CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language is a set of rules used by human as a tool interaction or a system of interaction. Language is the thought that a person uses in language,which is stored in the brain in to the concepts and used in interaction and issue of meaning in language.Language is not only to interacted,but also to connect social like making ideas,opinions and feelings.Language is very important in human life.Because of the aspect of the experience,uniqueness and culture.It means that language used by people in the world is English.

English is very important. People learn english to improve their knowledge in order to be able to socialize in their life. English is important in the life processes of modernization era as an international language used in the school. English is not only as a foreign language in indonesia,but also one of subject that is taught in the school.

Teaching English in Indonesia starts from Kindergarten school to University.The English curriculum in Kindergarten school up to Senior High School use *Kurikulum Tingkat Satuan Pendidikan (KTSP)*.There are four language skills in teaching English,they are : speaking,listening,writing,and reading.

Reading is one of the important skill in learning English beside speaking,listening,and writing.In reading skill,the students are expected to have more skills to be knowledgeable and familiar with what the teacher has explain in the context.it means that the students are expected to have more skills to explain the content of passage after they comprehend reading text.That is

way the purpose of reading is to get some information from text.Reading also an essential skill for learners of English as a second language.For most of these learners it is the most important skill to master in order to ensure success not only in learning English,but also in learning in any content class where reading in English is required.With strenghened reading skills,learners will make greater progress and development in all other areas of learning.

Analytical exposition text is a text that colaborate the writers idea about the phenomenon surrounding.its social functions to persuade the reader that the idea is important matter,and to analyze the topic that the thesis/opinionis correct by developing and argument to support it.

Based on the writer's experience during teaching practice program(PPL,2018) the writer found that students' skill of reading is still low.The students cannot understand about the meaning of word,the students can read sentences in text without understanding the meaning especially some words that have multiple meaning.The teacher taught reading by giving topic,and explaining it,translated word by word,and ask the students to read the text.

According Kroeger (2019:89) "Two types of lexical ambiguity are traditionally distinguished: polysemy (one word with multiple senses)vs. Homonymy (different words that happen to sound the same)."the basic criterion for making this distinction is that in cases of polysemy,the two senses are felt to be "related" in some way; there is"an intelligible connection of some sort" between the two senses.In cases of homonymy,the two senses is similiar to that between any two words selected at random.

Based on the background of the study above ,the writer will conduct a study titled : "Understanding lexical ambiguity in reading analytical exposition text of second grade students at SMA N 10 Medan".

1.2 The Problem of The Study

Based on the background of study above,the problem of the study is formulated as the following. "Are lexical ambiguity in analytical exposition text understood by the second grade students at SMA N 10 Medan?"

1.3 The Objective of the Study

Based the statements of the problem above,the writer determine the objective of the research as follows " To find out Whether lexical ambiguity in reading analytical exposition are understood by the second grade students at SMA N 10 Medan"

1.4 The Scope of the Study

In this study,the writer focus on understanding lexical ambiguity which are made by the students of second grade in SMA N 10 Medan in their reading analytical exposition.There are two types of lexical ambiguity,They are : Polysemy and Homonymy.

1.5 The Significances of the Study

The findings of this study are expected to be useful for.

1. Theoretically

   From this study that the writer expected to be useful to develop their reading learning process.The result of the research can be used as an input in English teaching and learning process

2. Practically

1. The next researcher who are interested with the same topic can be used as a reference

2. The students of English Department,to enrich their knowledge about determined in reading analytical exposition

3. English teachers, the English teachers as a reference to teach their students about determine.

CHAPTER II

LITERATURE FRAMEWORK

2.1 Theoretical framework

This chapter presents a review of related literature and explanation of the related materials.The writer will present the discussion in some theories related to this study in order to strengthen this study.

2.2 Ability

Ability is to do the fact that something is able to do something : the system has the ability to run more than one program at the same time.Everyone has the right to good medical care regardless of their ability to pay.A gentle form of exercise was increase your ability to relax.

According to Homby (1987:2) " ability is as follows potential and special.

