CHAPTER I

INTRODUCTION

1.1 Background of the study

Language is a set of rules used by human as a tool of their communication. The use of the language is governed by the conventional rules shared by the speakers of the language. Each of them must obey the rules. Otherwise, they cannot use the language effectively for the sake of their communication. They can not communication well. Even worst, they cannot understand each other. Therefore, in order to be successful to join communicative interaction, the members of a speech community must use their language according to the conventional rules they share among themselves.

Ambiguity is multiplicity of senses versus uniqueness of senses. When words, phrases, or sentence have more than one meaning, it means they are ambiguous. Ambiguity is subfield of semantic and syntax. From a purely linguistic point of view, distinguishes ambiguity into three main forms: phonetic, syntactical and lexical. In this study, the writer studies in both syntax field. In syntax field, ambiguity happen when a sentences has more than one phrase structure tree.

According to MacDonald, et al (1994:677) "syntactic ambiguity occurs when a sequence of words has more than one syntactic interpretations". For example: *put the block in the box on the table*. This sentence has more than one meanings. It can be *put the block (in the box on the table)* or it can be *put (the block in the box) on the table*. Then, Cruse (1986:58) stated that syntactic ambiguity means ambiguity in which the variant readings of a sentence involve identical lexical units, the ambiguity is thus necessarily a matter merely of the way the elements

are grouped together. In writing English sentences for second language learners, the opportunity to make the syntactic ambiguity is higher than the native speakers. Identifying the syntactic structure is useful in determining the meaning of the sentence. The identification is done using a procedure known as parsing. Syntactic parsing deals with the syntactic structure of a sentence.

To analyze syntactic ambiguity, Gorrell (1995:50) adopts that the concept proposed by Fodor et al (1974:135) in which the analysis is begun by distinguishing two general types of processing models. To illustrate how these models function, he refers to three distinct areas of an ambiguous string, i.e. the onset of ambiguity, the ambiguous region, and the resolution of ambiguity. Syntactic ambiguity works on types of structural ambiguity, which is classified into phrases and sentences (Radford, 1997) and how it is explained within tree diagrams (Bornstein, 1977). According to (Tayal, et al 2014:377) "Parse is a phrase structure tree constructed from a sentence, meanwhile parsing is the task that uses the rewrite rules of a grammar to either generate a particular sequence of words or reconstruct its derivation or phrase structure tree."

The importance of studying ambiguity is to reduce any judgments that occur in the field of language. Among these judgments, some language learners will judge that the interpretation of friends is wrong. They only insist on their own explanations, without considering the explanations of others. Moreover, they do not realize that linguistics does not consider whether language is right or wrong. What they should be aware of is whether a certain language is appropriate in use. In addition, sometimes we do not clearly explain the meaning, so that the audience or readers interpret our meaning as a different meaning. To understand written language is much more difficult than speaking, because if the audience does not understand what we are saying, they can directly ask us what we mean. On the other hand, if readers do not

understand what we write in books, novels, writing tasks, magazines, newspapers, etc., they will not be able to ask us directly, which will cause misunderstandings.

Syntactic ambiguity is also an important topic, which should be considered and explored. The insight into the many ambiguities will make the basic concepts of English grammar clearer in the minds of English learners and make them sensitive to ambiguous phrases, sentences or words, so that syntactic ambiguity can be minimized. By having a broad understanding of grammar, English learners will be able to improve their understanding of grammar. Therefore, because syntax and semantics are related to each other, the concept of semantic analysis can be easily understood.

In addition, writing is one of the important language skills to be mastered developed by students. Writing is a way to share our thoughts, our opinions and knowledge. Every day writing activity is about to start from sending a message over the phone until using things like Facebook, Twitter, Instagram, etc.

In English, there are many kinds of words. One of the words is to recount. A restatement is a text, usually restating past events in the following order: They happened. Some students will make some mistakes. One of the errors ambiguous in the restatement text. Ambiguous belongs to two or more meanings in a sentence. Ambiguity come From the Latin ambiguity. Ambiguity can be used to refer to something with multiple meanings or more general (for example words) uncertain state.

According to Hatim and Munday (2004:6) "translation as process of transferring a written text from source language (SL) to target language (TL). In this definition they do not explicit express that the object being transferred is meaning or message. They emphasis on translation as

a process. Unfortunately, translating is not easy work". Translation is a complicated task, during which the meaning of the source language text should be conveyed to the target language readers. In other words, translation can be defined as encoding the meaning and form in the targets language by means of the decoded meaning and form of the source language.

The subject of the study were state Student's Translation Writing Recount Text Ninth Grade of SMP 1 Ronggurnihuta, particularly third grade students. The writer will chose third grade students who get good mark in English lesson that make them qualify as students of English extraordinary. This school applies English extraordinary as one of majors which only consists of one class every level. State Junior High School 1 Ronggurnihuta provides facilities for students who have a high interest in English to improve their talent and ability more than others. The placement test of this class was based on their English grade of their Academic Report in the third grade. Therefore, there are two kinds of English class in this school, ordinary class and extraordinary class. Extraordinary class consists of only one class, meanwhile ordinary class consists of 2 classes. The researcher chose extraordinary class because they had more meetings than the ordinary class for English lesson. In addition, many of the students in extraordinary class joined English Debate Club which is called in the school. This, they get used to using English better than the other class. Besides since they are non-native speakers, they would use English by translating it from Indonesia to English which make the possibility of producing syntactic ambiguity higher. In doing so, the researcher chose junior high school students for her object.

Those studies that have been done before by some researchers were having the same topic, which were about syntax study focusing on ambiguity. Even though they were quite the same, every researcher had their own focus on doing the study. Here, the writer will analyze the types

of syntactic ambiguity using Gorrell's theory in Student's Translation Writing Recount Text Ninth Grade of SMP 1 Ronggurnihuta.

1.2 Problems of the Study

The writer formulates the problem of the study to be answered and analyzed as stated in the following research questions: How the Syntactic Ambiguity occurs in a Student's Translation Writing Recount Text Ninth Grade of SMP 1 Ronggurnihuta?

1.3 Objectives of the Study

The objectives of this research is : To find out the Syntactic Ambiguity Occurs in a Student's Translation Writing Recount Text Ninth Grade of SMP 1 Ronggurnihuta.

1.4 Scope and Limitation

The scope of this research is a study of syntax that focuses on syntactic ambiguity. It is said that syntactic ambiguity is ambiguity in a sentence which can be seen from words, clause, phrases which are commonly called subjects, verbs, and objects. Gorrell's (1995:44) theory is employed in the analysis which is begun by distinguishing two general types of processing models. However, in this study the to illustrate how these models function, the researcher focus on Gorrell's theory that refers to three different areas of the ambiguous string namely: onset of ambiguous, ambiguous region , resolution of ambiguous. Then, the writer limited this research only to the investigation of syntactic ambiguity find in Student's Translation Writing Recount Text Ninth Grade of SMP 1 Ronggurnihuta, especially in the extraordinary class.

1.5 Significance of the Study

It is significant to conduct this research for both theoretically and practically contributions.

1.5.1 Theoretically, this research provides readers with more information about the syntactic ambiguity. Similarly, this research is also important to understand how to analyze these ambiguities. In addition, the research is expected to provide input for the development of linguistic research, especially in grammar research.

1.5.2 Practically, the research findings of the study are expected to be useful for:

1. For a teacher, this research can be used as a learning material for general education

2. For other researchers, this research is expected to provide empirical data for the field of linguistics, especially in the study of student writing grammar.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

2.1   Language

Language is communication tools used to convey ideas / ideas either in the form of writing or gestures. Language is the most important aspect in human interaction. People communicate and interact with others by using language. It is used between three or more people in carrying out their daily activities and has main role to make people understand. There are many languages in the world, one of them English. As an international language, English is very important and has many interrelationships with various aspects of life owned by human being. In Indonesia, English considered as the first foreign language and taught formally from elementary school up to the university level.

According to Fromkin and Collins (1991:3) "when you know a language, you can speak and be understood by others who know language". Your knowledge of a language helps you to understand how to interrelate a word, a phrase, or a sentence with its meaning. Your knowledge of a language guides you to determine whether or not a sentence makes sense, "although probably have not heard or read it before". Language is essential aspect needed in order to avoid misunderstanding. Human social life requires each of them to have interaction and communication, and language is the one that make it successful.

Based on explanation the writer concludes language is a communication tool used by every human being to state something that can be implemented by others. Language conveyed must be good and in accordance with applicable rules so that the listener speaks what is conveyed. Without rules that really other people will find it difficult to understand what the meaning of what is being said so that there is no misunderstanding of the statement conveyed. Therefore in language it is very important to understand understanding how to convey language with rules for easy application. So can express or to convey their purposes, feeling, and opinions.

