A SEMANTIC ANALYSIS OF SYNTACTIC AMBIGUITY IN SENTENCES PRODUCED BY THE EIGHTH SEMESTER STUDENTS OF ENGLISH EDUCATION DEPARTMENT OF IAIN SALATIGA IN THE ACADEMIC YEAR OF 2015 / 2016

A GRADUATING PAPER

Submitted to the Board of Examiners as a partial fulfillment of the requirements for the degree of Sarjana Pendidikan (S.Pd) English Education Department of Teacher Training and Education Faculty State Institute for Islamic Studies (IAIN) Salatiga

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2016
DECLARATION

In the name of Allah, The Most Gracious and Merciful.

Hereby the writer truly declares that this graduating paper is written by the writer himself and is not containing any material from others’ ideas or what has been published by other people except the material from references and also the writer is capable of accounting for this Graduating Paper if in future this can be proved of containing other’s ideas, or in fact, the writer imitates the others’ graduating paper.

Likewise the declaration is written by the writer and he hopes that this declaration can be understood.

Salatiga, August 8th 2016

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ATTENTIVE CONSULTANT’S NOTE
Case : Rif’an Nur Rokhim’s Graduating Paper

Dear,
Dean of Teacher Training and Education Faculty

Assalamu’alaikum Wr. Wb.

After reading and correcting Rif’an Nur Rokhim’s graduating paper entitled “A SEMANTIC ANALYSIS OF SYNTACTIC AMBIGUITY IN SENTENCES PRODUCED BY THE EIGHTH SEMESTER STUDENTS OF ENGLISH EDUCATION DEPARTMENT OF IAIN SALATIGA IN THE ACADEMIC YEAR OF 2015 / 2016”, I have decided and would like to propose that this paper can be accepted by the Teacher Training and Education Faculty. I hope this paper will be examined as soon as possible.

Wassalamu’alaikum Wr. Wb.

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GRADUATING PAPER

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ENGLISH EDUCATION DEPARTMENT OF IAIN SALATIGA IN THE
ACADEMIC YEAR OF 2015 / 2016

WRITTEN BY:
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Has been brought to the board of examiners of English Education Department of Teacher Training and Education Faculty at State Institute for Islamic Studies (IAIN) Salatiga, in September 1st 2016 and hereby considered to completely fulfill the requirements for the degree of Sarjana Pendidikan (S.Pd) in English and Education.

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MOTTO

“For indeed, with hardship [will be] ease. Indeed, with hardship [will be] ease.”

(The Holy Quran, Ash-Sharh: 5-6)
DEDICATION

This graduating paper is dedicated to:

1. Allah SWT, All praises and thanks are due to Allah, the Lord of all existence.

2. My beloved family, my mother (Priati), my father (Islam Mustofa), and my little sister (Maulida Zakia Zahra) who always support me in unlimited ways.
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Alhamdulillahirrabbil’alamin. Thanks to Allah because the writer could complete this research as one of requirements to finish studying in English Education Department of Teacher Training and Education Faculty at State Institute for Islamic Studies (IAIN) Salatiga 2016.

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Salatiga, August 8th 2016

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ABSTRACT


Keywords: *Meaning, Ambiguity, Syntactic Ambiguity*

The goals of this research are to know what are the causes of syntactic ambiguity produced by students and the most dominant cause of the most frequent ambiguity produced. This research is a descriptive-qualitative with data presented in quantitative way.

The object of this research is Syntactic Ambiguity in Sentences produced by 30 students of English Education Department in the eighth semester. The data were collected using a questionnaire containing 10 sentences.

The findings of this research show that 19% of all sentences are ambiguous. However, the writer also found that among 30 students, 4 of them did not produce any ambiguous sentences. The writer assumed these 4 students have understood how to avoid ambiguity by correctly use adjuncts, noun modifier or adjective, add more complement to give specific details, understand some verbs which can be monotonously and ditransitively used, use correct punctuations, and be specific to the aim or intention of their sentences.

From the data, the writer also demonstrated that the ambiguous sentences are produced by the students because of 8 factors; they are (1) Positional and Directional Interpretation of Adjunct (28%), (2) Mixed Quantification (21%), (3) the Use of Non-Restrictive Adjectives (19%), (4) Omission of Vital Punctuations (12%), (5) Clausal non-finiteness (9%), (6) Complex Multiple Modification of Nominal Groups (5%), (7) Multiple Class Membership of Some Verbs (4%), and (8) the Use of Hanging Clausal Modifiers (2%). From the eight causal factors, Positional and Directional Interpretation of Adjunct is the most dominant causal factor affects students to produce ambiguous sentences. The writer assumed that, this is because the students still do not aware the correct use of adjunct, especially to distinguish how to use adjuncts of position and adjuncts of direction clearly.
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CHAPTER I

INTRODUCTION

A. Background of the Research

Language is a tool to communicate human’s thought and feeling to others through a system of communication. The communication consisting of sounds, words and grammar, or other system of communication used by the people of a particular country or profession (Cambridge Advanced Learner’s Dictionary, 2008). According to Fromkin et al. (2003: 5), “Knowing a language is also to know that certain sound sequences signify certain concepts or meanings”. Therefore, a language has vocal symbols which signify sound sequences and give customary meaning or known as communication.

Language is an instrument to transmit messages from speaker to hearer, from addresser to addressee, from locutor to interlocutor. Language is a symbol to symbolizes something. Based on Kentjono (1982) and Kridalaksana (1983) in Chaer (2003: 32), language symbolizes a sense in arbitrary system of sound to refer a concept, an idea, or a thought. Because the symbol refers to a concept, idea, thought, it can be said that the language has a meaning.

A study about Language is called Linguistics. There are some branches of Linguistics, they are: Phonetics, Phonology, Morphology, Syntax, Semantics, Pragmatics, Sociolinguistics, etc. In this research, the
writer only discusses about semantics. “Semantics is the systematic study of meaning, and linguistic semantic is the study of how language organize and express meanings” (Kreidler, 1998: 3). The writer expects this research is useful for the other writers who are interested in working on semantics.

Semantics studies about meanings. According to Kreidler (1998: 41), “the dimensions of meaning include reference and denotation, connotation, sense relations, lexical and grammatical meaning, morphemes, homonymy, polysemy, lexical ambiguity, sentence and meaning”. Supporting to Kreidler, Chaer (2003: 289-293) divides meaning into lexical, grammatical and contextual meaning, referential and non referential meaning, denotative and connotative meaning, conceptual and associative meaning.

In a communication, there is always meaning to convey from the speaker to the listener in a spoken form or from the writer to the reader in a written form in various ways. In almost every process, communication always happen between speaker or writer to listener or reader. Either in written or spoken, communication can be in the form of songs, poem, memo, or even in a single sentence in a sticky note.

In communication, it is possible that there is misunderstanding. Leech (1981: 30) as quoted by Tambunan (2009: 1) gives terms ambiguity to a phenomenon of misunderstanding in a communication. He says “An expression is said to be ambiguous when more than one interpretation can
be assigned to it”. Therefore, to avoid ambiguity people need a good interaction to create a complete conversation. This is because ambiguity in a sentence results in several meanings.

Kreidler (1998) divides ambiguity into three types. They are lexical ambiguity, referential ambiguity, and syntactic ambiguity also known as grammatical or structural ambiguity. However, in this research, the writer only focuses to discuss about syntactic ambiguity.