1. Potential is the capasity of power to do something physical or mental.

2. Special is natural power to do something well talent from the defintion it can be con conclute that ability is power of the skill that are able needed to do something.

2.3 Semantics

Semantics is the study of meaning.Semantics from the Greek noun sema 'sign',signal; and the verb semains 'signal,mean,signify'.The ShoterOxford Dictionary glosses the term semantics as relating to signification or meaning.'Broadly speaking,semantics is that aspect of linguistics which deals with the relations between referents,(names) and refereds (things) that is linguistic levels (words,expression,phrases) and the objects or concepts or ideas to which they refer and with the history and changes in the meaning of words.A semanticist would like to find how a man is able to paraphrase,transform and detect ambiguities and why the surrounding words sometimes force him to choose one interpretation rather than another.

A semantics analysis, for example of English must also explain antonyms,synonyms,homonyms,polysemy,anomalies,contradictions,paraphrase,relations,ambi guities,i mplications and transformations of the language as a branch of linguistics,semantics is defined as the study of meaning.

According Hurford and Heasley in Siregar (2018:6),say that "semantics is the study of meaning in language.In semantics we have to explain and clarify the nature of meaning although there is no very general agreement either about the nature of meaning or about the way in which it should be described.Semantics theory is a part of a larger enterprise,linguistic theory,which includes the study of syntax (grammar) and phonetics (pronounciation) besides the study of meaning.The different grammar and pronounciation in a language may differ the meaning of that language.Therefore,other studies are involved in semantics."

According Ullman (1972:1),"Semantics is the branches of linguistic are specially concerned with words,the study of word meaning.So semantic related about meaning ang the way to found the mean itself.Sometimes we conversation with other person we must understand what the person mean."

Yule (2006:100) defines that "semantic is the study of the meaning of words,phrases and sentences.in semantic analysis,there is lways an attempt to focus on what the words conventionally mean,rather than on what an individual speaker (like George Carlin) might want them to mean on a particular occasion this technical approach is concerned with objective or general meaning and avoids trying to account for subjective or local meaning.

The writer concludes that semantic is the study of word meaning in language,we know that language is used to express meanings which can be understood by others.

2.4 Ambiguity

Ambiguity is there is more than one meaning assigned to the same single.if it results from a computational grammar.If a complex single can be parsed in more than one way.

Ullman (1977:156) defines " ambiguity as a linguistic condition which can arise in variety of ways.From a purely linguistic poin a view,he distinguishes ambiguity into three forms : phonetic,grammatical,and lexical.ambiguity can happen in every situation in daily conversation or in the book.We must good listen if we conversation with other person because don't misunderstanding or ambiguity." According to Djajasudarma (1999:56) *Kekaburan makna dapat muncul akibat dari : (a) sifat kata atau kalimat yang bersifat umum/generic,misalnya kata "buku" yang mempunyai makna ganda : (b) kata atau kalimat tidak sama seratus persen, kata akan jelas maknanya didalam konteks meskipun kadang-kadang konteks itu kabur bagi kita : (c) batas makna yang dihubungkan dengan bahasa dan diluar bahasa yang tidak jelas,misalnya tidak ada batas untuk menentukan seseorang yang pintar dalam bidang tertentu; (d) kurang akrabnya kata yang kita pakai dengan acuannya /referentnya* (a meaning may be unclear because : (a) the word or sentence is common (general).For example,the word „book" has multiple meaning; (b) the word or sentence which is interpreted is not the same with the speaker/writer's intention.The interpretation should depend on the context though the context is not clear; (c) the meaning limit connected to language and non-language is not clear.For example,there's no limit to say that someone is clever at something; (d) the use of the word or sentence is not familiar). Based on the opinions above the writer concludes if ambiguity can arise in variety of spoken and written language.