2.2   Ambiguity

According to Kempson, (1797:123) "a word or sentences is ambiguous if it can be understood or interpreted in more than one way". Knowing a word mean knowing its sound and meaning. It may seem as though little need to be said about ambiguity in that it is a clear cut-phenomenon which both words and sentences can have more than one meaning. Sentence is said to be ambiguous whenever it can be associate with two or more different meanings. Humans as social beings respect each other to express their ideas, feelings, words and emotions by using language that is applied in formal and informal situations. For example, "I read the book". The sentence alone can refer to the present or the past, as the word "read" in English is spelled the same way in the present and past tenses. So, because the sentence is unclear, it appears ambiguous in the sentence which makes the reader confuse about when the sentence occur. However, if we change the sentence to "I read the book when I was 7," that clears up the ambiguity and the places the context in the past tense.

According to Leech (1981:30) "an expression is said to be ambiguous when more than one interpretation can be assigned to it". Sentences that use ambiguous words make the reader

misunderstand and even don't know what was written. Ambiguity can appear in various spoken and written languages. concludes ambiguity arises when a listener or the reader is difficult to understand the meaning that is read, or what is heard. Oral language often creates ambiguity because what is hear is uncertain exactly what the speaker or writer intend.

Finally writer concludes when the speaker spoke rapidly. If people listen to what the speaker is saying or read a book, it is sometimes difficult to understand what the speaker or author meant. This ambiguous expression can occur in one word or one phrase / sentence which is known as lexical and syntactic ambiguity. When reading sentences containing ambiguous words, we can be sure what does the answer mean in that situation. All meaning without context the word will appear, but we cannot find a suitable meaning for the word. The agreed thing is to eat those conversation. Word structure or meaning relationship may cause accidents or double meaning, such as "bitch" and "saw". In other words, those words there is a knack. The language of special writing often causes uncertainty because the meaning of the reading content may not be exactly the same as that required by the author. This is what causes the ambiguity.

According to Ullman (1977:156) "ambiguity as a linguistic condition which can arise in a variety of ways. From a purely linguistic point of view, distinguishes ambiguity into three main forms: phonetic, syntactical and lexical. Where types of ambiguity structural also called as syntactic ambiguity, phonetic ambiguity is type of ambiguity that arises out of the fact that words sound identical, but in fact have different meanings. Lexical Ambiguity comes from lexical factors or the meaning of the lexemes. Ambiguity is a word that allows the choice of the meaning of the translation. In language, this information is provided by grammar. With systematic pairs in the form of meaning, it is ambiguous which has more than one meaning. Ambiguity is a word or

sentence can be interpreted in more than one way. Ambiguity is a word which allows selection of the meaning of the translation.

In language, this information provide by grammar. With a systematic pair of forms that is, it is ambiguous which has more than one meaning. According to the above several theories, conclusions can be drawn: Express as a word, phrase or sentence, its meaning or word is not only, phrases or sentences that are difficult to understand or explain due to the following reasons can be from structure, pronunciation or use word selection or use terms write in the language itself. Therefore, the speaker can cause misunderstandings between the speaker and the audience. So that ambiguous is an understanding of a sentence that has a double meaning / taxa that will raise doubts for others and usually becomes the wrong sentence structure as the use of polysemic words, so that in making the sentence according to the actual sentence.

2.2.1 Phonetic Ambiguity

According to Ullmann (1972), in Pateda, (2001: 202) "Ambiguity in the level of phonology arises from the sound of language uttered. Sometimes people speak too fast and make other people feel doubt about the meaning or message of the utterance so that people may interpret it in many ways". Phonetic is a type of sentence that results from the pronunciation of an equation of sound because it occurs during the syringe occurring in the daily dialogue. First, phonetic ambiguity as result of the phonetic structure of the sentence. Phonetic relate to acoustic unit. Ambiguity in the level of phonology arises from the sound of language utterance. Sometimes people speak too fast and make other people feel doubt about the meaning or message of the utterance so that people may interpret it in many ways.

Example: I scream (I skri:m) or Ice cream (ais kri:m). When the hearers hear the utterance above, they may have the different interpretation whether 'I scream' refers to the action 'scream' or 'ice cream' refers to the kinds of drink. *Near* meaning *kidney*, could be confuse hearing with word an *ear*. Second, structure ambiguity is cause by grammatical factors.

2.2.2 Lexical Ambiguity

Lexical ambiguity present two or more possible meanings in a word. This is also know as semantic ambiguity. The writer see much of this in wordplay and other forms of wordplay. In addition, lexical ambiguity comes from the meaning of the word, not the structure. A string of words, such as words, may result in more than one explain because one of the words has multiple meanings. So, It is important to understand lexical ambiguity, polysemy and homonymy forms. Polysemy refers to the situation where the words have the same spelling but different related meaning.

According to Hurfod and Heasley (2007:135) "clarifies that the ambiguities divide into two those are syntactical ambiguous and lexical ambiguity. Syntactical ambiguity is basically a question of 'what goes whit what' in a sentence, and this can be shown by diagrams of various sorts. Lexical ambiguity depends on homonymy (nonsense) and polysemy (related to the senses).

Homonymy is not an understanding relate to the same phonological meaning of the same phonology, but the same meaning. The meaning of the word can be different and can be use in other contexts. In addition, homonyms are one of the ambiguous words that mean. They are very different from each other, and there is no obvious relationship between them support by the intuition of native speakers. In addition, the homophony is words with the same spelling

and pronunciation are different significance. In other pairs, pronunciation is identical but spelling is different. Additionally, examples for words that are total homophones but not homograph would be noun pairs tale/tal, queue/cue. Partial homophones are numerous: threw/through, write/right, there/their, whole/hole, to\two\too and so on.

According to Palmer (1981 : 43) "polysemy as a case where the same words have two or more different, but conceptually related meanings or variants of the same meaning." For example the word "head' seems have relate meanings when we speak of the head of person , the head of person, the head of company, head of table or bad and etc. A well-establish word with multiple meanings is said that the word is polysemy (or expresses polysemy). Consider to belong to in the same way, native speakers must feel various feelings several methods.

Based on the explanation above the writer concludes basically polysemy is a single morpheme language. To understand this, consider color adjectives in English many people is a polysemous word, and its meaning variant has nothing to do with the color attribute. For example: the word green may indicate immature. This is because of environmental protection the color of many fruits indicates that they are not yet ripe. From that we get meaning variants are immature due to the establishment of parallel metaphors he development of personality is related to the process of fruit ripening. The change of meaning is an accident of English green. Due to the same motivation if they have the word is green. However, this change has no parallels at all in the case of other color words. Although the color of the fruit is red mature, red does not mean mature or mature.

2.2.3 Syntactic Ambiguity

According to (Kreidler, 1998: 169) "Syntactic ambiguity may be in the surface structure of a sentence: words can cluster together in different possible constructions". Syntactic ambiguity is a situation where a sentence may be interpreted in more than one way due to ambiguous sentence structure. Syntactic ambiguity arises not from the range of meanings of single words, but from the relationship between the words and clauses of a sentence, and the sentence structure underlying the word order therein. In other words, a sentence is syntactically ambiguous when a reader or listener can reasonably interpret one sentence as having more than one possible structure.

However, the writer just uses syntactical as the subject of analysis. The topic that will be discuss in this research is about syntactic ambiguity on student's writing. Therefore, the writer will focus only on syntactic ambiguity.

2.3 Syntactic Ambiguity

Syntactic ambiguity is a sub topic in syntax in which a sentence is composed of the rules of grammatical structure. It occurs when a sentence has more than one meanings. In English grammar, syntactic ambiguity (also called structural ambiguity or grammatical ambiguity) is the presence of two or more possible meanings within a single sentence or sequence of words, as opposed to lexical ambiguity, which is the presence of two or more possible meanings within a single word. The intend meaning of a syntactically ambiguous phrase can generally—although not always—be determined by the context of its use. Syntactic ambiguity is usually caused by improper word selection. If you are not careful when choosing phrases in a context that have meaning rather than meaning, or if the sentence structure in which they are use is incorrect, the result will often confuse the reader or listener.

According to O 'Grady's (1997 : 286) "several sentences are structurally ambiguous because the meanings of their component word can be combined in several ways". The researcher explains that the way words are grouped together in a syntactic structure reflects the way their meanings are combined with the semantic components of grammar. The researcher also conclude that it is possible to describe structural ambiguity in language by giving different tree diagrams.