A phenomenon that occurs, many students make mistakes in communication not only among fellow students but also with lecturers when dealing with college assignments. Those errors and miscommunication are triggered by the presence of ambiguity. It causes no effective and efficient communication. Based on this phenomenon, the writer is interested in examining how ambiguity occurs especially by the eighth semester students. The writer chooses the eighth semester students as the respondents because they already taken courses of Semantics which one of its material discusses about ambiguity. Furthermore, there are students who still do not understand about the ambiguity itself. Therefore the writer are interested to conduct this research entitled “A Semantic Analysis of Syntactic Ambiguity in Sentences produced by The Eighth Semester Students of English Education Department of IAIN Salatiga in the Academic Year of 2015/2016”.

3
B. Limitation of the Problem

In research, it is very important to limit the scope of analysis to get the relevant data. The writer uses this limitation in order to give a clear description and discussion. In this research, the writer analyzes the syntactic ambiguity in sentences produced by the Eighth Semester Students of English Education Department of IAIN Salatiga in the Academic Year of 2015/2016.

C. Problem Questions

To clarify problem that is going to be analyzed, the writer proposed the problems as follows:

1. What are the causes of Syntactic Ambiguity produced in a sentence created by the Eighth Semester Students of English Education Department of IAIN Salatiga in the Academic Year of 2015/2016?

2. What is the most dominant cause of Syntactic Ambiguity produced in a sentence created by the Eighth Semester Students of English Education Department of IAIN Salatiga in the Academic Year of 2015/2016?

D. Objectives of the Research

The writer hopes that the result of this research are able to give information about Syntactic Ambiguity produced by the Eighth Semester Students. The purposes of this research are:
1. To find out the causes of Syntactic Ambiguity produced in a sentence created by the Eighth Semester Students of English Education Department of IAIN Salatiga in the Academic Year of 2015/2016?

2. To find out the most dominant cause of Syntactic Ambiguity produced in a sentence created by the Eighth Semester Students of English Education Department of IAIN Salatiga in the Academic Year of 2015/2016?

E. Benefits of the Research

The writer has some expectations that the results of this research gives some benefits for:

1. The readers:
   The readers understand kinds of Ambiguity and the causes.

2. The students:
   The students realize that understanding in a communication is important. Otherwise, there will be misunderstanding or ambiguity. Therefore, it is important for students to learn Semantics especially about ambiguity.

3. The other writers:
   The other writers can use the results of this research as a reference to conduct further research dealing with syntactic ambiguity and its causes.
4. The English Teachers:

The English teachers know the causes of ambiguity produced by the students and able to teach the students about ambiguity comprehensively to prevent the same errors.

F. Definitions of Key Terms

To avoid any mistakes in interpreting the title of this research, the writer defines some key terms, related in this research:

1. Ambiguity: “Sometimes two words sound the same but have different meanings (homonyms), and sometimes sequences of words with the same pronunciation have different interpretations (ambiguity)” (Kreidler, 1998: 7).

2. Syntactic Ambiguity also known as Structural Ambiguity or Grammatical Ambiguity: Kreidler (1998: 169) states, “Syntactic ambiguity may also be in the deep structure: one sequence of words may have more than one interpretation”.

3. Meaning: According to Cann (1993: 13) and Riemer (2010: 3), meaning is the central of language and carries the sense inside linguistics expressions and the signifier that signifies and refer to what is being communicated by people.
G. Review of Previous Research

There are several research discussing about Syntactic Ambiguity. In this research, the writer reviews 3 previous research related to syntactic ambiguity.

Tambunan (2009) conducts a research about lexical and structural ambiguity in Your Letters of Jakarta Post. She says the ambiguities could occur in any kinds of situation whether in daily conversation among people and in written texts. She uses two means of data collection: holistic and analytic. The results of her research indicate that the structural ambiguity occur as the most dominan ambiguity exist in Your Letters of Jakarta Post which prove that the writer of the letters use the form of phrases which not well structured and triggered many ambiguities. Her research proves that the ambiguity occur because the writer accidentally make their readers confused too often.

The next work has been conducted by Irawan (2009). He analyzes the ambiguities in the articles of Jakarta Post. He conducts a descriptive qualitative research and formulates the conclusion by collecting, classifying, and interpreting the data of the research. He finds more grammatical ambiguities than lexical ambiguity in the articles of The Jakarta Post published in Thursday, December 11, 2008. He also find a causal factor of grammatical ambiguity which is equivocal phrasing.
Similar to Irawan, Andarini (2012) also works on Structural Ambiguity in the Jakarta Post Newspaper’s Headline News. Her research uses the qualitative-descriptive design since her research is conducted to describe the structurally ambiguous phrases. As her data, she collects the articles in the Headline news of the Jakarta Post newspaper for a month from October 1st, 2011 to October 31st, 2011. In analyzing the data, the writer uses tree diagram. She finds that the sentences in the Headlines of the Jakarta Post can be potentially structurally ambiguous if they are observed separately from the context. She says we can gain the real meaning of ambiguity via the context of the sentences where they appear. Then, she shows there are some ways that can be used to resolve the structurally ambiguous phrases and sentences. According to Andarini (2012) “...adding the hyphen (-) or the preposition (of), adding the word (which is) or (which are), and (who is) or (who are) to show about something that is being talked about and placing the preposition... to explain where the action took place.” Based on the findings, some suggestions are addressed to readers, students and lecturers of linguistics, and further researchers. She expects the readers may use the findings of her research to understand how to determine the phrases and sentences which are structurally ambiguous, and how they clarify it.

From the literature review above, the writer assumes that this research is different from aforementioned research. The data used in this research is data derived from field research. The data source are the
students who learn English as major study and have requirements such as: they have taken Semantic courses and they are students of IAIN Salatiga. Therefore, this research differs from those previous research.

H. Outline of the Research

This research consists of five chapters and each chapter is subdivided into subsequent divisions:

Chapter I consists of background of the research, limitation of the problem, problem questions, objectives of the research, benefits of the research, definitions of key terms, review of previous research, and outline of the research.

Chapter II the writer explains about the definitions of semantics, the definitions of meaning, types of ambiguity, and causal factors of ambiguity.

Chapter III deals with the type of research, object of research, data, method of collecting data, and technique of analyzing data.

Chapter IV consist of Data Analysis, in this chapter, the writer describes the finding which is compared with the theory and answers problem questions mentioned in Chapter I.

Chapter V consist of Closure, in this chapter, the writer presents the conclusion and suggestion of this research.
CHAPTER II
THEORITICAL FRAMEWORK

In this chapter, the writer describes the theories which are used in this research. They are the theories about the definitions of semantics, the definitions of meaning, types of ambiguity, and causal factors of ambiguity.

A. Definitions of Semantics

Semantics is a sub discipline of linguistics which focuses on the study of meaning. According to Lyons (1977: 613), “Semantics is the study of meaning”. His definition of semantic is more general since he does not limit the source of meaning from specific language feature such as words, phrases, or sentences.

Yule (1996: 4) defines semantics is the study of the meaning of words, phrases, and sentences with their connections to everything in real world. In most semantic analysis, meanings will be gained from the words, phrases, and sentences in different situations.

Kreidler (1998: 3) adds, “semantics is the systematic study of meaning, and linguistic semantic is the study of how languages organize and express meanings”. The meaning are organized and expressed via languages. Therefore, people send meaning through constructing it into language expressions.
Thus, when the conversation happens, people need to understand what they are talking about. It is caused by the language that they used have meanings.

B. Definitions of Meaning

Linguistic semantics is an attempt to explicate the knowledge of any speakers of a language which allows that speaker to communicate facts, feeling, intentions and products of the imagination to other speakers and to understand what they communicate to him or her.

According to Cann (1993: 13) and Riemer (2010: 3), meaning is the central of language and carries the sense inside linguistics expressions and the signifier that signifies and refer to what is being communicated by people. Furthermore, a meaning not only come from a complete constructed sentence, but also a short word.

