Each student made 10 sentences. The researcher observes the result of students' test of the sixth semester of English Educational Study Program.

2. Data Reduction

Data reduction shows the selection of the data that will be analyzed by summarizing and focusing the specific things. The researcher made some notes and coded the data in order to get the clearer data. The focused data were the only ambiguity context in the students' worksheet of make sentence by used the wodrs readied. The researcher also wrote down the interview's result as the documentation.

3. Data Display

a. Documentation

10 students who have been the object this research. Each student makes 10 sentences, so that, there are 100 sentences which analyzed by the researcher. The sentences are varieties. The researcher analyzed the sentences based on semantic analyses. The following chart is to describe the analysis data result.

The description of the sentences which made by the students as follow

:

No. 1 (The key words : Fatimah / bank / her friend)

The words above are possible to be ambiguity sentence because the words "bank" is homonym, it can interpret more than one meaning. They are :

1) The edge of the river.
2) The place/institution that provides various financial services.

The students' sentence which ambiguous :

Student 1 : Fatimah went to bank to visit her friend.

Student 2 : Fatimah go to the bank with her friend.

Student 3 : Fatimah go to bank with her friend.

Student 4 : Fatimah goes to the bank with her friend.

Student 6 : Fatimah goes to the bank with her friend.

Student 7 : Fatimah went to the bank with her friend.

Student 8 : Fatimah going to the bank together her friend.

Student 9 : Fatimah go to the bank with her friend.

Student 10 : Fatimah go to the bank with her friend.

The student's sentence which not ambiguous :

Student 5 : Fatimah go to the river bank together with her friend.

No. 2 (The key words : Saw / your picture)

The words above are possible to be ambiguity sentence because the words "saw" is homonym, it can interpret more than one meaning. They are :

1) Verb past of see.

2) Cut something and bring it to the ground using a saw.

The students' sentence which ambiguous :

Student 1 : I saw your picture in the gallery.

Student 2 : I saw your picture.

Student 3 : Ahza saw your picture.

Student 4 : May I saw your picture?

Student 5 : Vita saw your picture in the living room.

Student 6 : I saw your picture.

Student 7 : I saw your picture in the class.

Student 8 : We saw your picture in the gallery.

Student 9 : I saw your picture.

The student's sentence which not ambiguous :

Student 10 : I saw your picture yesterday.

In that sentence "saw" has clearly meaning that it means same with see but in past formula.

No. 3 (The key words : Dzaki /a man on a hill / telescope)

The words above are possible to be ambiguity sentence because that words can be a phrase which has interpretation more than one meaning (structural ambiguity).

The students' sentence which ambiguous :

Student 1 : Dzaki had a glimpse on a man on a hill using telescope.

Student 3 : Dzaki observe a man on hill with telescope.

Student 4 : Dzaki looks a man on hill using telescope.

Student 6 : Dzaki see a man on hill with telescope.

Student 7 : Dzaki look a man on hill using telescope.

Student 8 : Dzaki sees a man on hill using telescope.

Student 9 : Dzaki see a man on hill with telescope.

Student 10 : Dzaki look a man on hill with telescope.

The student's sentence which not ambiguous :

Student 2 : Dzaki look at a man on a hill by his telescope.

Student 5 : Dzaki look at a man on hill by his telescope.

No. 4 (The key words : Look/ the dog/ one eye)

The words above are possible to be ambiguity sentence because that words can be a phrase which has interpretation more than one meaning (structural ambiguity).

The students' sentence which ambiguous :

Student 1 : I look the dog with one eye.

Student 3 : Sinta look the dog with one eye.

Student 5 : I'm looking for the dog with one eye.

Student 6 : I look the dog with one eye.

Student 7 : I look the dog with one eye.

Student 8 : I look the dog with one eye.

Student 10 : I look at the dog with one eye.

The student's sentence which not ambiguous :

Student 2 : Vita look the dog by one eye.

Student 4 : I look the dog just has one eye.

Student 9 : I look at the dog by one of my eyes.