2.5 Types of ambiguity

From a purely linguistic point of view there are three main forms of ambiguity.Ullman (1977:156) classifies that there are three types of ambiguity such as phonetic ambiguity, structural ambiguity and lexical ambiguity as shown in the figure 2.4
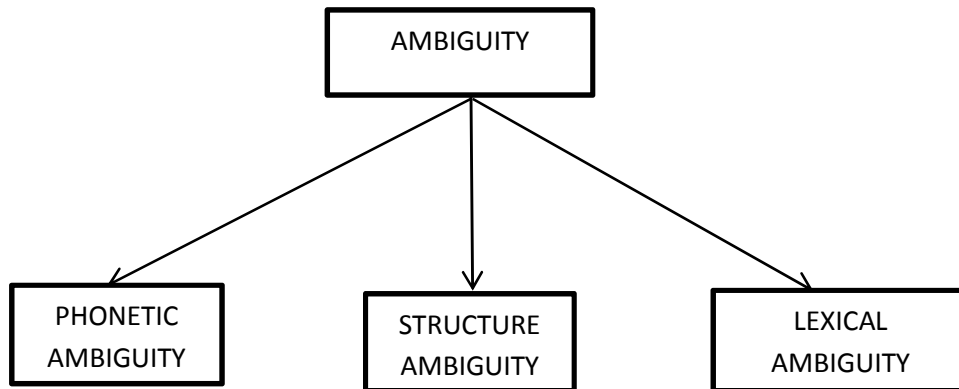
```
                    ┌─────────────────┐
                    │   AMBIGUITY     │
                    └─────────────────┘
            ┌──────────────┼──────────────┐
            ▼              ▼              ▼
    ┌──────────────┐ ┌──────────────┐ ┌──────────────┐
    │  PHONETIC    │ │  STRUCTURE   │ │   LEXICAL    │
    │  AMBIGUITY   │ │  AMBIGUITY   │ │  AMBIGUITY   │
    └──────────────┘ └──────────────┘ └──────────────┘
```

Figure 2.3.1 types of ambiguity .structural ambiguity also called as syntactic ambiguity.third,Lexical ambiguity is the most important type of ambiguity and the only one which is presented in this chapter.Lexical Ambiguity comes from lexicals factors or the meaning of the lexemes (Ullman,1977:158).

2.5.1   Phonetic Ambiguity

First, phonetic ambiguity as result of the phonetic structure of the sentence.Phonetic related to acoustic unit. In English,for example there is a noun *near* meaning *kidney*,could be confused hearing with word an *ear*.Second,structural ambiguity is caused by grammatical factors.

2.5.2   Structure Ambiguity

Some prefixes and suffixes have more than meaning,and this may,on occasion,create misunderstanding.The suffix-able does not mean the same thing in desirable or readable as it does en eatable,knowable,debatable,this ambiguity led J.S.Mill to an erroneous analysis of the adjective desirable as though it were on all fours with knowable and similar formations.There are also homonymous prefixes and suffixes.).The prefixin-meaning,into,within,towards,upon (ex : indent,inborn) has a homonym in the prefix in-expressing negotion or privation (ex : inappropriate,inexperienced,inconclusive)

2.5.3 Lexical Ambiguity

Lexical ambiguity arises when a single word has more than one meaning.Ullman (1977:158),"concludes that ambiguity arises due to lexical factors : (a) the same word may have two or more different meaning.This situation has been known since Breal as polysemy.The noun "board" for example : may mean "a think plank","a tablet","a table"."food served at the table","persons sitting at the council-table and various other things.Normally,only one of these will fit into a given context. (b) two or more different words may be identical in sound that known as homonymy.For example : the word mean may mean "middle" and "inferior". The word seal can be defined as "name of an animal" and "piece of wax fixed on a letter".Needles to say,words which sound a like but are spelt diffently (,,root-route", ,,site-sight-cite") must also be regarded as homonyms it should be noted that both polysemy and homonymy may be

accompanied by syntactical differences.when a word belongs to several parts of speech as for instance double which can be adjective,an adverb,a verb and a noun,these uses will differ not only in meaning but in grammatical function.Homonyms too may come from different word-classes : grave (adjective)- grave (noun),bear (noun)-bear (verb)