Many linguists state their different categories of meaning. In this research the writer uses one of those categories. Leech (1981: 9-23) defines meaning into seven types. These seven types of meaning are:

1. Conceptual meaning (denotative or cognitive meaning)

   In this point, meaning which describes the concepts. We can find many different words have the ideas and principle, that is called conceptual meaning (Leech, 1981: 9). For example:

   a. Dance (to move the body and feet to music).

   b. Sing (to make musical sounds with the voice and words).
2. Connotative meaning (what is communicated by virtue of what language refers to)

   It is the value attached to a certain word or the emotional suggestions related to facts in real word. The connotative meanings of a word exist together with the denotative meanings. The connotations for the word graveyard may refer to something scary and frightening (Leech, 1981: 12). For example:

   c. Man (human, adult, male).
   d. Woman (human, adult, female).
   e. Girl (human, teenager, female).

3. Social meaning (what is communicated of the social environment of language use)

   The usage of language in society which the meanings are determined by certain speakers in the society and what they want to convey. There are several factor influencing it. One of the factors is social class of the speaker and listener and the degree of formality in their relation and communication. The social meaning of a conversation which carried by words are not much. People often greet others, saying hello, and talking about trivial things shows that they are being polite (Leech, 1981: 14). For example:

   f. Police (formal).
   g. Cop (informal).
4. Affective meaning (what a speaker feels)

Affective meaning which is presented by the real world content on various perspective based on people thoughts. It refers to what speaker feel towards the communication context. Different person will have different affective meaning since they feel different things about what they are talking about (Leech, 1981: 15-16). For example:

h. Car (a four wheeled vehicle).

i. Car (a very expensive vehicle).

5. Reflected meaning (one sense of a word, draws other sense from a same word)

It is “the meaning which arises in cases of multiple conceptual meaning, when one sense of a word forms part of our response to another sense” (Leech, 1981: 16). It refers to terms which have more than one meaning surfaces at the same time, so there is a kind of ambiguity. A word makes us think more than one sense. For example:

j. Mouse. It means “a small mammal with short fur, a pointed face, and a long tail” (Cambridge Advanced Learner’s Dictionary).

k. Mouse. It also means “a small device which you move across a surface in order to move a cursor on your computer screen” (Cambridge Advanced Learner’s Dictionary).
6. Collocative meaning (associations of words share common ground in the meaning but tend to occur in its own environment)

One or more words almost mean the same thing. However, they are used in different situations (Leech, 1981: 17). For example:

1. Home.
2. House.

Both words share the same common sense of meaning but are used in different situations in a sentence. House tends to mean a building which is usually used as a shelter and place to stay of a family. Home is a place to stay, whether it is a house, apartment, or else.

7. Thematic meaning

Thematic meaning is communicated by the organization of message and its focus (Leech, 1981: 19). It relates to or constitutes a topic of discourse, the meaning that the word conveys is that of something that is connected with the theme of something. For example:

3. Gwen was given a flower by Aaron.
4. Aaron gave Gwen a flower.

Both sentences almost contain the same sense. The difference only exist in a small space. They are the contexts which presumably happen. The first sentence answers the question “Whom was given a flower?” The second sentence answers the question “What did Aaron give Gwen?”
C. Types of Ambiguity

In a communication, sometimes we interpret more than one meaning in a single sentence from the speaker or writer. Those two meanings in a sentence often called as Ambiguity. According to Kreidler (1998: 7) “... two words sound the same but have different meanings (homonyms), and sometimes sequences of words with the same pronunciation have different interpretations (ambiguity)”.

Moreover, Melcuk (1984: 295) says that “ambiguation happens when several signifieds are alternatively loaded onto one signifier; this produces ambiguity of the resulting expression”. Ambiguity often appear as two concepts attached in one concept pointer.

Kreidler (1998) divides ambiguity into three types. They are lexical ambiguity, referential ambiguity, and syntactic ambiguity also known as grammatical or structural ambiguity. All ambiguity will be explained as follow:

1. Lexical ambiguity

   Based on Kreidler (1998: 55) “when homonyms can occur in the same position in utterances, the result is lexical ambiguity”. One of the example of lexical ambiguity is the word “bat”. For example:

   a. John almost get hit by a *bat*.

   b. *Bats* fly at night.

   The word *bat* in (a.) is ambiguous. Interpretations:
1) In (a.) the word *Bat* is a small black animal with wings that flies at night.

2) In (a.) the word *Bat* is the tool used in sports made of wood to hit ball in a game like table tennis.

3) In (b.) the word *Bat* means a flying animal. It is not ambiguous.

2. Referential ambiguity

“Misunderstandings occur when a speaker has one referent in mind for a definite expression... and the addressee is thinking of a different...” (Kreidler, 1998: 151). Ambiguity occur because of the misunderstanding from the listener about what the speaker refer to. For example:

c. Yesterday, Dominic told Gideon that *his* friend won a chess competition.

d. Claire buys Gwen a book because *her* mother’s request.

The word *his* refer to whom is unclear. Interpretations:

1) In (c.) the word *his* can be inferred to Dominic’s friend who won the chess competition

2) In (c.) the word *his* also can be inferred to Gideon’s friend who won the chess competition.

3) In (d.) the word *her* means Claire’s mother who asked Claire to buy a book for Gwen.
4) In (d.) the word also means it is Gwen’s mother that who asked for Claire’s help to buy a book for Gwen.

3. Syntactic ambiguity

Also known as structural ambiguity or grammatical ambiguity.

“Syntactic ambiguity may be in the surface structure of a sentence: words can cluster together in different possible constructions’’ (Kreidler, 1998: 169). A structure of sentence may cause ambiguity to appear. For example:

e. John buys a red shirt and hat.

f. You can smoke outside.

The word “red” as modifier is ambiguous, whether it modifies shirt only or both shirt and hat. Interpretations:

1) In (e.) the readers may interpret: John buys a [red shirt] and an unknown colored hat.

2) In (e.) the readers may interpret: John buys [a red shirt and a red hat].

3) In (d.) the readers may interpret: the subject you is inside a room that normally forbids people to smoke. Then subject you wants to smoke until somebody told him to do it outside.

4) In (d.) the readers may interpret: the subject you is outside a room that normally forbids people to smoke. Then subject you wants to
smoke until somebody says that they are outside and they can smoke outside.

However in this research, the writer focuses on the discussion of Syntactic Ambiguity.

D. Causal Factors of Ambiguity

Many linguists define the causal factors of ambiguity. In this research the writer used the theory by Oluga (2010: 39-41). In his journal, Oluga states that there are ten causes of ambiguity. They will be explained as follow:

1. Use of Ambiguous Lexemes

Ambiguity occur caused by the use of words and expressions that already ambiguous. As Moulton and Robinson state (1981) in Oluga (2010: 39):

This occurs when communicators, speakers or writers, use words or expressions that are inherently ambiguous, which are capable of reflecting or conveying hidden meanings, in addition to the superficial meaning, to the readers or listeners if not to the writers or speakers.

This factor is related to the lexical meaning. A word has two meanings is ambiguous. For example:

a. Jake goes to the pool because it’s hot.

b. Sam is a sniper when he shoots pool.
Both sentences use the word “pool”. However they have different meaning. Interpretations:

1) The word “pool” in (a.) means a swimming pool.

2) The word “pool” in (b.) means a game played by two persons to shoot 16 colorful balls in a holed table (Cambridge Advanced Learner’s Dictionary).

2. Omission of Vital Punctuation

The elimination of the important punctuation will make a sentence which is has a meaning change into has two meanings. “This is... because proper use of punctuation marks in most cases usually aids the communication/comprehension of speaker’s or writer’s intended meaning” (Oluga, 2010: 39). For example:

   c. When the sun sets at 6 o’clock turn on the lamp.