No. 5 (The key words : Enjoy/ date/ my best friend)

The words above are possible to be ambiguity sentence because the words "date" is homonym, it can interpret more than one meaning. They are :

1) Fruit from palm tree (n)
2) Day of the month (n)
3) Romantic meeting / a boy and girl meeting (n)

The students' sentence which ambiguous :

Student 1 : John did I enjoy dating with my best friend.

Student 2 : Vita enjoy dating with my best friend.

Student 4 : Today is the enjoy date with my best friend.

Student 5 : I try to enjoy dating with my best friend.

Student 6 : I enjoy dating with my best friend.

Student 7 : Do you enjoy the date with my best friend?

Student 8 : I am very enjoy the date with my best friend.

Student 9 : Doni enjoy dating with my best friend.

Student 10 : I enjoyed date with my best friend yesterday.

The student's sentence which not ambiguous :

Student 3 : I am enjoy at the date with my best friend.

No. 6 (The key words : New/ history/ book)

The words above are possible to be ambiguity sentence because that words can be a phrase which has interpretation more than one meaning (structural ambiguity).

The students' sentence which ambiguous :

Student 1 : I plan to buy a new history book.

Student 2 : I have new history book.

Student 3 : My sister buy a new history book.

Student 4 : My father give me the new history book.

Student 5 : I have a newest history book in my bag.

Student 6 : I bought a new history book in the shop yesterday.

Student 7 : We are study about the new history book.

Student 8 : I have new history book.

Student 9 : I have new history book.

Student 10 : I buy the new history book.

No. 7 (The key words : Smart/ teacher/ student)

The words above are possible to be ambiguity sentence because that words can be a phrase which has interpretation more than one meaning (structural ambiguity).

The students' sentence which ambiguous :

Student 4 : The teacher say that I am a smart student.

Student 6 : Smart teacher and student are in school.

Student 8 : I meet smart teacher and student in the shop.

Student 9 : This school create smart teacher and student.

Student 10 : I look at the smart teacher and student.

The student's sentence which not ambiguous :

Student 1 : The teacher said that she is a smart student.

Student 2 : The teacher teach the student to be smart.

Student 3 : The smart student depend on a smart teacher.

Student 5 : Smart teacher build up good student.

Student 7 : Smart teacher teaches student in the her house.

No. 8 (The key words : Fed/ her cat/ food)

The words above are possible to be ambiguity sentence because that words can be a phrase which has interpretation more than one meaning (structural ambiguity).

The students' sentence which ambiguous :

Student 1 : Nova fed her cat the food every morning.

Student 3 : My cat fed food her cat.

Student 5 : Fed is feeding her cat food.

Student 6 : I fed her cat food.

Student 7 : I fed her cat food.

Student 8 : She fed her cat food.

Student 9 : She is fed her cat and food.

Student 10 : Sinta fed food and her cat.

The students' sentence which not ambiguous :

Student 2 : Santi fed the food to the her cat.

Student 4 : I fed her cat with deliciuos food.

No. 9 (The key words : Do/ the job/ easy)

The words above are possible to be ambiguity sentence because the words "easy" is homonym, it can interpret more than one meaning. They are :

1) Not difficult, not hard (adj)
2) So fast, so quick (adj)
3) Weak (adj)

The students' sentence which ambiguous :

Student 1 : Today I do the job easier than yesterday.

Student 2 : Do the job to be easy!

Student 3 : The driver do the job easy.

Student 4 : I do the job easyly.

Student 5 : I hope could do the job easily.

Student 6 : She do the job easy.

Student 7 : Do I have easy job?

Student 8 : Do you do the job easy?

Student 9 : He do the job easy.

Student 10 : Rahmat do the job easy.

There is no unambiguous sentence, but the sentence can interpret clearly, if they are added the explaination sentence on context.