Based on the explanation there are many sentences in written text that are potentially structurally ambiguous so that the readers sometimes get confuse in determining the meaning. Some of them sometimes define the wrong meaning of those structurally ambiguous sentences. That is why it is very important for the readers to know the way to resolve the structurally ambiguous sentences because it can help them to determine the correct meaning of structurally ambiguous sentences. Ambiguity in the level of syntax occurs when phrase, clause or sentence create ambiguity because their structure may be interpret more than one way. Equal with lexical ambiguity, it may also arise in the write text such as articles, news titles and other written text.

According to Ullman (1977:156) "there are two possibilities that equivoque may result from the ambiguousness of grammatical forms or from the structure of the sentence":

a. Many structural forms, free as bound, are ambiguous. Some prefixes and suffixes have more than one meanings, and this may, on occasion, create misunderstanding. The suffixes –able does not mean the same thing in desirable or readable as it does in eatable, knowable, debatable. There are also homonymous prefixes and suffixes. The prefix in-, meaning "into, within, towards, upon" (e.g. indent, inborn, inbreading, inflame), has a homonym in the prefixes in-expressing negation or privation (e.g. inappropriate, inexperienced, inconclusive). Though the

two enter into different combinations they can occasionally give rise to confusion and uncertainty. Form words too may have several meanings which may make confusion in some contexts.

b. Another source of structural ambiguity is equivocal phrasing (amphibology). Here, the individual words are unambiguous but their combination can be interpreted in two or more different ways. For example, in the sentence: " *I met a number of old friends and acquaintances*", the adjective *old* may be taken to refer either to both *friends* and *acquaintances* or only to the former. Most ambiguity of the kind will be clarify by the context and in the spoken language by intonation.

For Example :
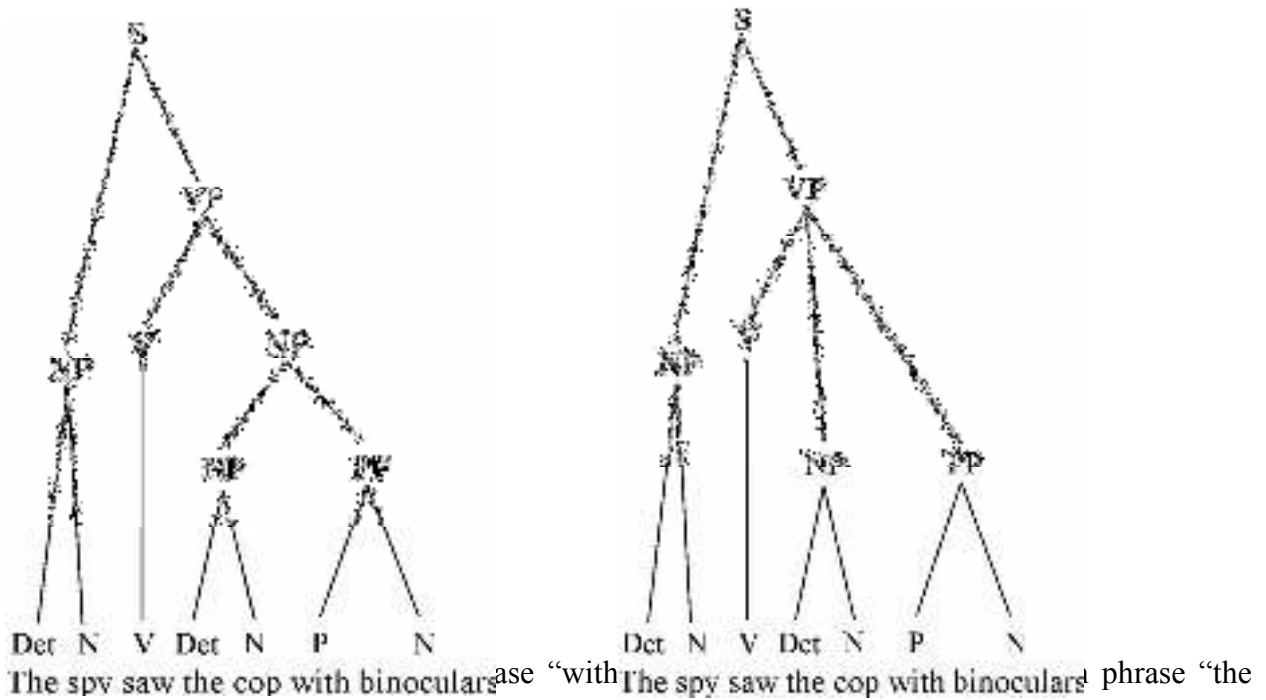
Det N   V Det N   P   N
The spy saw the cop with binoculars ase "with the cop". It means that the spy saw the cop who uses binocular in his eyes. Then, in diagram B, "with binoculars" is the adjunct of verb phrase "saw". It means that the spy used binoculars to see the cop. The case of ambiguity relates to the meaning and interpretations. Meaning and

interpretations in relation with the communication are the main things that we have to consider before we utter and write because different interpretation of the two or more hearers or readers may cause misunderstanding and finally raises problems.

Furthermore, syntax rules should not be allow to delete meanings during the derivation of the meaning of a composite expression. The implication of the interpretation is that meanings should be ascribed not only to lexemes and sentences but also to other syntactic constituents. The concept of syntax as a bridge between phonology and semantics in many grammatical theories would seem to require that all constituents be assign a meaning by the semantics. It is common to assume that semantics constituency is parallel to the syntactic constituency and hence, an adequate semantics theory must be able to ascribe appropriate meanings to the words, phrases and sentences according to their syntactic structure.

According to Gorrell (1995:44) "an input string (or substring) is defined as structurally ambiguous if it is compatible with more than one grammatical structure". A string is temporarily ambiguous if the ambiguity is resolved by subsequent lexical material within the sentence. Finally writer concludes an ambiguous string is traditionally a sequence of characters, either as a literal or some kind of variable. The latter allows its elements to be mutate and their length change, or possibly repair (once create). An ambiguous string is generally consider a data type and often appears and is implement as a byte (or word) array data structure that stores a sequence of elements, usually characters, using some character encoding. Strings can also denote a more general array or other types and structures of sequence (or list) data. Depending on the programming language and the exact data type used, a variable declare as a string can cause ambiguous meaning in memory storage that is statically allocate for a predetermine maximum length or use dynamic allocation to allow it to accommodate a variable number of elements.

English sentences are unlimited. Anyone can extend the sentence time according to their own wishes. For example, *Mega thinks that Maris knows that Tino thinks that Elva believes that aliens are real.* Even one person can make sentences longer. Linguists put forward various possible hypotheses to find acceptable sentence structure by swapping the positions of any words in the sentence. They find that word categories affect the exchange process and grammar. They finally conclude that the category is a set of words that can replace the language for one another without affecting grammatically. This category is call the syntactic category. The grouping system involves sentences, nouns, noun phrases, verbs, verb phrases, adjectives, adverbs, pronouns, prepositions, prepositional phrases, conjunctions, determiner and definite words.

a. Noun (N)

Generally noun is a category for person, place, animal, thing, and idea. Noun is divided into proper noun and common noun. Proper noun is a group of noun which is capitalize, even if it occurs in the middle or end of the sentence. It is use to indicate specific and particular things such as person, days of the week, months of the year, towns, cities, streets, countries, brands, and names. On the other hand, common noun is not capitalize, except when it occurs in the beginning of the sentence. For example, *I know that Elsa is a diligent girl.* The word *I* and *Elsa* are proper noun because they indicate a person and specific person's name. Therefore, the word *Elsa* is capitalize although it is in the middle of the sentence. Meanwhile, the word *girl* is a common noun, so it is not capitalize.

b. Noun Phrase (NP)

Noun phrase is a group of words with noun or pronoun as its head (Nordquist, 2016). Modifier and determiner can tag along the head of noun phrase e.g. *the book, a man, her dress*. Noun phrases can be the subject or object of the sentence. Inserting a noun or a phrase into *"who discovered…………?"* and *"…………was seen by everyone."* can test whether or not a word or phrase is a noun phrase. Noun phrase is a phrase that is the result of combining a noun, pronoun or a number. This phrase is used when a noun is less specific in describing a noun.

c. Verb (V)

Verb is a part of speech for group of words which show visualize action such as *read, walk, sing, play*, and many more. Besides describing an action, there is also a kind of verb such as *am, is, are, was,* and *were*. They are call linking verb. Linking verb is use to show a state of being and identity. Verb is possible to undergo a change regarding to the tense apply for it within the sentence. For instance, the basic verb *run* can change into *ran* when it is use in past tense. In addition, the pluralism of the noun/subject in a sentence can also influence the verb to change; like the addition of *–s* ending if the noun/subject of the sentence is a singular noun.

d. Verb Phrase (VP)

