CHAPTER 1

INTRODUCTION

1.1   The Background of the Study

Language is a set of rules used by human as a tool of communication or a system of communication consisting of sounds, words and grammar. The function of language is a tool of communication in written as well as in spoken communication. People cannot communicate well without language and cannot understand each other. People having a good language skill are those we can apply the rules of their language in transfer information in their communication effectively. There are some language that used in the world, one of them is English.

English is an international language, English as an international language is used by many people in this world. English has important position in every aspect of life, it is not only in business, social, tourism, and also education. English has been taught as foreign language in many schools in this world, such as Italy, Korea, Taiwan and Indonesia.

Teaching English in Indonesia starts from playground, primary school, Junior high school, Senior high school up to University level. The English curriculum in primary school until senior high school using *Kurikulum Tingkat SatuanPendidikan* (KTSP).There are four language skills in teaching English, they are: speaking listening, writing, and reading.

Teaching reading is the basic one in learning process. It is an interactive process that goes on between the reader and the text. It also greatly contributes in forming the communication and informative society. The most basic purpose for teaching reading is the students are able to analyze the text and be able to get the meaning from the text. There are some kinds of text, and the text are : description, information report, procedure, recount, explanation, narrative,

analytical exposition and hortatory exposition. Each text has different generic structure or pattern and purpose. One of them is hortatory exposition.

Hortatory exposition as one of those genres is learned in Senior High School on the second grade. Hortatory exposition is commonly used as a reading test in National Examination and local examination in school. This reading test consists of argument in the way to persuade readers. If people persuade someone to do something should or should not, they have to deliver the argument clearly.

Based on the writer's experience during teaching practice program (PPL,2017) the writer found that most of students were active in reading text but some of them could not understand about the meaning of word, the students could read sentences in text without understanding the meaningespecially some words that have multiple meaning.

According to Ullmann (1977:156) Lexical Ambiguity is divided into two forms: polysemy and homonymy.

Based on the background of the study above, the writerwill conducta study titled: An Analysis of the Ability in Understanding Lexical Ambiguity in Reading Hortatory Tex of the Third Grade Sudents at SMKN 5 MEDAN.

1.2   The Problem of the Study

Based on the background of study above, the problem of the study formulate as the following: ''Are the studentsthird grade of SMKN 5 MEDANable to understand Lexical Ambiguity in reading hortatory exposition text?''

1.3   The Objective of the Study

Based on the statements of the problems above, the writer determine the objective of the research as follows "To find out Whether the third grade students SMKN 5 MEDAN able to understand Lexical Ambiguity in reading hortatory exposition text"

1.4   The Scope of the Study

In this study , the writer only focus to analyze Polysemy and Homonymy in reading Hortatory text at third grade of SMKN 5 MEDAN.

1.5   The Significances of the Study

There are two kinds of significance of the study. They are :

1. Theoretically

The result of research can be used as input in English teaching and learning process .

2. Practically

a. For the writer : Knows more about polysemy and homonymy

b. For the Students of English Department : to enrich their knowledge about polysemy and homonymy

c. For English teachers

To enrich their knowledge about lexical ambiguity and as reference to teach their students.

1.6   HYPOTHESIS

The hypothesis formulate as the following:

Ha: "The third grade students of SMKN 5 Medan are able to understand Lexical ambiguity in reading Hortatory Exposition   text."

Ho: "The third grade students of SMKN 5 Medan are not able to understand Lexical ambiguity in reading Hortatory Exposition   text."

CHAPTER II

LITERATURE REVIEW

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 will 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 somethiing well talent From the defenition it can be 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 *ShorterOxford 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 semantic analysis, for example of English must also explain antonyms, synonyms, homonyms, polysemy, anomalies, contradictions, paraphrase, relations, ambiguities, implications and transformations of the language as a branch of linguistics, semantics is defined as the study of meaning.

Hurford and Heasley (1983:1),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. Semantic theory is a part of a larger enterprise, linguistic theory, which includes the study of syntax (grammar) and phonetics (pronunciation) besides the study of meaning. The different grammar and pronunciation in a language may differ the meaning of that language. Therefore, other studies are involved in semantics."