Alan Cruse (2000:15),defines "Lexical ambiguity is studies the meaning of words,the focus here is on ,'content' words.We often find the word is have many mean it's make the lexical ambiguity." Charles (2000:55), "says that lexical ambiguity is when homonyms can occur in the same position in utterances the result is Lexical ambiguity." Moreover,Ullman (1977:159) adds that lexical ambiguity takes two different form as the same word may have two or more different word may be identical in sound.It means there are many words that have multiple meanings.When a word has multiple meanings,one meaning must be selected while somehow retaining the possibility of using the alternative meaning.Commonly,lexical ambiguity examples includes noun like *chip,pen*,and *suit,verbs like call,draw* and *run,and adjective like deep,dry and hard.*

Sometimes one meaning is derived from another.For example,the cognitive sense of seem derived from its visual sense.The sense of weight in he weighed the package is derived from its sense in the package weighed two pounds.More problems are words whose sense express closely related concepts.For examples :

1. That's a good hammer.'Good' here can mean 'pleasing'

2. This is good soup.'Good' here can mean 'pleasing'

3. He is a good person.'Good'here can mean 'moral'

4. I have a good daughter.'Good'here is not clear about which sense is intended

According to Saeed (2009:63) there are some types of lexical ambiguity as follows :

1. Homonymy

Homonymy is unrelated sense of the same phonological word.In the same way homonymy is same phonologically but the meaning of its word can be different and it is used in other context.Homonymy can be related either to the sound forms of the lexemes or to their spellings.Here the writer will generally just use the term homonym.The writer can distinguish different types depending on their syntactic behaviour,and spelling,for example :

1. Lexemes of the same syntactic category, and with the same spelling : e.g.*lap* 'circuit of a course' and *lap* 'part of body when sitting down';

2. Of the same category,but with different spelling : e.g.the verbs *ring* and *wring;*

3. Of different categories,but with the same spelling: e.g.the verb *keep* and the noun *keep*;

4. Of different categories,and with different spelling: e.g.*not,knot.*

Of course variations in pronunciation mean that not all speakers have the same set of homonyms which are spelled differently. The other example :

Fine (adjective = bagus)

Fine (Noun = denda)

Sentence :

She looked <u>fine</u> yesterday

You should pay the <u>fine</u> or go to court

2. Polysemy

Polysemy involves lexical sense which is related to the same basic meaning of the word as it occurs in differents context.In other words,the basic meaning of the word is the same in other sentences.Polysemy are under the same lexical entry.For ,word *hook* the Collins English Dictionary.

For example : First,*hook* means a piece of material,usually metal,curved or bent and used to suspend,catch,hold,or pull something.Second means short for fish-hook.Third,a trap or snare.Forth,something resembling a hook or is intended to be an attraction.Fifth,something resembling a hook in design or use.From example above,Polysemy word is considered to be a single word that has more than one sense.

In principle,polysemy is a matter of single lexemes in single languages to see the point,consider the colour adjectives in English.Many of them are polysemous,with meaning variants not primarily relating to colour properties.For instance,*green* may mean unripe.this is motivated by the fact that the green colour of many fruits indicates that they are not yet ripe(the underlying process is called metonymy : green colour stands for something else,the degree of ripeness).From this,in turn,derives the meaning variant immature due to a metaphor that establishes a parallel between the development of personality and the process of ripening of fruits.This meaning variation is an accidental matter of English green.Due the same motivations,it might,but need not,occur in other languages provided they have a word for the colour green.But there is not parallel for exactly this kind of variation in the case of the other colour words.

Although the colour of many fruits is red when they are ripe,red cannot mean ripe or mature.Likewise in German,*blau* (blue) also means drunken,but English blue does not,nor does

any other colour adjective in German or English mean sober.Sometimes,words given as translation equivalents in different languages may have parallel meaning variants,but usually their variation will not match.The distinction between homonymy and polysemy is by and large indeterminate and arbitrary,resting upon either te lexicographer's judgement about the plausibility of the assumed 'extension' of meaning or some historical evidence that the particular 'extension' has in fact taken place.The most prevalent type pf polysemy is the result of ordinary contextual shifts in application.Adjectives are particularly prone to kinds of shifts.For instance the different meaning of red in red link,red deer,reed cabbage and Red Indian.