"Verb phrase always contains verb which may be followed by other categories such as noun phrase or prepositional phrase" (Fromkin et al., 1991:108). In actual fact, what is referred to as a verb phrase is a verb that does not stand alone (consisting of more than one word) but can still /

function as a verb. So what is meant by a verb phrase is a verb that consists of two or more words, an example report is below:

1. They *study*

2. They *are* studying

The first example is not a verb phrase because the verb consists of only one word, namely study, while the second example is a verb phrase because the verb consists of two words, namely are (auxiliary verb) and studying (main verb with an additional ending. –Ing) which functions as a verb "in progress".

e. Adjective (ADJ)

Adjective word modifies the noun of the sentence and provides the information about it. It usually is placed before the noun or pronoun it described, and it is possible for a sentence to use multiple adjective words to give a description about a particular noun. For example, *Gabriel is a tall, handsome boy with black hair*. The words *tall* and *handsome* are the adjective words which describe *Gabriel*, and *black* is the adjective word which modifies the *hair*. As cited from EF Education First Online English Course (2017), adjective has the function to describe feelings or qualities, give nationality or origin, tell more about a thing's characteristics, tell us about age, tell us about size and measurement, tell us about color, tell us about what something is made of, tell us about shape, and express a judgment or a value. Adjectives can make a sentence become more specific and interesting.

f. Adverb (ADV)

Adverb modifies verb, adjective, and sometimes, other adverbs. It gives information about frequency, manner, place, time, and degree. Here are some examples related to the function of adverb.

1.1 Mino walks home *quickly*. (Adverb *quickly* modifies the verb *walks*).

1.2 Mino is *very* hungry. (Adverb *very* modifies the adjective *hungry*).

1.3 Mino *rather easily* gets hungry in the morning. (Adverb *rather* modifies another adverb in the sentence, *easily*).

1.4 Jinu *often* cooks the meal for the family member. (The adverb *often* indicates frequency).

1.5 Jinu cuts the onions *carefully*. (The adverb *carefully* indicates manner).

1.6 Jinu's house is near a traditional market, so he buys vegetables *there*. (The adverb *there* indicates place).

1.7 Jinu forgot to buy the vegetables *yesterday*. (The adverb *yesterday* indicates time).

1.8 Jinu is *very* happy seeing his family enjoys the meal he cooked. (The adverb *very* indicates degree).

g. Pronoun (PN)

Pronoun is a word used to replace a noun. *Henry buys a lot of cookies, but he does not feel like eating them all at once* is a case in point. The words *he* and *them* are the pronouns which can substitute the nouns, instead of repeating *Henry* and *cookies* in the sub clause. However, it is important to notice that pronoun should be use after a noun is mentioned, and it must be clear which noun it refers to.

h. Preposition (P)

A preposition can show the relationship between a noun or pronoun and some other word in the sentence. The relationships shown can be agency, e.g., the letter is delivere here *by* the postman; comparison, e.g., you are beautiful *like* a rainbow*,* she is *as* beautiful *as* a red rose; direction, e.g., we go *to* school together*,* the cows run *toward* the river in a hurry*,* people must walk *through* the forest if they want to reach the private beach; place, e.g., the book is *on* the table *at* my bedroom *by* the window; possession, e.g., the magic wand you found is the property *of* Hermione Gringer; purpose, e.g., Ronald learns English *for* his work; source, e.g., the water leaks *from* the roof*,* nobody can have milk *out of* a chicken; and time, e.g., the dinner will be ready *at* 7*,* I must arrive at the cafe *before* noon*,* The school will start *on* Monday.

i. Prepositional Phrase (PP)

A prepositional phrase is a group of words consisting of a preposition, its object, and any words that modify the object. Most of the time, a prepositional phrase modifies a verb or a noun. These two kinds of prepositional phrases are call adverbial phrases and adjectival phrases, respectively. Some of the most common prepositions that begin prepositional phrases are to, of, about, at, before, after, by, behind, during, for, from, in, over, under, and with. When a prepositional phrase acts upon a noun, we say it is behaving adjectivally because adjectives modify nouns. A prepositional phrase that behaves adjectivally is call, quite logically, an adjectival phrase, example: The cat *in the middle* is the cutest. When a prepositional phrase acts upon a verb, we say it is behaving *adverbially* because adverbs modify verbs. A prepositional phrase that behaves adverbially is call an *adverbial phrase*, example : To find the person who stole the last cookie, look behind you.

j. Conjunction (C)

Conjunction is use to link words, phrases, or parts of sentence together. Two sentences can be join together by employing conjunction. There are three types of conjunction. The first type is coordinating conjunction. This type of conjunction connects two words, two phrases, two independent clauses, or two dependent clauses which have similar grammatical structure. There are only seven coordinating conjunctions in English language which are *for*, *and*, *nor*, *both*, *or*, *yet*, and *so*. The second type of conjunction is subordinating conjunction. Subordinating conjunction joins a dependent sentence, as the subordinate clause, with independent sentence, as the main clause. The subordinate clause is marked with the subordinating conjunction as its start. The words such as *after, as, although, because, before, even though, if, once, rather than, since, that, though, unless, until, when, whenever, whereas,* and *while* are the common subordinating conjunctions. Lastly, correlative conjunction is a kind of conjunction connecting two words or phrases which have reciprocal or complementary relationship. Group of words like *either…or…, neither…nor…, whether…or…, both…and…,* and *not only…but also…*.

k. Determiner (DET)

According to Nordquist (2017) "determiner is a word or a group of words that specifies, identifies, or quantifies the noun or noun phrase that follows it. Determiner is including article (*a*, *an*, *the*), demonstrative (*this*, *that*, *these*, *those*), quantifier (*many*, *few*, *enough*, *little*,*much*, *most*, *any*, *some*), interrogative (*what*, *which*, *whose*), and possessive (*my*, *her*, *his*, *our*, *their*, *your*). This kind of categorization is helpful for the further discussion because it is handier to analyze the sentence by employing the abbreviation of each category".

The name of the syntactic category of each word grouping is called syntactic label. Tree diagram is a convenient way to conduct a syntax analysis. " A tree diagram with syntactic category information provided is called a phrase tree structure " (Fromkin et al., 1991:109). Phrase tree structure (PST) allows us to explicitly reveal a sentence property or its syntactic category. After defining and grouping the syntactic categories, the linguists observed a list of English sentences, and deduced that the sentences they examined show a similar pattern ART, N, V, ART, N. Nonetheless, the infinity of English sentence would cause a long pattern. Thus, the linguists decided to make a sort of rule or condition which can be used as a reference or consideration.

According to Gorrell (1995:44) adopts that the concept proposed by Fodor et al. (1974) "the analysis is begun by distinguishing two general types of processing models: parallel models which construct multiple analyses and serial models which construct a single analysis". To illustrate how these models function, researcher refers to three distinct areas of an ambiguity string: the onset of ambiguity, the ambiguous region, and the resolution of ambiguity.

2.3.1   The Onset Of Ambiguity

Onset of ambiguity is the emergence of ambiguity in a sentence. According to Gorrell (1995:44) " it is the beginning that allows a sentence becomes ambiguous". Usually an ambiguous prefix comes from a verb that has an ambiguous meaning based on the word that follows it. Sub categorization of a verb may lead to structural ambiguity. A verb can be transitive or intransitive depending on the word that followed. Consider the following string.

For example :

Ian knows Thomas is a train.

The onset of the ambiguity in that sentence is the verb know. This is because know allows either a nominal or sentential complement. The ambiguity is resolve by the presence of the verb be, which signals a sentential complement. The area between the onset of the ambiguity and its resolution is the ambiguous region of the sentence. In the above string, it is the NP Thomas. It is important to note that these areas of the sentence are independent of the particular properties of the parsing model one assumes. For example, it may be that the parser initially fails to make use of the sub categorization information associate with the verb know, but this does not change the fact that the input is ambiguous.

At the onset of an ambiguity, parallel model will construct multiple structures, abandoning particular structures as they become incompatible with subsequent input. For the string above, a parallel parser would respond to the onset of the ambiguity by computing a nominal clause structure and a sentential clause structure, abandoning the nominal clause structure at the point of resolution. In contrast to this, a serial parser would respond to the onset of the ambiguity by computing only a single structure. If this structure is incompatible with subsequent material, some from of reanalysis is require. The initial structure compute by a serial parser must be determine by some property of the parser. Serial parsers differ as to the nature of this decision procedure. But serial parsers share the property that, once the decision as to which structure to pursue is made, the parse proceeds as if the input were unambiguous. This aspect of serial parsers will be important in determine the nature of reanalysis.