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

George Yule (2006:100) defines that "semantic is the study of the meaning of words, phrases and sentences. In semantic analysis, there is always 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.
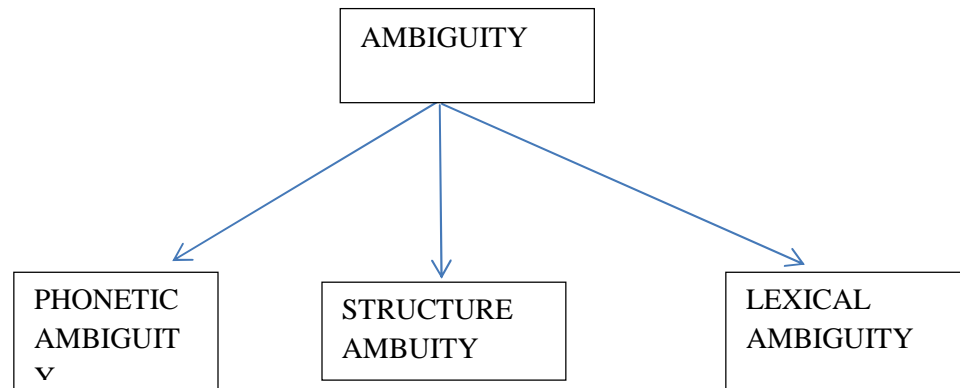
2.4 Ambiguity

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.

Ullmann (1977:156)defines "ambiguity as a linguistic condition which can arise in variety of ways. From a purely linguistic point 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 orambiguity." According to Djajasudarma(1999:56)*, "Kekaburanmaknadapatmunculakibatdari: (a) sifat kata ataukalimat yang bersifatumum/ generic, misalnya kata „buku" yang mempunyaimaknaganda: (b) kata ataukalimattidaksamaseratuspersen, kata akanjelasmaknanya di dalamkonteksmeskipunkadang-kadangkonteksitukaburbagikita: (c) batasmakna yang dihubungkandenganbahasadandiluarbahasa yang tidakjelas, misalnyatidakadabatasuntukmenentukanseseorang yang pintardalambidangtertentu; (d)kurangakrabnya kata yang kitapakaidenganacuanya/ 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 / the 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 to us).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 there 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

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                    ┌──────────────────┐
                    │    AMBIGUITY     │
                    └──────────────────┘
           ┌──────────────┼──────────────────┐
           ▼              ▼                  ▼
  ┌──────────────┐  ┌──────────────┐  ┌──────────────┐
  │  PHONETIC    │  │  STRUCTURE   │  │  LEXICAL     │
  │  AMBIGUIT    │  │  AMBUITY     │  │  AMBIGUITY   │
  │  v           │  │              │  │              │
  └──────────────┘  └──────────────┘  └──────────────┘
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Ulmann   (1977)Figure

2.3.1Types   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 lexical 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 tan one meaning , and tis may, on occasion, create misunderstandings. 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 prefix in-, meaning 'into, within, towards , upon(ex; indent, inborn, inflame) has a homonym in the prefix in- expressing negation or privation (ex: inappropriate, inexperienced, inconclusive).

2.5.3 Lexical Ambiguity

Lexical Ambiguity arises when a single word has more than one meaning. Ullmann (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". Needless to say, words which sound alike but are spelt differently („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 (200:15),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, Ulmann (1977: 159) adds that lexical ambiguity takes two different forms as the same word may have two or more different words 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 nouns 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 weigh 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 ' useful'

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.

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.

2.   Polysemy

Polysemy involves lexical sense which is related to the same basic meaning of the word as it occurs in different contexts. In other words, the basic meaning of the word is the same in other sentences. Polysemy are under the same lexical entry. For instance, word *hook*the Collins English Dictionary. 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 to the same motivations, it might , but need not , occur in other languages provided they have a word for the colour green. But there is no 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 of polysemy is the result of ordinary contextual shifts in application. Adjectives are particularly prone to kinds of shifts. For instance thedifferent meaning of red in red ink, red deer, reed cabbage and Red Indian.

3.   Synonymy

Synonymy' has two interpretations – a stricter and a looser The looser interpretation has been illustrated by him means of a quotation from Rogets'sTesaurus : Suppose we take the word 'nice'. Under it (in the index) we 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 'synonymous' with nice under the looser interpretation of the notion of synonymy.

Synonyms are different phonological words which have the same or very similar meanings. 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 rishgarda .Besides, another factor make synonyms is formality. Formality refer to many slang words used in colloquial context instead of formal terms. The case comes from word police around English – speaking world *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. This 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. According to Saeed (2009 :56) there are some types of lexical   ambiguity as follows:

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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 to the same motivations, it might , but need not , occur in other languages provided they have a word for the colour green. But there is no parallel for exactly this kind of variation in the case of the other colour words. Although the colour of very 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.