Sentence :

The house is at the <u>foot </u>of the mountains

One of his shoes felt too tight for his <u>foot</u>

3. Synonymy

    Synonymy' has two interpretations- a stricter and a looser The looser interpretation has been ilustrated by him means of a quotation from Rogets's Tesaurus : Suppose the writer take the word 'nice'.Under it (in the index)the writer will see various synonyms given for nice in the index are savoury,discriminative,exact,good,pleasing,fastidious and honourable.All these words and expressions are 'synonyms' with nice under the looser interpretation of the notion of synonymy.

    Synonymy are different phonological words which have the same or very similar meaning.it means the meaning of the words are related,for examples : *couch/sofa,boy/lad,large big.*The synonyms often have the different distributions along a number of parameters.The words may belonged to different dialects.The dialects can become

from another country such as Irish English *the guards* from the I rish garda.Besides,another factor make synonyms is formality.Formality refer to many slang words used in colloquial context instead af formal terms.The case comes from word police around English-speaking word *police officer,cop and copper.*

A distinction of synonymy and partial synonymy Total.Synonymy is synonymy in the strict sense includes all meaning variants for two polysemy lexemes and it includes all meaning parts such as descriptive,social and expressive meaning.The condition is almost never require in English.In other side,partial synonymy is two lexemes that may have one meaning variant in common.For example,*spectacles* and *glasses* both denote the same sort of objects that people wear on them noses to look through,but *glasses* may also just be the plural of glass in one of its other meanings.In addition,words with the same descriptive meaning but different social or expressive meanings may also be regarded partial synonyms.

Sentence

Ask /Request

I ask my father to give me money

I request a slow song to the singer

4. Antonymy

Antonymy is the relation of oppositeness in pairs of lexical items where the assertion of one implies the denial of the other.For example : big and small,little and much,few and many.These are 'oppsites' par excellence.They are regularly gradable,that is,bound up with the operation of comparison.in traditional terminology,antonyms are words are opposite of meaning.Antonyms if they denote two opposites extremes out of a range of possiblity such as *old/young ,old/new,big/small,good/bad,light/dark.*Additionally,the object can be illustrated by

means of a scale of age, size, diameter, quality, brightness, difficulty, which is open on both sides. Antonyms of an adjectives is formed by prefixing un-or its latin-origin equivalent in-/im-/ir-il for instance pleasant/unpleasant, likely/unlikely, adequate/inadequate, rational/irrational, logical/illogical.in other hand,there are antonymous pairs of nouns such as war/peace,love/hate,and some antonymous pairs of verbs :love/hate, or encourage/discourage.the pair all/nothing is antonymous as are pairs of adverbs such as always/never,often/seldom,everywhere/nowhere.

Antonyms is the relation of oppositeness in pairs of lexical items where the aassertion of one implies the denial of the other.For example : big and small.little and much,few and many.These are 'opposites' par excellence.They are regularly gradable,that is,bound up with the operation of comparison.In traditional terminology,antonyms are words are opposite of meaning.

Sentence :

My is room is warm.

His room is cool.

The writer only focused on understanding lexical ambiguity of analytical exposition texts.According to Kroeger (2019:89) there are two types of lexical ambiguity as follows :

1. Polysemy

The basic criterion for making this distinction is that in cases polysemy,the two senses are felt to be "related" in some way ; there is "an intelligible connection of some sort " between the two sense.

2. Homonymy

The two senses are unrelated; that is,the semantic relationship between the two senses is similar to that between any two words selected at random.

2.6 Reading text

Reading is one of english skills besides speaking,listening and writing.it is the way to understand written messages.Reading is physic and mental activity to reveal the meanings of the written texts,while in that activity there is a process of knowing letters.The main goal of reading is a process of comprehending written text and getting information from the passage.Moreover,reading is decoding and understanding written text.