The processing of ambiguous input has receive a great deal of attention in the psycholinguistic and computational literature but despite this, there is still no general agreement among researchers as to the precise nature of the parser response to ambiguity. However there is a growing concensus that processing difficulty of sentences such as shown in the example is a strong evidence for the parser structuring input as it is received.

a. While Mary was mending the sock fell.

b. The horse raced fell.

If the parser delayed the attachment of the NP the sock until the next word (fell) was processed, a garden-path effect could be avoided. Similar remarks hold for (b). In addition, Marslen Wilson (1973) & Tyler (1980) cited in Gorrell (1995) stated that has demonstrated the rapid processing of linguistic input, even when the input is ambiguous. A core issue that must be address by any parsing model is the conditions under which immediate structuring of ambiguous input leads to conscious processing difficulty and the conditions under which such structuring fails to produce such disruptions.

2.3.2 Ambiguous Region

A sentence that is structurally ambiguous definitely has the ambiguous region. (Gorrell, 1995:44) stated that structural ambiguity occurs because a sentence is form by similar phrases. The sentence actually carries out a clear meaning, but the combination can be interpret more than one meaning. The ambiguous region refers to the area of ambiguity that occurs in the sentence. For instance:

There have been many movies with powerful performances, strong, cinematography, direction and music.

In the sentence above, it is clear that the area of ambiguity is the word *strong*. It leads to confusion whether *strong* modifies the whole phrase *cinematography, direction and music* or it modifies only the word *cinematography*. In line with this sentence, the ambiguous region determines the area of ambiguity of the sentences. Ambiguity also occurs because a word in a sentence is not compatible with other words in the sentence. This situation is call anomaly. Anomaly is contrast with lexical ambiguity. Lexical ambiguity occurs because a word has more than one meaning that makes the sentence is interpret differently. On the other hand, anomaly occurs because a word "conforms to all the grammatical rules of the language, but it is strange because it represents contradiction" (Fromkin, et al., 2004). The ambiguity of this type occur in resemblance of phrase as the Ulmann's opinion about equivocal phrasing or amphiboly. Each word which consist of phrase is clear but the combination can interprets more than one meaning.

2.3.3   Resolution Of Ambiguity

The ambiguity occurs in the context. To avoid the ambiguity of this type is important to clear about the context of the sentence. Therefore, it is important to consider not only the structure of sentence but also the context of sentence. For each human language, the linguistic try to discover the precise description of its property. The description is call grammar. Grammar does not refer to the property which a language should have. Because of the debate among the linguist relate to the precise grammar of all language process, they achieve a considerable agreement that the correct theory of grammar must have lexicon, phonology, syntax and semantic as its component. When a native speaker of a language learn his first language, he did not establish the language rule by himself. The other native speaker implicitly taught him the rules. However, is not possible to ask the native speakers to explain the rules. Therefore, it

becomes the job of linguistics to define the rule by considering the judgment of the native speakers about the sentence grammar.

Intuitively, a sentence in any language is considerable grammatically correct when the sentence sounds good to the native speakers. Formally, they are the strings of words that can form by the rules of the syntactic components.

To resolve syntactic ambiguity, there are several ways. They include adding a hyphen (-) or a preposition between the head and the modifier, and adding the word which is or who and who or which if there is ambiguity of the sentence or phrase in the prepositional phrase. Adding the word who is or is and who or who in a prepositional ambiguous phrase is use to indicate something that is talking about. In addition, syntactic ambiguity in prepositional phrases can be enforce by placing the prepositional phrase, at the beginning of the sentence, to explain where the action occurs.

The girl hit the boy with a book. The book is broken.

The sentence may mean 'The girl hit the boy using a book' or 'The boy is holding a book when the girl hit him. This ambiguity occurs since the prepositional phrase 'with a book' can modify two nouns 'the girl or the boy', either of which can be treated as its antecedent. In the sentence there is no clue to which noun the PP modifies. In other words, 'with a book' can modify the boy or the girl. This type of structural ambiguity results from the lack of information in the construction.

Syntactic ambiguity resolution has been viewed much differently. Most theories have proposed two-stage mechanisms for coping with syntactic ambiguity (Gorrell's 1995). In the first stage, a modular syntactic processor, or parser, uses syntactic knowledge and parsing principles

to construct one or more phrase structure representations of the input. The second stage involves choosing or correcting these phrase structures and integrating them with lexical and discourse information. These alternative models differ in important details, such as the number of parses that are constructed for an ambiguous input and the nature of the time course of the interaction between the first and second stages.

According to Yule (1985:99) "there is a technique to resolve the ambiguity, that is relating an ambiguous word or sentence to its context ". To get clarity from the sentence conveyed, the word or sentence can be ended by drawing a structure tree based on the sentence. Which means that the researcher connects words and sentences according to the context of the text write so that able to resolve ambiguous words that make readers or listeners sometimes find it difficult to understand the meaning of a sentence from the speaker. So with that here the researcher takes full action to find ambiguous sentences that analyze sentences in a syntactic way that focuses on three types of syntactic string ambiguity. In this study, the writer put the ambiguous phrase in the context in order to get the correct meaning. After knowing about the correct meaning, the researcher suggests some easier ways to resolve those structurally ambiguous phrases or sentences.

2.4 Writing

According to Rohim (2007:1) " Writing is an activity that support students to analyze their discrete knowledge about language items into a text that is acceptable in a writing conventional by using the appropriate paragraph structure of the language it self ". Writing is written product of thinking, drafting, and revising that required specialized skills on how to use discourse markers and rhetorical conventional coherently into a written text, how to review text for clearer meaning and how to edit text for appropriate grammar and how to produce a final

products. Writing can improve the knowledge of students how to transfer their thinking with write some paragraph. Writing can take many forms including anything from shopping list, acting as idea-memoire, through letters, both formal and informal. Based the researcher to conclude the writing can take many form including anything from a shopping list, acting as an aide-memoire, through letters, both formal and informal.

According to Brown (2001:54) "writing is a process of putting ideas down on paper to transform thought into words, to sharpen main ideas, and to give them structure and coherent organization". In relation to the above explanation, it can be summarize that writing is a process of transferring thoughts, knowledge into words on paper by using appropriate coherent organization of the ideas and the appropriate language structure itself. So, it is a ideas or thoughts transformation into write information which is contextual acceptable. Writing is a method of representing language in visual form. Writing is one of the language skill, beside listening, speaking and reading. Long time before, some researchers had conducted the researcher in the field of writing skill. As a part of language skills, writing is productive skill after speaking. As a productive skill writing can show the students achievement through receiving their learning materials.

According to Harmer (2003:205) "the teaching of productive skills I closely bound up with receptive skill work. The writing output produced by the students will be the input for them to see how it turn out". The students working with genre-focused tasks will find that a written text they read as a vital news, telephoned directions, magazines, advertisements, political pamphlets and entertainment, for example: comic strips fiction books, poetry and drama, newspaper features film subtitles. Writing is how to produce a written product. It is a process of transforming ideas coherently and cohesively into written text. Written text is often resulted by a

series of thinking activity but it requires skills that can be learned , practiced, mastered. The planning, teacher can help students generate ideas through such activities as brainstorming, clustering, and rapid free writing. Since writing is a thinking process, writers need to unlock the hidden ideas they in mind in order to be able to start writing.

Finally writer concludes writing is a process of expressing thought an idea in words. Writing is a mental work of the inventing ideas, thinking about how to express ideas and organizing ideas into a good paragraph. Writing conveys aims to researcher. It should be organize effectively. Writing should communicate its idea clearly, precisely and unambiguously. It is dedicate to the reader. Based the researcher to conclude the writing is a process of expressing thoughts an idea in words. Writing is a mental work the inventing ideas, thinking about how to express idea and organizing idea into a good paragraph. Writing conveys aims of researcher. It should be organize effectively. So writing has been characteristics as written thinking. Students should be encourage to express their idea, experience, thought and feeling. From the explanation above, it can be said that writing is an ending of product from students thinking and idea, even experience that is visualize in write form.