Polysemy or poly semantic is generally defined as ''having several , often quite different, meaning, all derived from the basic idea or concept''. The lexicographer lists homonyms as different words, whereas polysemy is a term used in traditional semantics for the words having multiple meaning but given under one entry by the lexicographer. For example 'human head', head of department ,bridge – head'. Hence polysemy means that one word can have more than one sense. 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 of 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 ink, red deer, reed cabbage and Red Indian.

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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 rishgarda .Besides, another factor make synonyms is formality. Formality refer to many slang words used in colloquial context instead of formal terms. The case comes from word police around English – speaking world *police officer, cop and copper.*

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 '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. Antonyms if they denote two opposite extremes out of a range of possibility 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 adjective 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.

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The writer only focused on analysis of lexical ambiguity of hortatory exposition texts. According to Ulman(1977:159) there are two types of lexical ambiguity as follows:

1.   Polysemy

Polysemy is a fundamental feature of human speech, which can arise in a multiplicity of ways. I shall confine myself to the examination of five sources, four of them native, the fifth involving the influences of a foreign language.

2. Homonym

Homonymy is two or more different words may be identical in sound. Mean 'middle' and mean 'inferior'; seal name of animal, and seal 'piece of was fixed on a letter.

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 a 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 (20002:4) Reading can be taught as away 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 brain actively. When a person is reading, the brain 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 correspond to one's spoken language while comprehension is the process of making the meaning of words, sentences and connected text. He adds his statement that the reader who has background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies can help them understand written texts. According to Nuttal (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 reader tries to get the message or the intended meaning from the writer. 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 Text

A text can be a thing itself 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 and situation. Briefly, text is short or long passage 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 texts include 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 influenced by other features of the situation such as the subject matter, the relationship between the writer and the audiences, and the organizational pattern. It means that genre of the text will figure text out by affectivity and efficiency, so by having and knowing the genre of the text, it will be useful to identify to who the text addressed, how it is figured out, and for what is created. Text that is created has there important elements such as social purpose, generic structure and language features.In Senior High School, there are some kinds of genre according to syllabus of Senior High School. Genres are learned to give explanation to students that teach texts has different function and different pattern.), There are 12 academic genres of text. There are 5 kinds of text for second grade Senior High School as follows:

1.   Narrative

Narrative is a type of written text which function to amuse or entertain the readers as well as giving the good lesson from problematic problems. The rhetorical structure of narration is orientation, sequence of events that leads to conflict- climax, resolution and coda.

2.   Report

Report is a type of written text which functions to inform the readers about natural or non-natural phenomena or things in the world. The rhetorical structure of reports is title, general statement and description.

3.   Spoof

Spoof is a type of written text which functions to entertain the readers with humorous twist. The rhetorical structure of spoof is orientation, events and twists.

4.   Analytical Exposition

Analytical exposition is a factual text or factual genre. Factual texts are those which present information, ideas or issues in such a way as to inform, instruct, enlighten, or persuade the reader or listener. As a factual text, the social function of analytical exposition is to persuade the readers or listeners to accept a position on a issue.

5.   Hortatory Exposition text

Goner (2009:2) states that hortatory exposition is a type of spoken or written text   that is intended to explain the listeners or readers that something should or should not happen or be done, to strengthen the explanation, the speaker or writer needs some arguments as the fundamental reasons of the given idea. In other words, this kind of text can be called as argumentation. The generic structure of hortatory exposition can be described as :

A.   Thesis   : Statements or announcements of issue concern

B.   Arguments   : Reasons for concern that will lead to   recommendation

C.   Recommendation   : The statement of what should or should not   happen or be done based on the given argument

The Negative Effect of Facebook

Do you have Facebook account? I think you do. Do you see that Facebook as the most popular social networking websites on the internet will bring negative effect to the users? It is not only available only on your computer but through mobile device like cell phones and IPhone. Here are some negative effects of using Facebook.

First, Facebook is quite addictive. Once you get started you will find yourself absorbed. You will quickly hook on reading all your friends updated status messages and trying to come up with the interesting one to post for yourself. Every time Facebook give you notification for any messages or you will see who are online. You'll be attracted to reply you fried status, see pictures, or chat with your school friends or former sweetheart from the past time.

Second, Facebook offer you game online which will ask you to invite friend and started playing together, once you play it, and you will find that time run very fast just for the games. You will spend hours instead of doing your main duty as student to to do homework and do the school projects. The things that is worse, it's that you will look so serious with your own illusion world than the real world, as you will have no time to have a gathering with your families or to have dinner or picnic.