No. 10 (The key words : Feather/ the board)

The words above are possible to be ambiguity sentence because the words "feather" is homonym, it can interpret more than one meaning. They are :

1) One of the many soft light part covering a bird's body (n)
2) Slender board (n)
3) to use or add feathers (v)
4) to blend or soften an edge (v)

The students' sentence which ambiguous :

Student 2 : The is feather in the board.

Student 3 : The eraser make from feather for easier the board.

Student 4 : My father have a new the board with feather.

Student 6 : I feather the board.

The students' sentence which not ambiguous :

Student 1 : There are feathers on the board.

Student 5 : I decorate the board using bird's feather.

Student 7 : -

Student 8 : -

Student 9 : -

Student 10 : -

Based on the analysis above, it can be seen that the students often makes their sentence ambiguous, that has more than one meaning. The reseacher found out that there are 79 ambiguity sentences from 96 sentences (total of students' sentence). So that, there is 82% of students' sentence is ambiguity sentence.

b. Interview

The researcher conducted the interview on May 18, 20, and 24 2015. The interview referred to 10 students. The researcher used unstructured interview that used prepared questions about Semantic and ambiguity sentence but the answers were on the students' opinion.

These are seven questions related to semantic and ambiguity sentence.

1) What do you think about semantic?
2) Do you like semantic subject? Why?
3) What do you feel in semantic class?
4) What do you think about the lecturer's technique in teaching semantic?
5) Do you understand about ambiguity sentence? What is that?
6) Do you know about the types of ambiguity sentence?
7) What do you think about the effect of ambiguity sentence?

These are the result of the interview:

1) Related to question number one "What do you think about semantic?", these are the responses: (1). Study about meaning, meaning of sentence. (2). Study of meaning. (3). Semantic is very exelent. (4). Study about the meaning of sentence. (5). Study of meaning. (6). I don't know. (7). Study of kinds of setences. (8) Study of sentence. (9) Study of meaning and sentence (10) Study of meaning.

   In line with the students' statements, the students know about the semantic, but one of them does not know about semantic.

2) Related to question number two "Do you like semantic subject? Why?", these are the responses: (1). Yes, I do because we can know what someone says. (2). Yes, I do because I can know about meaning of sentence. (3).

Yes I do because it's interest for me to study about meaning. (4). Just a little because the subject is complex so sometimes I feel confused on it. (5). No, I don't because the matery is very difficult. (6). No, I don't. (7). Sometimes, because at time the subject is bored. (8). Yes, I do because it is interesting. (9). Yes, I do because the lecturer is smart. (10). Just a little.

In line with the students' statements, a half of the entire of the object said that they liked semantic subject, even though the others disliked and just alittle. It knows that two students said that they did not like semantic subject, almost of them like writing and place it as their hobby but some of them write when they get assignment from the lecturer. It is commonly happened if the quality of students' writing is low because their frequency time in writing is also low.

3) Related to question number three "What do you feel in semantic class?", these are the responses: (1). Interesting. (2). Usual. (3). I felt that my semantic class was active class (4). Bored. (5). Bored. (6). Bored, because the technique used by the lecturer is monoton. (7) Bored. (8). Active class. (9). Active enough. (10). So bored, the lecturer rarely came In line with the students' statements, more than a hafl of all the object said that the semantic class was not interesting. They feel bored so that they cannot understand about what are taught by the lecturer. The selection of

the topics and the room's condition also influence their understanding about the material.

4) Related to question number four "What do you think about the lecturer's technique in teaching semantic?", these are the responses: (1). Good, I like her technique because it is attractive. Not clear explanation and sometimes doubtful. (2). Monotonous. (3). Attractive. (4). Monotonous. (5). Monotonous, the technique used presentation only and discuss between presenter group and students all in the class. (6). It was boring and monotonous. (7). Less approach, She only communicated with someone who has been known by her, not others. (8). Interactive learning. (9). Less motivation. (10). I was bored with her method, monotonous.

   Based on the students' statements, the lecturer's technique is not suitable yet in teaching them, it is monotonous so that they feel bored.