2.4.1 Genre Based Writing

Writing is process of transforming thought and ideas, into a written form. According to Pardiyono (2007:2) "genre is defined as text which has a functional as a frame of references so that a text can built effectively. There are many types of genre of writing such as;

a. Narrative: To amuse or entertain the readers and to tell a story. Narrative text is a type of text in the form of an imaginary story, fabricated true story, or fairy tale. Narrative text tells a story that has a chronological sequence of events that are interconnected. The

purpose of narrative text is to entertain the reader.

b. Descriptive: To describe particular person, place or thing detail. Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

c. Produce: To help the reader how to do or make something and to describe how something accomplished through a sequence of actions or steps. Procedure text is one type of English text which contains methods or steps to do something. We usually find this type of text on food packaging, medicines, electronic items, food recipes, and so on.

d. Recount: To retell something that happened in the past and to tell the series of past event. Recount also a narrative text too. Basically. It is written out to make a report about experience of a series of related event. People do it by twisting some events in the process. The purpose of twisting the event is to create a humor.

e. Report: To present information about something as it is. It describes an object to the readers. The length of the text depends on the specific details of the subject being described.

f. Explanation: To explain the purpose involved the information or working of natural or socio-cultural phenomena. It also a written English text in which the writer explains the process involved in the formation.

g. Discussion: To present information and opinion about issues in more one side of an issue.

h. Analytical exposition: To reveal the readers that something important case. It is written to expose the truth of them fact of the object to the reader.

i. Hortatory exposition: To persuade the readers that something should or should not be the case or be done. Hortatory exposition is also written English text I which the writer

persuades people that something should not be the case.

j. News item: To inform readers about events of the they which are considered newsworthy or important. In stead this conforms to any written English text containing one or more than one paragraph in which the writer to inform people about events of the day which are considered news worthy or important.

k. Anecdote: To share an account of unusual or amusing incident. Anecdote is any written English text in which the writer shares with the others an account of an unusual or amusing incident.

l. Review: To critic or evaluate an art work or event for public audience.

m. Spoof: To tell an event with humorous twist and criteria the readers but this study will focus the procedure only. It is a text of writing which use a series of events in certain process.

The researcher has listened all the types of genre, but the researcher only focuses on recount as one genre should be mastered by senior high school students.

2.4.2 Recount Text

According to (Knap and Watkins, 2005:223). "Recount is text which retells events or experience in the past. Recount is the sequence text that does little more than sequence series of events. Recount is also one genre which is competent in writing skills in English curriculum basic level". Recount is written to retell events with the purpose of either informing or entertaining their audience. Recount is one of the text type which has function to retell or inform an event or activity in the past. Recount has almost has same with narrative because both recount and narrative have a function to tell the activity or event in the past. The different is recount tells activity or event just to give the information to the readers, but narrative tells the activity or event

not only to give information, but also to give a moral lesson by presenting a problematic experienced and then will be ended by a problem solving.

According to (Ken Hyland, 2004:29) "Recount is typically tells entertain by dealing with a sequence of events that establishes a relationship between writer/reader and speaker/listener". Recount is a kind of genre that has social function to retell event for the purpose of informing or entertaining. The tense that used in recount text is past tense, social purpose of recount is to reconstruct past experiences by retelling events in original sequence. We can look at the sample of recount in personal letters, police report, insurance claims, and incident reports.

According to Pardiyono (2007:63) "recount is one of type which have a function to retell or inform an event or activity in the past. Recount text is a type of text whose content retells a real event or activity that happened to someone in the past". This real purpose of telling stories from the past is also meant to entertain the reader. This type of text in English tells about a story, action, or activity. Usually recount text tells of an event or experience that occurred in the past, for example, such as your experience on vacation or an experience you met your idol artist. The tense that use in the recount text is past tense. Social purpose of recount is to reconstruct past experiences by retelling events in original sequence.

Recount text based on the life experience and familiar language. Recount are used in most subjects to show memory of series of events as in accounts of science excursion, everyday life in another time or culture. Personal letters to friends are often recount of experience. When we retell our past experience in a term of recount, it means that we want to tell other people about something that has happened in our lives.

2.4.2.1 The Purpose Of Recount

The purpose of recount text is to list and to describe past experience by retelling events in which they happened (chronological order), to entertain and inform readers. The purpose of communication from recount text is to tell an experience or event that occurred in the past with the aim to entertain (entertain) and inform (inform) readers. The events in the recount are the main elements in composing in the text. However it just focuses on the events themselves. According to Knap and Watkins (recount is) the simple test type from all genres. Formally recount is sequential text that does little more than sequence a series of events. Even story, no matter how simple, needs an orientation.

1. Recount –shaped reading is an event that has been experienced, usually in the form of reports and so on.

2. Students need to learn recount text to tell real events that have been experienced both verbally and in writing.

3. Competency standards related to mastery of this type of text are able to communicate verbally or in writing interactively.

2.4.2.2 The Social Function Of Recount Text

Recount text has some social function, which are:

1. To retell something happened

   Recount retells past event. Recount begins by telling the reader who was involved, what happened, where this even took place and when it happened.

2. To inform something to the readers

   It informs to the reader about what happened, where this even to took place and when it happened.

3. To entertain

   Sometimes recount retells a funny experience. It has a function to entertain the reader.

2.4.2.3 The Language Features Of Recount Text

The language features of recount text are:

1. Use of nouns and pronouns to identify people, animals or things involved;

2. Use action verb to refer to event: spent, visited, decided, etc;

3. Use of simple past tense to locate the events in relation o speakers or writer time;

4. Use of conjunction and time connectives to sequence the events;

5. Use adverbs and adverbial phrase to indicate place and time;

6. Use of adjective to describe nous.

2.4.2.4 The Generic Structure Of Recount Text

1. Orientation: provides information about who, where, when or it introduces the participants, place and time.

2. Sequence of event: records of events, events or activities that occurs, which are usually delivered in chronological order.

3. Reorientation: re- introduction that summarized a series events, events or activities. It indicate the closure of events. It indicates the closure of the events.

2.4.2.5 Example Of Recount Text

Holiday to Grandmother and Grandfather House

(Orientation)

Last year holiday of Lebaran I went to Surabaya visiting my grandmother and grandfather.

I had to go there because the previous holiday I wasn't there.

(Event)

I missed them so much because I lived with them when I was a child.

At that time both of my parents had to go to another city to earn money so they left me with my grandma and grandpa.

After graduated from junior high school, I follow my parents living at Jakarta. Since that, I had visited them only at holiday time.

Unfortunately, I didn't have any ticket of either train and plane so that I went to Surabaya by bus. It was so tiring because the traffic was too crowded and stagnant.

Normally, the trip needs around 24-28 hours but my trip at that time took 40 hours from Jakarta to Surabaya. That made me mad.

(Reorientation)

The madness and tiredness during the trip had gone after I met my grandma and grandpa. They were looked old. I was so happy knowing them in healthy condition.

2.5   Definition of Translation

According to Baker (1992:87) "if language were just classification for a set of general or universal concepts, it would be easy to translate from an SL to a TL; furthermore, under the circumstances the process of learning and L2 would be much easier than it actually is in regard". Translation typically has been used to transfer written or spoken SL text to equivalent written or spoken TL text. In general, the purpose of translation is to reproduce various kinds of texts-including religious, literally, scientific, and philosophy texts-in another language and this making them available to wider readers.

According to culler (1976:21) "believes that languages are not nomenclatures and the concepts of one language may differ radically from those of another, since each language articulates or organizes the world differently, and languages do not simply name categories, they articulate their own". Based on the explanation writer concludes likely to be drawn from what culler writes is that one of troublesome problem of translation is the disparity among languages. The bigger gap between the SL and the TL. The more difficult the transfer of message from the former to the later will be. Before people translate a text they should know about the definition of translation. This part will talk about the definition of translation, kinds of translation, process of translation meaning.

Translation is communication of the meaning of source language text by means of target language text. Besides that, translation is a process that performed in language, a process changing a text in source language. Translation is consist of giving the meaning of source language into target language. The form of language is called source language and which is changed is called target language. Translation is completed process, however a translator who is concerned with transferring the meaning can be expressed even though it may be very different from the source language form.

According to Bell (1991:13) "translation has three distinguishable meaning, (a) translation: the process (to translate; the activity rather than the tangible object). (b) a translation: the work of the process of translating (i.e. the translated text). (c) translation: the abstract concept which encompasses both the process of translating and the work of the process". The writer concludes that translation is a process of transferring meaning and message from the source language into the equivalent message in the target language.

2.5.1 The Kinds of Translation

According to Newmark (1988:45-47) there are some kinds of translation methods. They are :

1. word for word formation

Word for word translation is often demonstrated as interlinear translation with the TL immediately below the SL word. The SL word-order is preserved an d the words translated singly by their most common meanings, out of context.

2. Literal Translation

Literal translation is the SL, grammatical constructions are converted to their nearest TL equivalents but the lexical word are again translated singly, out of context. As a pre-translation process, this indicates the problem to be solved.

3. Faithful Translation

A faithful translation attempts to reproduce the precise contextual meaning of the original within the constraints of the TL grammatical structure. It transfer cultural words and preserves the degree of grammatical and lexical 'abnormal' (deviation from SL norms) in the translation. It attempts to be completely faithful to the intentions and the text-realization of the SL writer.

4. Semantic Translation

Semantic translation from 'faithful translation only in as far as it must take more account of the aesthetic value (that is, the beautiful and natural sounds of the SL text, compromising on 'meaning' where appropriate so that no assonance, word-play or repetition jars in the finished version.