Third, Facebook will own you. Once you sign up for Facebook account, you'll have Facebook expose you to the world. All your secret things such as identity or personal pictures,

family, or your school friends and will be accessed by anyone easily without asking your permission .Foreigners, or anyone who wants to find out anything about you, or people in your life who wants to stalk you or intimidate you, they will have easy access to you.

To sum up my speech, although you may say that Facebook give you more friends, and chance to meet anyone anywhere and anytime, but I should conclude that Facebook still gives negative effects to the users if they do not careful and smart when they get in touch with foreigners.

2.8   Previous Research

The previous study about ambiguity in textbook was done by 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.

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 ambiguity 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.

## 2.9	Conceptual Framework

Reading text is an important material in teaching and learning process. Teachers use reading text in textbook to make the student easier to understand. Reading in a foreign language maybe a rather ambiguous process because of cultural inputs and processing unknown linguistic which might eventually cause uncertainty or confusion on the part of readers which leads ambiguity. Therefore, it is very important to understand what we read to avoid ambiguity while reading the text. In reading texts, there were several reasons which cause ambiguity, such as ambiguous word order and improper a missing punctuation.

Lexical ambiguity is at the core of lexical semantics problem and language processing studies. Lexical ambiguity arises when a word concept has an inherently diffuse meaning based on widespread or informal .This is often case when definitions are rarely well defined and invites a conclusion in the context. For example, the phrase 'run down' in a headline newspaper, " Police Begin Campaign to Run Down Jaywalker.'' The meaning of Run down in the sentence has two interpretations. The first meaning is 'to find' and the second is 'hit with a car'. Another example, word ring in sentence " I promise I will give you a ring tomorrow". Although uncommon in American dialect ' give someone a ring' can simply mean calling on the telephone . But obviously, the above sentence can also mean giving someone a pieceofjewelry worn on the

finger. To disambiguate this sentence, we can add additional information the sentence to be " I will promise I will give you a ring tomorrow to propose you to your parents". From the sentence above, the meaning is 'give someone a ring'.

Lexical ambiguity in reading text can be disambiguated by analysing lexical meaning in the text. Analysing involves classifying the words into kinds of lexical ambiguity, accessing the information about the ambiguous word and integrating the information with the preceding context, adding additional context, adding correct punctuation and adding picture. Analysing lexical meaning to find ambiguous words will support the students reading comprehension. This is used to limit the using of ambiguous words. Less ambiguous word will make the students easier in understanding reading text.

By knowing the kinds of lexical ambiguity, teachers can predict whether the reading text is difficult, plain or easy. Teachers should use reading text which is suitable for their students' ability. Less ambiguous words expected will provide more understandable text for the students.

This research uses some types of lexical ambiguity to analyse ambiguous words in reading material in the English textbooks. Ulmann(1977) explains types of lexical ambiguity, explain two kinds of lexical ambiguity such as homonymy, and polysemy. So, it is more specific and suitable to analyse lexical ambiguity. These kinds will describe lexical ambiguity in reading material of hortatory exposition text.
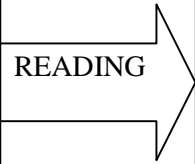
```
SEMANTICS
```

```
AMBIGUITY
```

```
Phonetic
Ambiguity
```
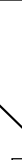
```
Structural
Ambiguity
```

```
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
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Students'
Ability
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Figure 2.7 An Analysis of the Ability in Understanding Lexical Ambiguity in Reading Hortatory Exposition text.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The research design of this study was conducted by using Descriptive Quantitative research. This means that the writer using this method to analyze the students' ability in finding lexical ambiguity in Hortatory text. According to Ary (2010:26)"Expemerintal Quantitative Research involves a study of the effect of the 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 third grade SMKN 5Medan. There were four parallel classes and each class consists of 50 students. The writer selected one class from four parallel. It was because the limitation of time and each of classes consisted of same student's qualification . The object of this research was XII TGB 4. There were 50 students chosen as subject.

3.3 The Instrument of Collecting the Data

In collecting data, the writer appliedone instrument. The instrument was reading Hortatory exposition text which taken from English text book. Then students found the lexical ambiguity from the text, they have read.

3.4 The Technique of collecting the Data

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

1. Distributing hortatory text to students

2. Asking students to read the text

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

4. Asking studentsto 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 each students' percentage scores

2.Tabulating students score

3. Concluding the result of the study

To get the students'score in uderstanding lexial Ambiguity,the data calculate to determine the ability by the formula below:

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

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 students