Grabe and stoller (2002 :4) "Reading can be taught as a way to draw information from text and to form an interpretation of that information."The process of drawing information and interpreting information requires the work of the barin aactively.When a person is reading,the barin receives visual sensation of word and phrases from printing.

Pang (2003:6) says " reading is defined as understanding written texts.he says that reading consists of two related processes : word recognition and comprehension.Word recognition is defined as the process of getting how written symbols corespond to one's spoken language while comprehension is the process of making the meaning words,sentences and connected text.He adds his statement that the reader who has background knowledge,vocabulary,grammatical knowlege,experience with text and other strategies can help them understand written texts.According to Nutta (2000:2) reading means a result of interaction between the writer's mind and the reader's mind.it is the way how to the readers tries to get the message or the intended meaning from the writter.in this process,the reader tries to create the meanings intended by the writer,the reader can get the message,and the writer's meaning sense.

Based on three definitions above reading can be defined as the instantaneous recognition of various written symbol with existing knowledge and it also can be defined as comprehension of the information and the idea communicated.

2.7 Genre of Reading

A text can be a thing it self that can be recorded,analysed and discussed.Moreover,text can be defined as an original word of something written,printed or spoken.Text is defined as language in use terms of function adn situation.briefly,text is short or long pasage that can be analysed in written or spoken that has its function and used in daily situation.

Text is used by readers to get new information.text can be classified and organized into a multitude of formal ways,entertaining and informational.The classifications are literary texts,factual texts and media texts.Literary texts include novels,poems,and dramas .Then factual text included the genre of texts. The last media texts that include electronic mail.From the three classifications,the most common is factual texts because it deals with the learning.

Genre is medium which can be used to express our ideas and suitable with the aim of our writing.The writing will construct a text.The text will be wrapped by genre.Based on Gerot and

Wignell (2001) a genre comprises a class communicative event,the member of which share some set communicative purpose.There are thirteen genres of text.

There are some different kinds of text :

1. Narrative

    Social function : to amuse,entertain and to deal with actual or vicarious experience in different ways;narrative deal with problematic events which lead to a crisis or turning point of some kind which in turn finds a resolution.

2. Description

    Social function : to describe a particular person,place,or thing.

3. Procedure

    Social function : to describe how something is accomplished through a sequence of action or steps.

4. News item

    Social function : to inform the reader,the listener,or the viewer about events of the day which are considered new worthy or important.

5. Anecdote

    Social function : to shares with others an account of unusual or amusing incident.

6. Hortatory Exposition

Social function : to persuade the reader or listener that something should or shouldn't be the case.

7. Explanation

Social function : to explain to process involved in the information,workings of natural,or socio cultural phenomena.

8. Reports

Social function : to describe the way things are,with references to a range of natural,man-made,and social phenomena in our environment.

9. Spoof

Social function to retell an event with a humorist twist.

10. Recount

Social function : to retell the purpose of informing or entertaining.

11. Analytical Exposition

Social function : to persuade the reader to listener that something is the case.

12. Discussion

Social function : to present (at least) two point of view in issue.

13. Review

Social function : to critique and art work or event for a public audience. Every genre has a number of characteristic and it has the specific purpose which makes it different from other genre.In this study,it is only focused on report text.

2.7.1 Analytical Exposition

Analytical Exposition Text is purposed to show arguments in agreeing or disagreeing about certain topic.It is a text which clearly focuses students on the purpose of argument; that is,putting forward a viewpoint and providing evidence to support it (Knapp,2002:19).

2.7.2. The Example of Analytical Exposition Text

Title	Cars should be banned in the city
Thesis	Cars should be banned in the city.As we all know,cars create pollution,and caused a lot of road deathes and other accidents.
Arguments	Firstly ,cars,as we all know conribute to ost of the pollution in the world.Cars emit a deadly gas that causes illnes such as bronchitis,lung,cancer,and 'triggers' of asthma.some of these illness are so bad that people can die from them. Secondly,the city is very busy.Pedestrians wander everywhere and cars commonly hit pedestrians in the city.Which causes them to die.Cars today are our roads biggest killers. Thirdly,cars are very noisy.If you live un the city,you may find I hard to sleep at night,or concentrate on your homework,and especially talk to someone.
Reiteration	In conclusion,cars should be banned from the city for the reason listed.