5) Related to question number five "Do you understand about ambiguity sentence? What is that?", these are the responses: (1). Yes. I do. Ambiguity sentence is sentence which has two meaning. (2). Yes. I do. Ambiguity sentence is sentence which has more than one meaning. (3). Yes. I understand, that is a sentence or word has two or more meaning. (4). Iam sorry, I have forgotten it. (5). No, I do not. (6). Ambiguity is being confused. (7). Yes, Ambiguity is word has more than one meaning. (8). Yes. I do, Ambiguity sentence is which has two meaning. (9). I have forgotten it. (10) Yes I do, it is sentence makes people confused.

It can be said that only fifty percent who understood about ambiguity sentence.

6) Related to question number six "Do you know about the types of ambiguity sentence?", these are the responses: (1). I have forgotten it. (2). No, I don't. (3). No, I do not. (4). No, I do not. (5). No, I do not.(6). No, I do not. (7). No, I do not. (8). I have forgotten it (9). I have forgotten it. (10). No, I do not.

It is tragic that all of the students do not know about the types of ambiguity sentence.

7) Related to question number seven "What do you think about the effect of ambiguity sentence?", these are the responses: (1). Makes people confused. (2). Makes people confused. (3). Makes people confused. (4). I don't know. (5). Makes people confused. (6). I don't know. (7). Confuse. (8). Makes sentence not clear. (9). May be, makes people confused. (10). Of course, makes peolpe confused.

Based on the responses, it can be said that most of the students realize the effect of ambiguity sentence.

Referring to the interview result, the researcher got the problems of semantic comprehension especially ambiguity sentence. There are three problems that are commonly experienced by the students:

a) The students' interest in study semantic.

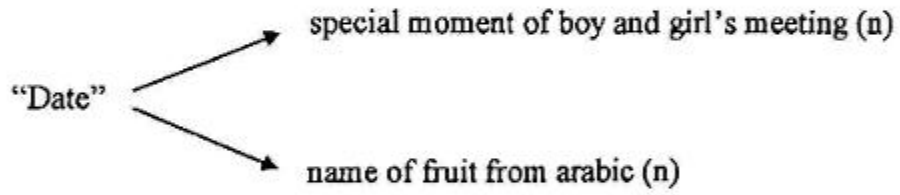
b) The lecturer's technique in teaching writing.

c) Students' appreceation about ambiguity sentence.