5. Adaption Translation

This is 'freest' form of translation. It is used mainly for plays (comedies and poetry, the themes, characters, plots are usually preserved, the SL culture converted to the TL culture and the text rewritten. The deplorable practice of having a play or poem literally translated and the rewritten by an established dramatist or poet has produced many poor adaptations, but other adaptations have 'rescued' period plays.

6. Free Translation

Free translation reproduces the matter without the manner, or the content without the form the original. Usually it is a paraphrase much longer than the original, so-called intralingual translation, often prolix and pretentious and not translation at all.

7. Idiomatic Translation

Idiomatic translation reproduces the 'message' of the original but tends to distort nuances of meaning by referring colloquialism and idioms where these do not exist in the original (Authorities as diverse as Seteskovitch and Stuart Gilbert tend to this form of lively, 'natural' translation).

8. Communicative Translation

Communication translation attempts to render the exact contextual meaning of the original in such a way that both content and language are readily acceptable and comprehensible to the readership.

From the explanation above, the writer can be concludes that the method of translation is a way how to translate the source text into target language. The methods are word t word translation which the source language text translated singly by their common meanings, literal translation which grammatical of source language are converted to their nearest target language, semantic translation which emphasizes more naturalness, adaption which the freest from of translation. Idiomatic translation which reproduces the message of the original but do not exist in the original, and communicative translation which reproducing the exact message of the source text content and context but it emphasizes on naturalness acceptability of reader from the target language.

2.5.2　Process of Translation

The process translation process is an activity to translate of the source language text being transferred to the target language text. Translation has some process or steps so that a translator has to be careful to translate because a mistake in one step will emergence of translation as follows:

1. Translate

Act, jump into the text feel first; translate intuitive. To translate a text into some language, it might also have to satisfy certain on operating system requirements from the text.

2. Edit

Think about what you have done; test your intuitive responses against everything you know; but edit intuitively too, allowing an intuitive first translation to challenge (even successfully) a well-reasoned principle that you believe in deeply; let yourself feel the tension between intuitive certainty and cognitive doubt, and don't automatically choose one over the other, use the act-response-adjustment cycle rather than rigid rules.

3. Sublimate

Internalize what you have learned through this give –and-take process for later use; make it second nature; make it part of your intuitive repertoire, but sublimate it flexibly, as a directionally that can be redirected in conflict circumstances; never; however. Let subliminal patterns bind your flexibility.

2.6   Previous Study

The writer has found some of previous studies about syntactic ambiguity in writing English as follows:

The first is a graduating paper which written by Nuzulul Rohmaniah (2017) under the title *SYNTACTIC AMBIGUITY ON STUDENTS' WRITING IN STATE SENIOR HIGH SCHOOL 9 MALANG*. This study used descriptive qualitative method to discuss the syntactic ambiguity analysis on student's writing. The data of this study are the sentences in student's composition, which consist of syntactic ambiguity, written by the first year students of State Senior High School 9 Malang. She described how the parsing took a role for those ambiguity. From the analysis, the result of this study shows that the writer found 8 data which consist of syntactic ambiguity. Corrected considering the context of the sentence more than one meanings. The writer determined the syntactic ambiguity sentences. Then, she used parsing strategy to differentiate the meanings in the sentence.

The second study is graduating paper journal written by Thayal, et al (2014) under the title Syntax Parsing: Implementation using Grammar-Rules for English Language. This journal focuses on discussing various parsing methods through lexical analysis, syntax analysis, semantic analysis, discourse processing, and pragmatic processing by using Algorithm theory. In this paper, Algorithm splits the English sentences into parts using POS tagger. It identifies the type of sentence (facts, active, passive etc.) and then parses these sentences using grammar rules of natural language. Then, the results were tested on real sentences of English and accomplished an accuracy of 81%.
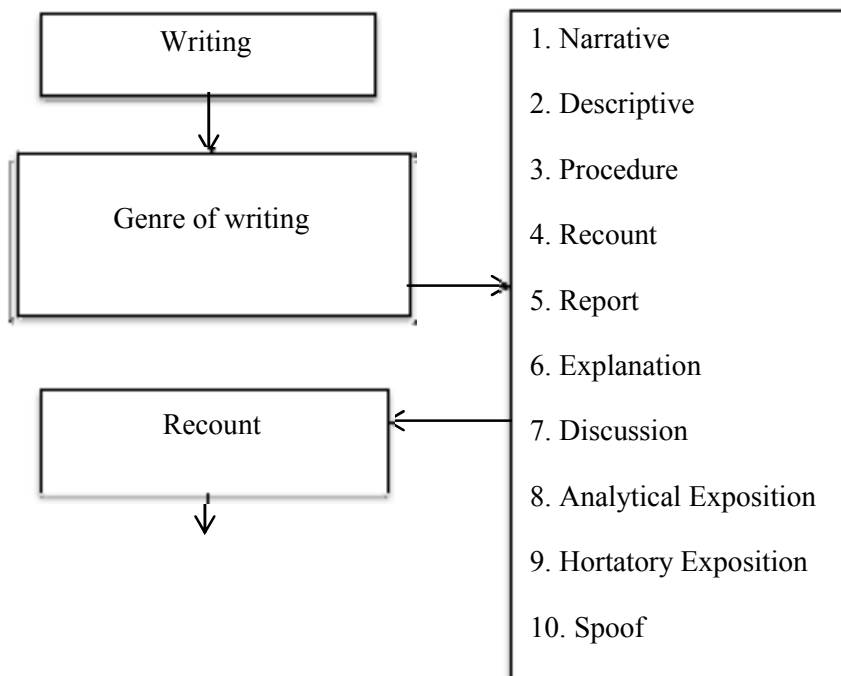
The third study is graduating paper journal written by Andarini and Anugerahwati (2011) by the title Structural Ambiguity in the Jakarta Post Newspaper's Headline News. This research focused on investigating the structurally ambiguous phrases in the Jakarta Post Newspaper's headline news and resolving the phrases using Radford"s theory. The results showed that there were two types of sructurally ambiguous phrases: noun phrase and prepositional phrase. They could be resolved by adding the hypen or the preposition of adding the word (which is/are) and (who is/are), and placing the prepositional phrase at the beginning of the sentence.

The fourth is graduating research by Indah Puspita Sari (2017) under the title ambiguity Analysis on Drama Script of William Shakespeare" A Midsummer Night"s Dream. This thesis focuses on ambiguity analysis on the drama script of William Shakespeare „A Midsummer Night"s Dream" using Fromkin"s theory of ambiguity. It is conducted to find out the types of ambiguity and how an ambiguity happens in the drama scripts of William Shakespeare „A Midsummer Night"s Dream". The result shows that lexical ambiguity frequently happens in the drama script of William Shakespeare „A Midsummer Night"s Dream" rather than structural ambiguity and thesis by Diah Purwaningsih (2014) by the title An Analysis of Lexical and Structural Ambiguity "Rubrik Opini" in Jawa Pos. This research focuses on finding the kinds of sentences or phrases which are lexically ambiguous and kinds of words are structurally ambiguous using Ullman's theory and explaining the most dominant appeared of ambiguity..

The fifth is graduating research Marsaulina Anastasia (2017) under the title Understanding Lexical Ambiguity in Reading Analytical Exposition Text of the Second Grade Students At SMAN 10 Medan. This thesis focus on lexical ambiguity in reading analytical exposition. The purpose of this research is to understand the ability of the students understanding

about lexical ambiguity and after the data had been collected the writer calculating the student's score. The result of the test showed that the highest score is 92 and the lowest score is 25.