2.8 Previous Research

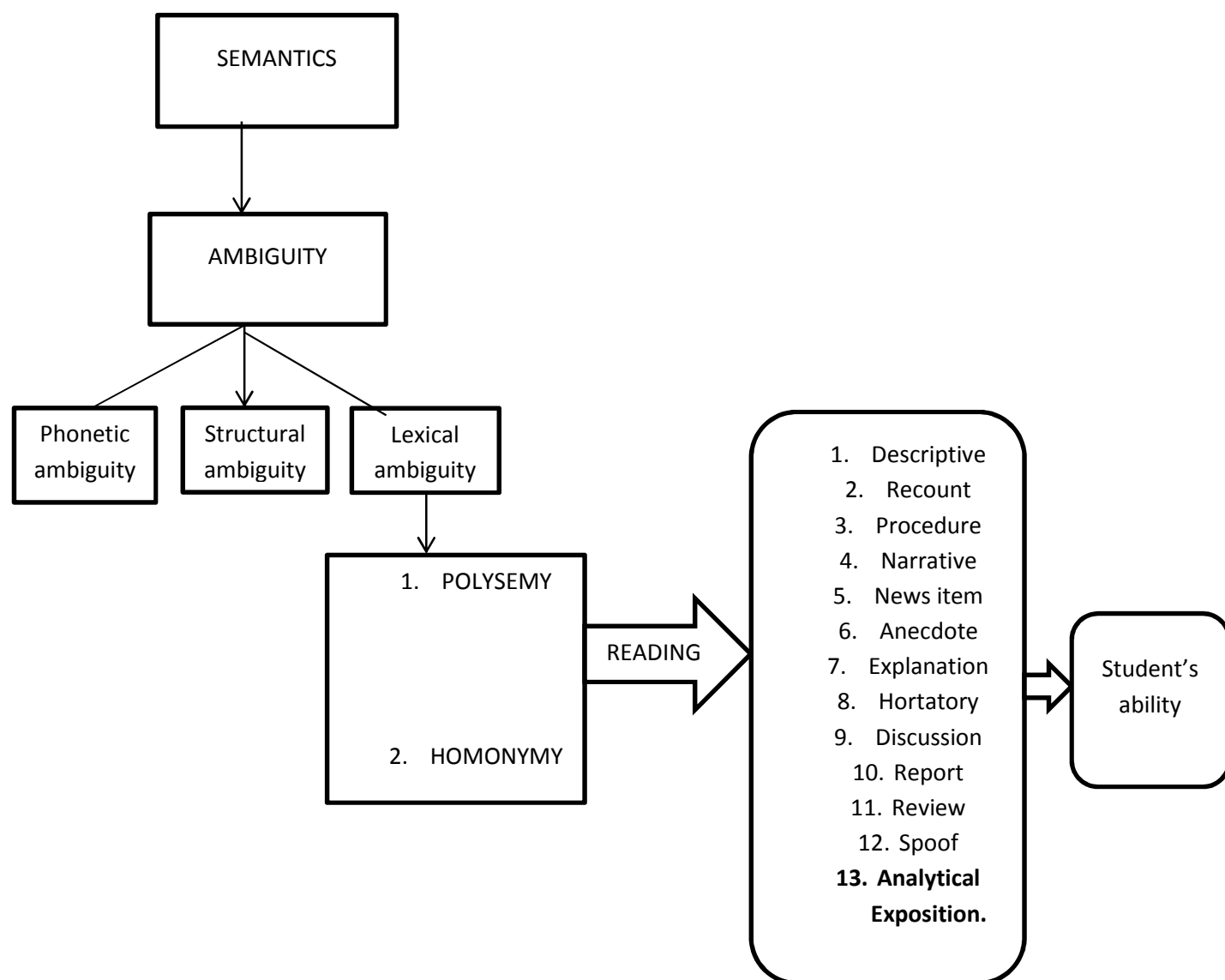The previous study about ambiguity in textbook was done by :

1. Hakim (2009) who analysed the ambiguous sentences of English exercise book for Junior High School.He found that there were 2 types of ambiguity namely lexical ambiguity and structural ambiguity.There were 48 ambiguous sentences as the data of his study.The dominant ambiguous sentences appeared in the data was lexical ambiguity with the total number of ambiguous sentences were 25 ambiguous sentences.However,23 sentences were appeared in structural ambiguity.The weakness of this study was shown by the less type of ambiguity.He analysed only two types of ambiguity.