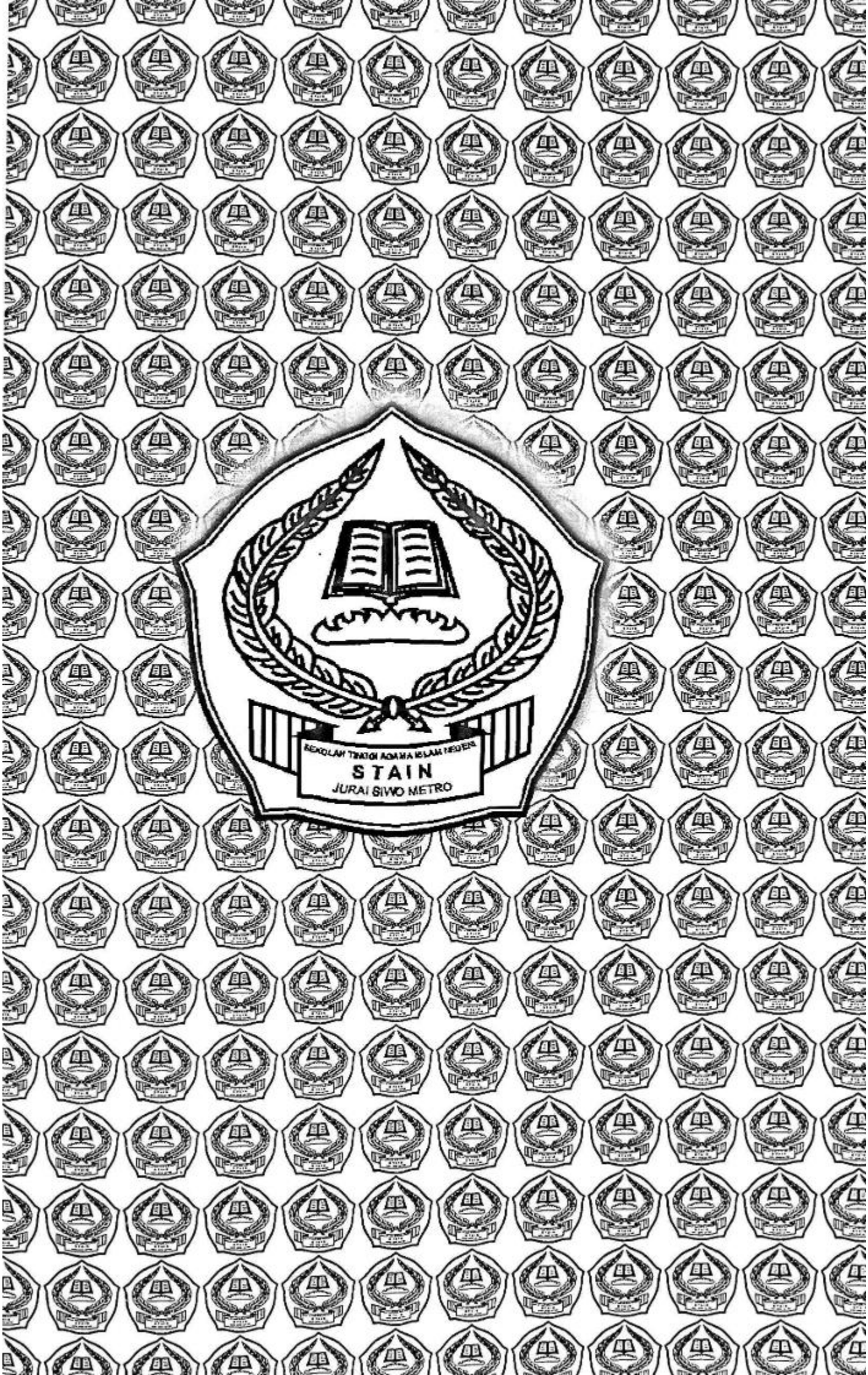
4. Conclusion drawing / verifying

The result of this analysis is possible that the ambiguity sentence happened in students' sentence. It can happened because of many factors. First, students' knowledge of meaning word is low, there are many words which have more than one meaning but the students just know about the meaning in common, and the meanings of that word are categorized in the same word class.

for example :



Second, ambiguity sentence is not only happened on lexical but also that can be there on structure of phrase or sentence. In this chapter, the students often make errors because there is no punctuation in phrase or sentence, there is no afixes or preposition in sentence and there are some ambiguity sentence need the explanation sentence to make the interpretaion to be clear.


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CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the result of the data analysis, the researcher eagerly would like to conclude this research as follows:

1. The ambiguity sentence is often happened in students' sentence. It proved that the students don't really understand yet about the ambiguity sentence it self.
2. There are two main points are to be factors which make students' sentence ambiguous. First, the students' knowledge of meaning word is low. Second, there is no punctuation, affixes, or preposition in students' sentence.
3. 10 students, as the participants, made their sentences ambiguous. It means that the students' knowledge of ambiguity sentence greatly needs to be increased.
4. There are 82 ambiguity sentences of 96 sentences which made by the students. In percentage, there is 83% of students' sentence is ambiguity sentence.
5. The lecturer's technique is needed to be explored.

B. Suggestions

Through this research, the researcher would like to constructively give suggestions as follows:

1. The students need to increase the awareness of checking the meaning words in the dictionary and understanding that.
2. The students have to more increase their consenciuos in make sentence, such as, add the punctuation, affixes, or preposition. So that, the sentence is clear in meaning.
3. The lecturers need to explore more about ambiguity sentence and make innovation in teaching technique so that the learning process will be interesting and easy to be understood by the students.

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CURRICULUM VITAE



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