2.7   Conceptual Framework

Writing	1. Narrative
↓	2. Descriptive
Genre of writing	3. Procedure
	4. Recount
	5. Report
	6. Explanation
Recount	7. Discussion
↓	8. Analytical Exposition
	9. Hortatory Exposition
	10. Spoof

```
                    ┌─────────────────┐
                    │   Translation   │
                    └────────┬────────┘
                             │
                             ▼
                    ┌─────────────────┐
                    │    Ambiguity    │
                    └────────┬────────┘
             ┌───────────────┼───────────────────┐
             │               │                   │
  ┌──────────────────┐ ┌──────────────────┐ ┌──────────────────────┐
  │ Phonetic ambiguity│ │ Lexical ambiguity│ │ Syntactic ambiguity  │
  └──────────────────┘ └──────────────────┘ └──────────┬───────────┘
                                                        │
                    ┌──────────────────────┐            │
                    │ The Onset Of Ambiguity│───────────┤
                    └──────────────────────┘            │
                    ┌──────────────────────┐            │
                    │   Ambiguous region   │────────────┤
                    └──────────────────────┘            │
                    ┌──────────────────────┐            │
                    │ Resolution of ambiguous│──────────┘
                    └──────────────────────┘
```
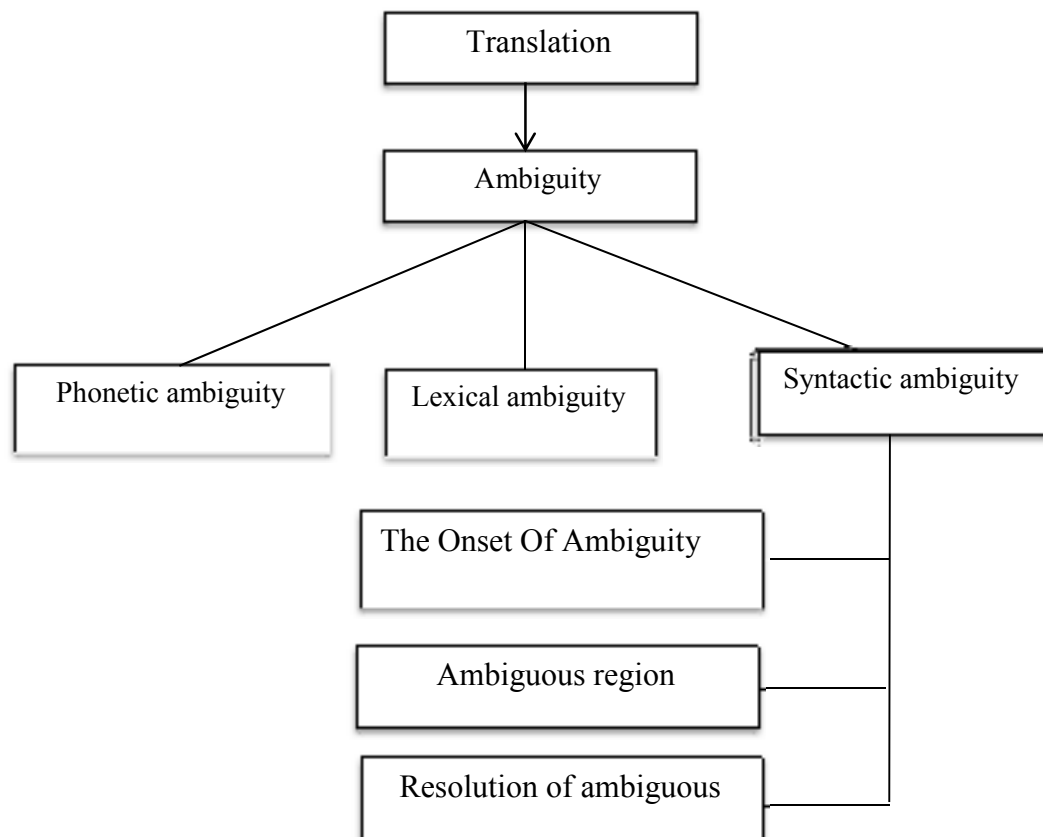
Figure 2.7. An analysis of Syntactic Ambiguity in Student's Translation Writing Recount Text Ninth Grade of SMP 1 Ronggurnihuta. (Tetty Citra Marbun)

CHAPTER III

RESEARCH METHODOLOGY

3.1   Research Design

In this research, the writer used a descriptive qualitative method. According to Denzin and Lincoln (1987), as quoted by Moleong (2009:5) "Qualitative research is a research which used natural background in order to interpret the phenomenon and it was done by involving various methods". It means that the data are in the form of words or pictures rather than number

Bogan (1992). Also, Arikunto (1998:193) states that "this qualitative research tries to explain the data using words or sentences which are separated into some categorizes to get the conclusion".

Qualitative research refers to constituting or grounded in matters of observation experienced or factually grounded or informative rather than normative, perspective emotive. Qualitative research involves analysis of data such as words, example, from interview, transcripts picture, video, ability, recording notes, documents, the products, and records of material culture, audio visual materials and personal experiences materials (such as artifacts, journal and diary information and recount), the writer will analyzes sentences which were syntactically ambiguous using Gorrell's theory (1995). Student's Writing Recount Text Ninth Grade of SMP 1 Ronggurnihuta is chosen as the data source. Then, the writer acts as human instrument for taking part in the analysis of syntactic ambiguity. The writer used her own interpretation based on the theory of syntactic ambiguity.

3.2   Research Subject

The subject of the study was collected from the student's Ninth Grade of SMP 1 Ronggurnihuta. In this school the English class was divided into 2 ordinary classes and 1 extraordinary class, and each class consisted of 25 students and the writer chosen an extraordinary English class. From the 25 students, the writer chose 15 students who were the smartest as a sample. In addition, many of the students from the extraordinary class joined the English Debate Club which is called in the school. This, they get used to using English better than the other class. Besides, since they are non-native speakers, they would use English by translating it from Indonesia to English, which makes the possibility of producing syntactic ambiguity higher.

3.3   The Data and the Source of Data

The data of the research might be in the form of discourse, sentence, clause, word, or even morpheme (Subroto, 1992: 42-43). The data is "sentence" that limited to syntactic ambiguity and the source of data is "text" a recount text that students translate from a paper sheet.

The writer chose an extraordinary English class consisting of 25 students. But the writer only chose 15 students that were the smartest as a sample. From the 15 students translate 15 different texts. In which these 15 texts contained syntactic ambiguity that consisted of onset of ambiguity, Ambiguous region and resolution of ambiguity. In 1 text, the consists of 10-15 sentences, so from the sentences the writer put 4 sentences that contained ambiguity randomly. The data analyzed consist of 60 sentences taken from 15 different texts that were designed by a writer and translated by ninth grade students of SMP 1 Ronggurnihuta. This stage was valuable to find out the answer of research questions.

3.4   Instrument of Collecting Data

According to Sugiyono (2014:102), "research instrument is a tool that was used to measure nature phenomenon or social behavior". Therefore, the writer as a human instrument must determine the research focus on choosing the informant as the source of data and collecting of data. Furthermore, the writer used a translation test in recount text that was designed by the writer as an instrument.

3.5   Technique of Collecting Data

In collecting the data, gather data of this research from the ninth grade in a student's translation writing recount of the text of extraordinary class in state SMP 1 Ronggurnihuta and observing the ambiguous sentences. According to Ary (2010:442), "Qualitative research may use translation documents or other artifacts to gain an understanding of the phenomenon under study".

The technique that is used to collect data in this research is based on some steps, they are :

1.   The writer participated in the class and gave the student's assignment to write a translation recount of the text that was given by the writer

2.   The writer documented the student's translation writing

3.   The writer read the compositions carefully to find an ambiguous sentence by looking at the meaning and the structure of each sentence

4.   The writer selected the syntactic ambiguity and made a list of syntactic ambiguity accomplish as the final process for data collection

3.6   Technique Analyzing the Data

After collecting the data and making a list of syntactically ambiguous sentences. Then, the writer analyze the data ambiguities by using writer interpretation based on the theory of syntactic ambiguity proposed by Gorrell (1995:44) to find out the answer related to the research question. There are some stages to analyze the data

1.   The writer determined the areas of ambiguity of the sentence by looking for the grammatical error and the meaning of the sentence.

2.   The writer classified the ambiguity into the areas of syntactic ambiguity.

3.   The writer explained how the sentences are categorize into certain areas of syntactic ambiguity.

3.7   Validity (Triangulation)

According to Susan Stainback in Sugiono (2007:330) triangulation, the aim is not to determine the truth about the same social phenomenon; rather, the purpose of triangulation is to increase one's understanding of what is being investigated. William Wiersma in Sugiono (2007:372) stated that triangulation is the qualitative cross validation. It assists in the sufficiency of the data according to convergence of multiple data sources or multiple data collection text. There are attempts to identify validity.

1. Data Trianguation

Data triangulation is the process of rechecking and comparing information by a writer which is obtained from a different source. To get data, the writer compares observation data with interview data.

2. Time Triangulation

Time triangulation is related to the use of time in getting more valid data. The writer needs to do the observation more than once to make sure the validity of the data.

3. Theory Triangulation

Theory triangulation relates to the use of two or more theories which are combined when examining a situation and phenomenon.

4. Methodology Triangulation

Methodology triangulation relates to checking the data or data result.

      In this present study, the writer was used as a fourth point where compare the analysis of this study to someone who had higher ability in syntax or grammar rather than the writer. In this case, the writer asked one of the lecturers in HKBP University Medan at the English letters department in which taught grammar course as the validator. The reason why the writer chose that lecturer was because the experts did with the topic of the study. This may help the writer to provide another perspective of the writer's analysis based on the data obtained.