2. Pramitasih(2012) conducted research on the lexical ambiguity found in exercise books for vocational school.It was found that in there were 2 types of lexical ambiguity,and structural/syntactic ambiguity.The dominant type of ambiguity was the method that she used to disambiguate ambiguity such as paraphrasing,adding preposition of,adding additional context,moving sentence construction and adding hypen (-) and picture.She found only 2 types of ambiguity.

The differences between the previous research,the first previous research,the ambiguity that was examine was lexical ambiguity and structural ambiguity.The differences between the previous research methods used was the disambiguity methods.And the differences previous

research in this thesis were the writer who used two polysemy and homonymy ambiguities.And the writer uses the method of ambiguity.

The similiarity between the first previous research,second previous research with the thesis of the writer both use two types of ambiguity.And both take from the english language exercise book.And the way to retrieve lexical data is the same ambiguity.

2.9 Conceptual Framework

```
┌─────────────────┐
│   SEMANTICS     │
└────────┬────────┘
         │
         ▼
┌─────────────────┐
│   AMBIGUITY     │
└─────────────────┘
```

| Phonetic ambiguity | Structural ambiguity | Lexical ambiguity |

1. POLYSEMY

2. HOMONYMY

READING →

1. Descriptive
2. Recount
3. Procedure
4. Narrative
5. News item
6. Anecdote
7. Explanation
8. Hortatory
9. Discussion
10. Report
11. Review
12. Spoof
13. Analytical Exposition.

Student's ability

Figures 2.7 Understanding Lexical Ambiguity in Reading Analytical Exposition Text of Second

Graduate Students at SMAN 10 Medan.

(Marsellina Anastasia 2019)

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The research design of this study was conducted by using Descriptive Quantitave research.this means that the writer using this method to analyze the student's ability in finding lexical ambiguity in analytical exposition text.According to Ary (2010:26)"Experimental Quantitative Research involved a study of the effect of systematic manipulation of one variable(s) on another variable,use to conduct research on certain population and sample.

3.2 The Subject of the Research

The subject of this research was on the second grade SMAN 10 Medan.There were three parallel classes and each class consists of 35 students.the writer selected one class from three parallel.it was because the limitation of time and each of classes consisted of same student's qualification.The subject of this research was XI A 3.There are 35 students chosen as subject.

3.3 The Instrument of Collecting the Data

In collecting data, the writer aplied one instrument.The instrument was reading Analytical Exposition text which taken from English text book.Then the students found the lexical ambiguity from the text,they have read.

3.4 The technique of collecting the Data

The writer aplied some techniques of collecting data,they were :

1. Distributing analytical exposition text to the students

2. Asking students to read the text

3. Asking the students to underline every lexical ambiguity in the text

4. Asking the students to classify into types lexical ambiguity

5. Underlining every word of lexical ambiguity that has been underlined by students

3.5 The analysis of the Data

After collecting the data from the students,the writer analyzing the data following :

1 . Calculating students' scores Lexical Ambiguity XI A3

2 . Tabulating students scores

3 . Make conclusions

To get the students's score in understanding lexical ambiguity,the data calculate to determine the ability by the formula below :

$$S=\frac{n}{N} \times 100\%$$

Where : S = Students' score of finding lexical ambiguity

n = the item which is written by the students

N = total of item

To calculate the percentage of the students who were able,the writer used a formula.

$P= R/ T \times 100\%$

Where :

P= the percentage of the students who are able

R = the number of the students who are able

T= the total number of the students