Interpretations:

1) The sentence in (c.) makes us think that we must turn on the lamp “only” when the sun sets exactly at 6 o’clock.

2) In (c.) the second interpretation is when the sun sets at the 6 o’clock we are allowed to turn on the lamp.

   The sentence should be written: “When the sun sets at 6 o’clock, turn on the lamp”. The comma are added to eliminate ambiguity.

3. Use of Double or Multiple Referent Pronouns

Cook (1983) and Ayodele (1996) in Oluga (2010: 39) say “This usually arises when a communicator, speaker or writer, uses a
pronoun that can go with two or more nouns mentioned in a given expression, that is, where such a pronoun has double or multiple nominal referents”. A pronoun is not clear. It does not refer to someone clearly. For example:

d. Lissa reminds Marelyn to bring *her* book on English course tomorrow.

The sentence in (d.) makes readers confuse. The word “her” refer to Lissa or Marelyn. We need more context to interpret this sentence.

4. Multiple Class Membership of Some Verbs

A verb can be two parts of different verb class in a same time and produce ambiguity in the sentence.

According to Quirk, Greenbaum, Leech and Svartik (1972) in Oluga (2010: 39) states “The problem in this kind of situation is that such multiple class membership can subject the various functional possibilities of the verbs to different semantic interpretations... where the verb... can be mono-transitively and di-transitively used”. For example:

e. Mark *calls* Mr. Smith a doctor.

Interpretations:

1) In (e.) if we look at the sentence’s verb mono-transitively, it means Mark refers Mr. Smith as a doctor.

2) Still in (e.) on the other hand, if we look this di-transitively, it means Mark calls a doctor to take care of Mr. Smith.
5. Use of Non-Restrictive Adjectives

Allsop (1992) as cited in Oluga (2010: 40) “It is peculiar to pre-modifying adjectives that usually have unique reference and therefore, cannot be further limited or restricted by such pre-modifying adjectives”. The limit of the modified adjective is not clear. For example:

f. The diligent students of Zephyr Singing Academy also love dancing.

Interpretations:

1) In (f.) we may interpret the students of Zephyr Singing Academy are all diligent and all of them also love dancing.

2) The next interpretation in (f.) will be: Only the diligent students of Zephyr Singing Academy also love dancing.

6. Positional and Directional Interpretations of Adjuncts

As Quirk, Greenbaum, Leech and Svartik (1972) in Oluga (2010: 40) says “The positional and directional interpretations of modifying adjuncts refer to situations where adjuncts, which are a form of adverbial, used in given expressions can be described as, or go for both, adjuncts of position and adjuncts of direction”. Adjunct itself is a complement or addition, added to sentences to strengthen or underline the meaning of the sentence itself (Cambridge Advanced Learner’s Dictionary, 2008).
For example:

  g. *You* must compete in a race downtown.

Interpretations:

1) The subject ‘You’ location is in downtown and he/she has an obligation to join a race competition.

2) The second interpretation is the subject ‘you’ is not in downtown and possibly is currently doing a race, then someone warn him/her that a racing only allowed in downtown. The subject you are given the direction to the permitted racing place.

7. Complex Multiple Modification of Nominal Groups

The modifier modifies multiple nouns. It is unclear the modified only one noun or all the noun in a sentence included and modified. Oluga (2010: 40) says “It is paradoxical that complex multiple pre and post modification of heads of nominal groups can also lend expressions so modified to double or triple semantic interpretations”. For example:

  h. John buys a red shirt and hat.

Interpretations:

1) John buys a red colored shirt and a red colored hat.

2) John buys a red colored shirt and an unknown colored hat.

8. Use of Hanging Clausal Modifiers.

As identified by Cook (1983) and cited by Oluga (2010: 40) states: “This happens when the idea expressed by such a hanging
modifying string is related to both the intended subject of the sentence or expression and any other noun in the same sentence or expression.”

The example is given by Oluga (2010: 40) as follow:

i. Arriving earlier than expected, the staff members saw the auditors.

The clause “arriving earlier than expected” can either refer to the staff members or the auditors. Then, the next interpretation will be “The staff members who arrived earlier than expected saw the auditors”. The meaning also “The auditors who arrived earlier than expected were seen by the staff members” (Oluga, 2010: 40).

9. Clausal Non-finiteness

As stated by Oluga (2010: 40) “Clausal non-finiteness simply refers to the inability of such a clause with this feature or quality to reflect or indicate time/tense, mood, person or number”. For example:

j. The teacher will explain how to accept an unfortunate situation.

Interpretations:

1) The teacher teaches us what to behave and what to do to keep us think positively in a bad situation.

2) The teacher will warn and reminds us about steps that may drag us into a bad situation.
10. Mixed Quantification

Yusuf (1990: 40) quoted by Oluga (2010: 40) argues that “an ambiguity inducing linguistic phenomenon” which according to him occurs when some quantifiers susceptible of ambiguity are used’.

The interpretation of mixed quantification are complex since it is influenced by the numbers in a sentences which will multiple number combination. For example:

k. Two professional football players plays football with five students.

Interpretations:

1) There are seven persons play football in a field. They are consisting of five students and two professional football players.

2) Two professional football players divided the students into two groups and the player individually play with a group in a same time. Thus, a player plays with three students and another players plays with the rest of the students. Other number combination of the students group may happen.

3) There are two professional football players and each of them plays football with every five students. Therefore there are twelve person.
The above explanation are the causal factors of ambiguity in general. However, only eight of ten causal factors are the causal factors of syntactic ambiguity. The Use of Ambiguous Lexemes is the causal factor of lexical ambiguity. Then, the Use of Double or Multiple Referent Pronouns is the causal factor of referential ambiguity.
CHAPTER III
RESEARCH METHODOLOGY

This chapter discusses five sections. They are type of research, object of research, data, method of collecting data, and technique of analyzing data. Each section will be discussed further.

A. Type of Research

The writer uses descriptive-qualitative research with data analyzing presented in statistical forms. Kothari (2004: 3) defines “Qualitative research... is concerned with qualitative phenomenon, i.e., phenomena relating to or involving quality or kind”. In line with Kothari, Creswell (2007: 37) states that qualitative research is defined as an process of investigating human relation issues in comprehensive view, structured by sentences, presented in detail from informants, and conducted in a natural settings.

Based on Neville (2007: 3) “Qualitative research is more subjective in nature than Quantitative research and involves examining and reflecting on the less tangible aspects of a research subject... ”. Qualitative research often viewed as a research procedure enable to explain data descriptively using sentences or utterances by the researcher.

Descriptive research can be used to collect data, analyze data and draw conclusion (Neville, 2007: 3). Supporting to Neville, Arikunto (2010:
3) adds, descriptive research is the study intended to investigate the situation, condition, circumstances, events, and other activities, and the result presented in a research report.

The research report also presents statistics in the forms of table, percentage, and chart are included to make the explanation easier and clearer. Arikunto (1998: 246) states that the qualitative data are turned into quantitative data using number to help the research easier to be understand and presented, then turn qualitative again to be drawn the conclusion, this technique called descriptive qualitative with percentage.

This research is a descriptive-qualitative with percentage. Therefore, the results are presented in statistical forms such as table, percentage and chart.

**B. Object of Research**

This research analyzes Syntactic Ambiguity in sentences produced by the Eighth Semester Students of IAIN Salatiga. The informants are the eighth semester students of English Education Department.

**C. Data**

The writer needs data to conduct this research. Based on Subroto (1992: 42-43) as cited by Irawan (2009: 139), data of the research might be in form of discourse, sentence, clause, word, or even morpheme. Similar to Subroto, Moleong (1998) in Arikunto (2010: 22) as cited by Wahyudi
(2015: 30) states that data sources of qualitative research is presented in spoken or written that is accurated by the writer, and the things detail monitored in order to be able to catch the implicit meaning on the document or the thing. Therefore, any research writer could use data source from various ways.

The data used in this research are sentences created by the students as informants. The data includes 30 copies of questionnaire and is analyzed to answer the problem questions in chapter I. According to Arikunto (1998: 120), the informants should be about 10-25% of total population. In English Education Department, there are 135 students in eighth semester. Thus, 30 informants are able to be the representativeness of 135 students, because they meet the requirements which is 22% of total population.

The data is derived from the students of IAIN Salatiga who meet the requirements as follows:

1. They are the students who learn English as major study,
2. They are the eighth semester students,
3. They had taken Semantic courses, and
4. They had learned about Syntactic Ambiguity in aforementioned subject.
D. Method of Collecting Data

The writer uses questionnaires as the method of collecting data in this research. A questionnaire is given to the informant with a request to fill out and to be returned to the researcher. According to Kothari (2004: 100), “a questionnaire consists of a number of questions printed or typed in a definite order on a form or set of forms”.

The procedure in collecting data through questionnaires are:

1. The Instructional Setting

   This research was conducted at IAIN Salatiga.

2. Informants

   The informants in this research are 30 students which are chosen randomly in the English Education Department of IAIN Salatiga. They should meet the requirements as explained before.

3. Materials

   Material from this research included 30 copies of questionnaire which are administered to investigate the syntactic ambiguity produced in sentences created by the students. The questionnaire includes ten situations that required informants to write down a sentence for every situation. The request could be written as appropriate as possible with their own language style.
4. Procedures

The writer collects the data by questionnaire. The writer tries to find out the data that supported this research. In this research, the techniques of collecting the data are in some steps:

a. Distributing questionnaires. Every questionairre will be answered with 10 sentences.

b. Finding any important details that supported this research and looking for all ambiguities in sentences created by the students.

c. Classifying the data from questionnaires into the causal factors of syntactic ambiguity.

d. Coding the data from questionnaires. For example:

   <S-2/008>

   <S-2/008> represents Sentence Number 2 from a questionairre answered by a student with student number 113-12-008.

e. Analyzing the ambiguity in every sentences.

f. Looking for other information that relevant with the research and analyzing the data by the theories which used to analyze the data.

E. Technique of Analyzing Data

This research is a qualitative research. The results of the questionnaire are sentences which are analyzed as follows:

1. The writer categorizes the data from questionnaire into types of ambiguity.
2. The writer collects ambiguities from the data above.

3. The writer describes and gives analysis for the collected sentence which includes ambiguity within.

4. The writer gives the possible interpretation for the collected sentence which includes ambiguity within.
CHAPTER IV
DATA ANALYSIS

In this chapter, the writer presented the data and data analysis. This chapter answers the problem questions in the Chapter I, they are; *what are the causes of Syntactic Ambiguity produced in a sentence created by the Eighth Semester Students of English Education Department of IAIN Salatiga in the Academic Year of 2015/2016* and *what is the most dominant cause of Syntactic Ambiguity produced in a sentence created by the Eighth Semester Students of English Education Department of IAIN Salatiga in the Academic Year of 2015/2016.*

A. Causes of Syntactic Ambiguity

Based on the questionnaire given to 30 students, there are 300 sentences produced by the students. Among those 300 sentences, 57 sentences (19%) are ambiguous. The writer also found that among 30 students, there are 4 students (13%) produced clear sentences or non-ambiguous sentences. I assumed that these four students understand how to avoid ambiguity. They avoid ambiguity by understanding the use of adjunct, noun modifier or adjective, add more complement to give specific details, understand some verbs which can be monotransitively and ditransitively used, use correct punctuations, and be specific to the aim or intention of their sentences. Thus, they did not produce ambiguous
sentences. However, the other 26 students still produced some ambiguous sentences. Therefore, I assumed that those who produced ambiguous sentences get difficulties to avoid ambiguity using aforementioned ways.

After looking at the general results of the data in this research, the writer continued to look at the causes of syntactic ambiguity produced by the students. Among 57 ambiguous sentences, the writer identified 8 causal factors as discussed in chapter II. They were Positional and Directional Interpretation of Adjunct, Complex Multiple Modification of Nominal Groups, Clausal non-finiteness, Mixed Quantification, Use of Non-Restrictive Adjectives, Multiple Class Membership of Some Verbs, Omission of Vital Punctuations, and Use of Hanging Clausal Modifiers.

The distribution of Causal Factors of Syntactic Ambiguity in sentences from the data was illustrated in table 4.1 and figure 4.1.

Table 4.1 Distribution of Causal Factors of Syntactic Ambiguity

<table>
<thead>
<tr>
<th>No.</th>
<th>Causal Factors of Syntactic Ambiguity</th>
<th>Number of Ambiguous Sentences</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Positional and Directional Interpretation of Adjunct</td>
<td>16</td>
<td>28 %</td>
</tr>
<tr>
<td>2.</td>
<td>Complex Multiple Modification of Nominal Groups</td>
<td>3</td>
<td>5 %</td>
</tr>
<tr>
<td>3.</td>
<td>Clausal non-finiteness</td>
<td>5</td>
<td>9 %</td>
</tr>
<tr>
<td>4.</td>
<td>Mixed Quantification</td>
<td>12</td>
<td>21 %</td>
</tr>
<tr>
<td>5.</td>
<td>Use of Non-Restrictive Adjectives</td>
<td>11</td>
<td>19 %</td>
</tr>
<tr>
<td>6.</td>
<td>Multiple Class</td>
<td>2</td>
<td>4 %</td>
</tr>
</tbody>
</table>
Table 4.1 and figure 4.1 show the distribution of Causal Factors of Syntactic Ambiguity in sentences from the data. The frequency of each causal factor of Syntactic Ambiguity were Positional and Directional Interpretation of Adjunct (28%). The writer assumed that these students do not understand the use of adjunct especially to distinguish how to use
adjuncts of position and adjuncts of direction clearly. Then, Mixed Quantification (21%) which is the writer assumed that the students do not give sufficient information for the readers about the exact quantity of the Subject or Object in their sentences. The students do not aware of the misunderstanding and they accidently exchanged the subjects’ quantity into their objects’. Then, the Use of Non-Restrictive Adjectives (19%), the writer assumed that the students are not clear about to whom their ideas in their sentences are aimed to. Omission of Vital Punctuations (12%), the writer assumed that the students do not use the punctuation correctly. Clausal non-finiteness (9%) the writer assumed that the students give less information about the clause especially noun clause, so that the ideas in those noun clause are unclear. Complex Multiple Modification of Nominal Groups (5%), it means only a few students produce ambiguous sentence. The writer assumed that the students who do not produce ambiguous sentences understand and carefully use one or more modifiers to modify one or more items in a sentence. Multiple Class Membership of Some Verbs (4%), the writer assumed that the students who write clear sentences understand how to distinguish the use of a verb which can be use both monotransitively and ditransitively, and the least cause is the Use of Hanging Clausal Modifiers (2%), the writer assumed that the students who write clear sentences understand how to use clausal modifier accurately and give complete information to specify the ideas within the clausal so that it conects with the rest of the sentence.
The ambiguous sentences and the causal factors in this research are presented in the following examples:

1. Positional and Directional Interpretation of Adjunct. It deals with the unclear use of the adjuncts which shows the current location or the destination (see Chapter II). The examples of sentences containing Positional and Directional Interpretation of Adjunct in the data are illustrated in (a) and (b) below.

a. <S-1/008>

Congratulations, finally you are allowed to have a race in a circuit.

Interpretations:

1) In (a.) the speaker congratulating the subject ‘you’ because ‘you’ just accepted to be a professional racer and soon he is going to have his first race in a circuit.

2) The subject ‘you’ is already in a circuit and the race will begin in a few moments. His crew congratulating him because right now he can compete to win the current competition.

To avoid ambiguity, the sentence should be written:

Congratulations, finally you are allowed to have a race here, in a circuit.
b. <S-1/068>

You are allowed to have a race in a circuit.

Interpretations:

1) In (b.) the speaker or writer warns the subject ‘you’ possibly because the subject ‘you’ has a race in a place that is not a circuit or possibly public streets.

2) The subject you possibly join a racing competition and already in a circuit and somebody told them that they are allowed to have a race there.

To avoid ambiguity, the sentence should be written:

You are allowed to have a race in a circuit, go there!

2. Mixed Quantification. It deals with the unclear information about the quantity of each items in a sentences. Sometimes the quantity of the items will be interpreted flip over from the original idea (see Chapter II). The examples of sentences containing Mixed Quantification are illustrated in (c) and (d) below.

c. <S-5/011>

There are five doctors treating eleven players in our football team.

Interpretations:

1) The five doctors divide eleven players into 5 groups and every doctor treats only 2 or 3 players at the same time.
2) There are five doctors. Every doctor treats eleven player after the other. Thus eleven players are treated five times by five different doctors.

3) There are five doctors. Every doctor treats eleven player. The other doctors also treat completely different eleven players. So, there are five doctors and fifty five football players.

To avoid ambiguity, the sentence should be written:

There are five doctors who each of them treats the same eleven players one after the other.

d. <S-5/016>

In my team there are eleven players have five doctors.

Interpretations:

1) There are eleven players who each of them has five doctor for them. So, there are fifty five doctors.

2) Eleven players are treated by five different doctors one after the other.

3) The doctors divide the players into 5 groups and then treat them at the same time.

To avoid ambiguity, the sentence should be written:

I have a team consisting of eleven football players and five doctor who treats the players at the same time, two or three players for a doctor.
3. Use of Non-Restrictive Adjectives. It deals with the less information given and inaccurate aim of the original idea in a sentences caused the idea is not delivered efficiently in a sentence (see Chapter II). The examples of sentences containing Use of Non-Restrictive Adjectives are illustrated in (e) and (f) below.

e. <S-6/127>

*Burning Plastic Trash* may cause global warming.

Interpretations:

1) The activity of setting Plastic Trash into fire may cause global warming.

2) Some Plastic Trash which is currently burning may cause global warming.

The word ‘burning’ as adjective can not limit the interpretation and triggers ambiguity because it also acts as a noun. To avoid ambiguity, the sentence should be written:

The Plastic Trash which is burnt may cause global warming.

f. <S-9/081>

*The brilliant students* of the Academy love gardening and sports.

Interpretations:

1) The students of the Academy are all very smart and all of them love gardening and sports.
2) Only the brilliant students of the Academy love gardening and sports.

To avoid ambiguity, the sentence should be written:

The students of the Academy are all smart and they love gardening and sports.

4. Omission of Vital Punctuations. It deals with the unclear and aimless information because the incorrect use or even the is no punctuation at all (see Chapter II). The examples of sentences containing Omission of Vital Punctuations are illustrated in (g) and (h) below.

   g.  *<S-8/016>*

       If you want to go to the concert on Friday I suggest you to bring a camera.

       Interpretations:

       1) The subject ‘you’ wants to go to a concert which is held on Friday and bring a camera on that event.

       2) The subject ‘you’ must bring a camera on Friday as a requirements to go to a concert at unknown date.

       To avoid ambiguity, the sentence should be written:

       If you want to go to the concert on Friday, I suggest you to bring a camera.
h. <S-8/117>

She wants to go to the concert on Friday she needs to bring a camera.

Interpretations:
1) The subject ‘she’ wants to go to a concert which is held on Friday and bring a camera on that event.
2) The subject ‘she’ needs to bring a camera on Friday possibly the camera will be traded with a concert ticket.

To avoid ambiguity, the sentence should be written:
She wants to go to the concert, she needs to bring a camera on Friday.

5. Clausal Non-finiteness. It deals with the less information given affecting the meaning because unclear definition of adverbial clause. The unclear use of adverbial clause makes some part of the adverb itself connects with the core verb from the sentence (see Chapter II). The examples of sentences containing Clausal Non-finitness are illustrated in (i) and (j) below.

i. <S-3/078>

We have vet in this city and they help dog bite victims.

Interpretations:
1) The vet take care of people who are bitten by dogs.
2) The vet support the dog to bite people.
To avoid ambiguity, the sentence should be written:

We have vet in this city and they take care of people who are bitten by dogs.

j. The Vet told us how to help dog bite victims.

Interpretations:

1) The vet explain to the writer how to help the dog to bite people.

2) The vet explain to the writer how to help victims of dog bitten cases.

To avoid ambiguity, the sentence should be written:

The Vet told us how to help the victims who are bitten by dogs.

6. Complex Multiple Modification of Nominal Groups. It deals with complex modification in a sentence. The sentences may have one or more modifier modify one or more items and produce more than one meaning (see Chapter II). The examples of sentences containing Complex Multiple Modification of Nominal Groups are illustrated in (k) and (l) below.

k. John sees a girl with binocular.
Interpretations:

1) There is a girl and John uses his binocular to see her.

2) John sees a girl who brings a binocular.

To avoid ambiguity, the sentence should be written:

John uses his binocular to see a girl.

1. <S-4/136>

Steve buys a red t-shirt and hat.

Interpretations:

1) Steve buys a red colored t-shirt and an unknown colored hat.

2) Steve buys a red t-shirt and a red hat.

To avoid ambiguity, the sentence should be written:

Steve buys a hat and a red t-shirt.

7. Multiple Class Membership of Some Verbs. It deals with the unawareness of some verbs that can be used mon transitively and ditransitively (see Chapter II). The examples of sentences containing Multiple Class Membership of Some Verbs are illustrated in (m) and (n) below.

m. <S-7/081>

We called her a doctor because she is too smart.

Interpretations:
1) The verb ‘called’ can be used mono-transitively and the combination will be SVOC. The subject ‘We’ nickname the object ‘her’ as a doctor.

2) The verb ‘called’ can be used di-transitively and the combination will be SVOCC. The subject ‘We’ called a doctor from a hospital to come there and take care the object ‘her’.

To avoid ambiguity, the sentence should be written:

We nickname her a doctor because she is very smart.

n. <S-7/136>

I *called* John a doctor.

Interpretations:

1) The verb ‘called’ can be used mono-transitively and the combination will be SVOC. The subject ‘I’ nickname John a doctor possibly because John is smart.

2) The verb ‘called’ can be used di-transitively and the combination will be SVOCC. The subject ‘I’ call a doctor to take care John who is possibly sick.

To avoid ambiguity, the sentence should be written:

I called a doctor to take care John.
8. Use of Hanging Clausal Modifiers. It deals with the unclear information because the presence of clausal modifiers which are unclear to which clause in a sentence it modify (see Chapter II). The examples of sentences containing Omission of Vital Punctuations are illustrated in (o) and (p) below.

o. <S-8/136>

*Come earlier than expected*, the students greet the teacher.

Interpretations:

1) The students come earlier than the teacher. Then the student greet the teacher when the teacher enter the classroom.

2) The teacher come earlier than the student. The teacher is already in the classroom and the students greet the teacher.

To avoid ambiguity, the sentence should be written:

The students who come earlier than expected, greet the teacher.

B. The most dominant cause of Syntactic Ambiguity

Based on table 4.1 and figure 4.1 which demonstrate the distribution of causal factors of Syntactic Ambiguity. It is clear that Positional and Directional Interpretation of Adjunct (28%) is the most dominant factor. There were 16 ambiguous sentences caused by this factor. The writer assumed that these students do not understand the use of adjunct especially to distinguish how to use adjuncts of position and adjuncts of direction clearly. In these sentences, adjunct become the main
cause of the ambiguous sentences. Adjunct deals with the unclear use of the adjuncts which shows the current location or the destination (see Chapter II). Adjunct itself is a complement or addition, added to sentences to strengthen or underline the meaning of the sentence itself (Cambridge Advanced Learner’s Dictionary, 2008). This fits to what Oluga has argued (see Chapter II). For example:

You can shout outside.

Interpretation:

1. The subject you is inside of a room possibly classroom or a hospital room which are not allowed to shout. The speaker warn the subject ‘you’ so that he does not shout in a room again.

2. The subject you is outside of any room possibly in front of a hall or a library. Then someone told him that it is okay to shout there.

Some ambiguous sentences which is caused by Positional and Directional Interpretation of Adjunct from the data are illustrated in the following examples:

1. <S-1/009>

   Good job, you are allowed racing in circuit successfully.

2. <S-1/037>

   You are allowed to have a race in a circuit.

3. <S-1/071>

   Ari is allowed to have a race in a circuit.
4. <S-1/100>
Adinda allowed to have a race in a circuit.

5. <S-1/117>
He is allowed to have a race in a circuit.

Five sentences above have almost identical patterns. The differences among them are the subject and to be. Those sentences also share one similarity: they are all ambiguous. The interpretations of these ambiguities are:

a. The first interpretation is the subject in each sentences is not in a circuit, but someone told them if they want to have a race they should be in a circuit not in any other places.
b. The second interpretation is the subject in each sentences is already in a circuit and they about to start a race. Someone just tell to people why they are there and someone confirm and congratulate them for successfully allowed to have a race in a circuit.

The adjunct supposed to give clearer explanation not to trigger ambiguity. The adjunct in ambiguous sentences were written by students who did not aware of its function. The students also did not consider the possible ambiguity which will appear in their sentences if they did not carefully use the adjunct. In this case, the adjunct were needed to point out the speakers’ location when they were communicating. The adjunct supposed to simply
told us whether the speaker was 'here' or 'there'. Correct application of
adjunct would underline only one location whether 'here' or 'there'. The
misuse of adjunct, or use adjunct properly without preventing ambiguity
had render the communication ineffective. To avoid ambiguity, the adjunct
needed to be used clearly and in some occasion needed to be strengthen by
other complement. The sentence should be written with specific details.

For example:

Good job Ari, you are allowed to have a race here, in this circuit.
CHAPTER V
CLOSURE

After conducting, presenting, and analyzing the data. In this chapter, the writer would like to present the conclusion and suggestion of this research.

C. Conclusion

After analyzing the data of syntactic ambiguity produced in students’ sentences, the writer concludes:

1. Projecting the results of the research, the writer have demonstrated that among the total of 300 sentences produced by the eighth semester students of English Education Department of IAIN Salatiga in the academic year 2015/2016, only 57 sentences or (19%) are ambiguous. The writer also found that only 4 (13%) out of 30 students did not produce ambiguity. That means the other 28 students (87%) produced ambiguous sentences. The writer assumed the students who produced ambiguous sentences did not understand the use of positional and directional adjunct clearly, noun modifier or adjective. Also, they did not add more details, and did not understand some verbs which can be monotransitively and ditransitively used. They also confused to use punctuations correctly, and they could not specify the aim or intention of their sentences.
2. In this research, the most dominant causal factor affects the students to produce ambiguous sentences is Positional and Directional Interpretation of Adjunct. This findings fits to what Oluga has argued (see Chapter II). There are 16 ambiguous sentences caused by Positional and Directional Interpretation of Adjunct which is 28% of total 57 ambiguous sentences. The writer assumed those ambiguous sentences are caused by the misuse of adjunct and the use of adjunct without adding more information or complement to strengthen the adjunct and make it less ambiguous. The students who produced ambiguous sentences caused by their adjunct do not aware that adjunct could bring ambiguity if not carefully used.

D. Suggestion

After analyzing the data and discussing the results of this research, the writer gives some suggestions which are addressed to the readers, students, other writers, and English Teachers.

a. Readers

The writer suggests the readers to give more attention in understanding the Semantic materials, especially about Syntactic Ambiguity; because it helps them minimize miscommunication and misunderstanding.
b. Students

For the students who study Semantics, in the case of Ambiguity in general, or Syntactic Ambiguity, they can take this graduating paper as a reference. They can understand the examples of Ambiguity, its types and causes.

c. The other writers

This research could be one of the references in studying Semantic especially about Syntactic Ambiguity. The writer gives advice to other writers to collect wider data. So, they will get more comprehensive analysis.

d. English Teachers

The writer hopes that the English teachers can use this research as one of references in teaching both Semantics and Grammar especially to give more understanding about Syntactic Ambiguity to prevent ambiguous sentences.
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Graduating Paper, Teacher Training and Educational Faculty, English Education Department, State Institute for Islamic Studies (IAIN) Salatiga.


APPENDICES
1. Ambiguous sentences caused by Positional and Directional Interpretation of Adjunct. There are 16 sentences.

<table>
<thead>
<tr>
<th>No.</th>
<th>Code</th>
<th>Ambiguous Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>&lt;S-1/001&gt;</td>
<td>Anton is allowed to have a race in a circuit.</td>
</tr>
<tr>
<td>2.</td>
<td>&lt;S-1/008&gt;</td>
<td>Congratulations, finally you are allowed to have a race in a circuit.</td>
</tr>
<tr>
<td>3.</td>
<td>&lt;S-1/009&gt;</td>
<td>Good job, you are allowed to have a race in circuit successfully.</td>
</tr>
<tr>
<td>4.</td>
<td>&lt;S-1/034&gt;</td>
<td>You are allowed to have a race in circuit.</td>
</tr>
<tr>
<td>5.</td>
<td>&lt;S-1/037&gt;</td>
<td>You are allowed to have a race in a circuit.</td>
</tr>
<tr>
<td>6.</td>
<td>&lt;S-1/060&gt;</td>
<td>Anton is allowed to have a race in a circuit.</td>
</tr>
<tr>
<td>7.</td>
<td>&lt;S-1/061&gt;</td>
<td>Rio Harianto is allowed to have a race in a circuit.</td>
</tr>
<tr>
<td>8.</td>
<td>&lt;S-1/068&gt;</td>
<td>You are allowed to have a race in a circuit.</td>
</tr>
<tr>
<td>9.</td>
<td>&lt;S-1/071&gt;</td>
<td>Ari is allowed to have a race in a circuit.</td>
</tr>
<tr>
<td>10.</td>
<td>&lt;S-1/075&gt;</td>
<td>She is allowed to have a race in a circuit.</td>
</tr>
<tr>
<td>11.</td>
<td>&lt;S-1/078&gt;</td>
<td>Doyok, you are allowed to have a race in a circuit.</td>
</tr>
<tr>
<td>12.</td>
<td>&lt;S-1/100&gt;</td>
<td>Adinda is allowed to have a race in a circuit.</td>
</tr>
<tr>
<td>13.</td>
<td>&lt;S-1/103&gt;</td>
<td>Kipli you are allowed to have a race in a circuit.</td>
</tr>
<tr>
<td>14.</td>
<td>&lt;S-1/106&gt;</td>
<td>Huda, you are allowed to have a race in a circuit</td>
</tr>
<tr>
<td>15.</td>
<td>&lt;S-1/109&gt;</td>
<td>He is allowed to have a race in a circuit.</td>
</tr>
<tr>
<td>16.</td>
<td>&lt;S-1/117&gt;</td>
<td>He is allowed to have a race in a circuit.</td>
</tr>
</tbody>
</table>
2. Ambiguous sentence caused by Complex Multiple Modification of Nominal Groups. There are 3 sentences.

<table>
<thead>
<tr>
<th>No.</th>
<th>Code</th>
<th>Ambiguous Sentence</th>
</tr>
</thead>
</table>

3. Ambiguous sentence caused by Clausal Non-finitness. There are 5 sentences.

<table>
<thead>
<tr>
<th>No.</th>
<th>Code</th>
<th>Ambiguous Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>20.</td>
<td>&lt;S-3/001&gt;</td>
<td>There is a vet to help dog bite victims in my town.</td>
</tr>
<tr>
<td>21.</td>
<td>&lt;S-3/071&gt;</td>
<td>Sir, help the dog bite victims!</td>
</tr>
<tr>
<td>22.</td>
<td>&lt;S-3/078&gt;</td>
<td>We have vet in this city and they help dog bite victims.</td>
</tr>
</tbody>
</table>

4. Ambiguous sentences caused by Mixed Quantifications. There are 12 sentences.

<table>
<thead>
<tr>
<th>No.</th>
<th>Code</th>
<th>Ambiguous Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>25.</td>
<td>&lt;S-5/001&gt;</td>
<td>A football team has 5 doctors to treat 11 players.</td>
</tr>
<tr>
<td>26.</td>
<td>&lt;S-5/008&gt;</td>
<td>There are five doctors to treat 11 players in football.</td>
</tr>
<tr>
<td>No.</td>
<td>Code</td>
<td>Ambiguous Sentence</td>
</tr>
<tr>
<td>-----</td>
<td>--------------</td>
<td>---------------------------------------------------------</td>
</tr>
<tr>
<td>37.</td>
<td>&lt;S-6/001&gt;</td>
<td>Global Warming can caused by Burning Plastic Trash.</td>
</tr>
<tr>
<td>38.</td>
<td>&lt;S-6/034&gt;</td>
<td>Burning Plastic Trash is dangerous.</td>
</tr>
<tr>
<td>40.</td>
<td>&lt;S-6/100&gt;</td>
<td>Burning Plastic will damage environment through global warming.</td>
</tr>
<tr>
<td>No.</td>
<td>Code</td>
<td>Ambiguous Sentence</td>
</tr>
<tr>
<td>-----</td>
<td>----------</td>
<td>-------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>41.</td>
<td>&lt;S-6/102&gt;</td>
<td>Burning Plastic is dangerous and may cause the damage to the environment.</td>
</tr>
<tr>
<td>42.</td>
<td>&lt;S-6/103&gt;</td>
<td>Tito, burning plastic trash may cause the damage to the environment via global warming.</td>
</tr>
<tr>
<td>43.</td>
<td>&lt;S-6/117&gt;</td>
<td>Burning Plastic Trash may damage the environment via global warming.</td>
</tr>
<tr>
<td>44.</td>
<td>&lt;S-6/122&gt;</td>
<td>Burning Plastic Trash is such bomb for our earth.</td>
</tr>
<tr>
<td>45.</td>
<td>&lt;S-6/127&gt;</td>
<td>Burning Plastic Trash may cause global warming.</td>
</tr>
<tr>
<td>46.</td>
<td>&lt;S-9/081&gt;</td>
<td>The brilliant students of the Academy love gardening and sports.</td>
</tr>
<tr>
<td>47.</td>
<td>&lt;S-9/127&gt;</td>
<td>The smart students of The Cooking Academy love Gardening and Sports.</td>
</tr>
</tbody>
</table>

6. Ambiguous sentence caused by Multiple Class Membership of Some Verbs. There are 2 sentences.

<table>
<thead>
<tr>
<th>No.</th>
<th>Code</th>
<th>Ambiguous Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>48.</td>
<td>&lt;S-7/081&gt;</td>
<td>We called her a doctor because he is too smart.</td>
</tr>
<tr>
<td>49.</td>
<td>&lt;S-7/136&gt;</td>
<td>I called John a doctor.</td>
</tr>
</tbody>
</table>

7. Ambiguous sentence caused by Multiple Class Membership of Some Verbs. There are 7 sentences.

<table>
<thead>
<tr>
<th>No.</th>
<th>Code</th>
<th>Ambiguous Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>50.</td>
<td>&lt;S-8/016&gt;</td>
<td>If you want to go to the concert on Friday I suggest you to bring a camera.</td>
</tr>
<tr>
<td>No.</td>
<td>Code</td>
<td>Ambiguous Sentence</td>
</tr>
<tr>
<td>-----</td>
<td>------------</td>
<td>------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>51.</td>
<td>&lt;S-8/034&gt;</td>
<td>If you want to go to the concert on Friday bring the camera.</td>
</tr>
<tr>
<td>52.</td>
<td>&lt;S-8/071&gt;</td>
<td>He wants to go to the concert on Friday he must bring a camera.</td>
</tr>
<tr>
<td>53.</td>
<td>&lt;S-8/109&gt;</td>
<td>Gabe wants to go to the concert on Friday she must bring a camera.</td>
</tr>
<tr>
<td>54.</td>
<td>&lt;S-8/117&gt;</td>
<td>She wants to go to the concert on Friday she needs to bring a camera.</td>
</tr>
<tr>
<td>55.</td>
<td>&lt;S-8/127&gt;</td>
<td>She wants to go to the concert on Friday she must bring a camera.</td>
</tr>
<tr>
<td>56.</td>
<td>&lt;S-8/153&gt;</td>
<td>She wants to go to the concert on Friday she must bring a camera.</td>
</tr>
</tbody>
</table>

8. Ambiguous caused by Use of Hanging Clausal Modifiers. There is 1 sentence.

<table>
<thead>
<tr>
<th>No.</th>
<th>Code</th>
<th>Ambiguous Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>57.</td>
<td>&lt;S-10/136&gt;</td>
<td>Come earlier than expected, the students greet the teacher.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>-------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>You tell your friend that he/she is allowed to have a race in a circuit.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>You tell the readers that: One of your friend has a binocular and he uses it to see a beautiful girl.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The Vet is a special team of doctors to take care of dog bite victims. You tell to the readers that in your town there is a vet that help the victim.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>You tell the reader that one of your friends buys a red colored hat and a t-shirt.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>You are a football player and you tell your friends that for 11 players in a team has 5 doctors treating them.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>You tell your friends that burning plastic trash may cause the damage to the environment via global warming.</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>You tell the readers that one of your friends is very smart and often called him/her as a doctor.</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>You tell your friend that if he/she wants to go to the concert on Friday he/she must bring a camera.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>You tell the readers that the students of The Cooking Academy are all smart and they love Gardening and Sports.</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>-----------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>You tell the readers that the students come earlier than expected and the students greet the teachers.</td>
<td></td>
</tr>
</tbody>
</table>
Curriculum Vitae

I. Personal Details

Name : Rif’an Nur Rokhim
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Religion : Moslem

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3. 2009-2012 : SMA Negeri 2 Salatiga
4. 2012-2016 : Bachelor Degree (S1) of English Education
                Department of Teacher Training and
                Education Faculty State Institute for
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Salatiga, August 8th 2016

Rif’an Nur Rokhim
NIM. 113 12 013