

**STUDENTS' ABILITY TO DISTINGUISH AMBIGUOUS AND
ANOMALOUS WORDS IN THE SENTENCE AT THE ELEVENTH
GRADE STUDENTS OF SMA ISLAM HIZBUL WATHAN**

(A Descriptive Research)



A THESIS

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MOTTO

Think big thoughts, but relish small pleasures

This research is dedicated to my beloved parents and

brother

who always support, pray, and love me

ABSTRACT

SITTI WAHYUNI. 2016. *Students' Ability to Distinguish Ambiguous and Anomalous words in the sentences at the Eleventh Grade Students of SMA Islam Hizbul Wathan.* A thesis, English Education Department, Faculty of Teacher Training and Education Makassar Muhammadiyah University. Guided by the first consultant is St.Asriati and the second consultant is Farisha Andi Baso.

The Researcher used Descriptive Research, the aim of this research was to find out whether the Students can distinguish ambiguous and anomalous words and the factors students that difficulties in distinguishing between ambiguous and anomalous words in the sentence.

This Descriptive research was done in SMA Islam Hizbul Wathan for English Subject. A number of subjects of the research were 21 students in class XIII in 2014-2015 academic years. The Instruments was Multiple choice, Essay test, and Questionare.

The result showed that the students' mean score in distinguishing between ambiguous and anomalous words in the sentence based on multiple choice was 3.0 while the essay test mean score was 2.7, it's mean that students got very poor categories. It indicates that students can not distinguish between ambiguous and anomalous words and the factors that indicates students got fairly good categories in distinguishing between ambiguous and anomalous words because students have never been taught subject related to ambiguous and anomalous words, students lack of mastery vocabulary which make students confused in distinguishing ambiguous and anomalous words in the sentence.

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Researcher

SITTI WAHYUNI

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CHAPTER I

INTRODUCTION

A. Background

English is a very important language, because English has become an international language, which is used by most communities in the world. Many countries use English as their second language. In spite of the difficulties in studying English, it is worthwhile to study the language because it plays a very important role in almost all fields of life. As a foreign language in Indonesia, English is seriously learned by many people to have a good prospect to be the community of international world.

Vocabulary mastery is comprehensive knowledge to recognize, understand, and produce stock of words and their meaning. In line with this, Lado (1964: 117) argues that to clarify the idea of vocabulary, three levels of vocabulary are distinguished, namely: (1) vocabulary to operate the patterns and illustrate pronunciation of the language, (2) vocabulary for communication in areas of wide currency, (3) esthetic and technical vocabularies.

In reality, many people who learn English especially for the beginners level are often faced with the problem of vocabulary mastery. They cannot just comprehend and master it well. It is proved from the pre- research observation done by the researcher to the eleventh grade students in SMA Islam Hizbul Wathan. Based on the pre- research observation, the researcher found that students

as the learners face some obstacles in distinguishing between ambiguity and anomaly words in sentence. After actively taking a part in the instructional process for several times, some problems come up dealing with vocabulary mastery. The indicators are: (1) they have limited number of vocabularies, (2) it is hard for them to memorize the meaning of words, (3) their scores of English tests are low.

Nevertheless, many students still find many difficulties in learning English language. They are confused to distinguish the differences between anomaly and ambiguity words in sentence. The researcher goal is to analyzing the student's ability to distinguish Ambiguous and anomalous word in the sentence. It is important to discuss because the understanding of those is one of the way to help the students obtain information and knowledge.

Based on the explanation above, the researcher has formulated a research to find out the students' ability in distinguishing Anomaly and Ambiguity words in sentences. So the researcher conducted this research entitled **“Students' Ability to Distinguish Ambiguous and Anomalous Word in the Sentence at The Eleventh Grade Students of SMA Islam Hizbul Wathan”**.

B. Problem Statement

Based on the background above, so the researcher formulates the problem statement as follow:

1. Can students distinguish between Ambiguous and anomalous words in the sentence?
2. What factors did students that difficulties in distinguishing between ambiguous and anomalous words in the sentence?

C. Objective of the Research

The objective of the research aimed to find out whether the students can distinguish ambiguous and anomalous words and to find out the factors of students' difficulties in distinguishing between ambiguous and anomalous words in the sentence.

D. The Significance of the Research

The study help for the teacher, students, and the next researcher to develop their ability to distinguish Ambiguous and anomalous words in the sentence.

E. Scope of the Research

This research focus on the students' ability in distinguishing Ambiguous and anomalous word in the sentence limited toward lexical ambiguity and semantically anomaly in English Teaching-Learning Process of the students of SMA Islam Hizbul Wathan.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

This chapter deals with the review or pertinent opinions or viewpoints of the research, as follow:

1. James (2008) states discussions of semantically anomalous sentences generally center on the question of whether utterances of those sentences create *truth-value gaps* that is, whether or not utterances of anomalous sentences are so defective as to be unusable to state claims about how things are. Semantic anomaly is the abnormality profile of the linguistic items in term of combination and interaction of the elements of language in the different context which may create ambiguity and connotation meaning.
2. Kristianty (2006) in her thesis *The Structural and Lexical Ambiguity Found in Cleo Magazine Advertisements* found that there are five structural ambiguities including three declaratives sentences, one adjective phrase and one noun phrase; ten lexical ambiguities that are included in the advertisements; there are four nouns, two verbs, three adjectives and one adverb. She concludes that lexical ambiguity occurs more frequently than structural ambiguity of advertisements in Cleo Magazine.
3. Marzuki (2009) in his thesis *Ungkapan-ungkapan Ambigu yang Ditemukan Dalam Karangan Esai yang Ditulis oleh Mahasiswa Bahasa*

Inggris IKIP Budi Utomo Malang found that there are two kind of Ambiguity. It is Lexical Ambiguity and Structural Ambiguity. Lexical Ambiguity refers to the only one word that has two meaning. Besides Structural Ambiguity refers to the ambiguity of the whole sentence or phrase because of the composition. And he found that the students of IKIP Budi Utomo's written only have the structural Ambiguity.

Based on the previous relatequentlyd research findings above, the writer assumes that this previous findings have the similarity of writing field. In this thesis the writer only focus in Anomaly and Ambiguity word in sentence.

B. Concept of Ambiguity

Ambiguity is a language phenomenon that usually happens in human daily communication. It is a term which is against meaning properties of a language because it refers to an utterance (a word, a phrase, or a sentence) that has more than one meaning. Ambiguity is the possibility of interpreting an expression in two or more distinct ways. This means that the ambiguity happens when the words or the arrangement of the words in expressions fail to deliver one exact meaning. The ambiguity may happen because of the nature of words in a particular language. For example, English language has many words that have more than one meaning, so when those words are not used carefully, they show their Ambiguous meanings.

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In the same tone, Bach (2009:1) also stated that a word, phrase, or a sentence is ambiguous if it has more than one meaning. From these quotations, it can be concluded that ambiguity happens when a word, phrase or sentence has more than one meaning and gives room from alternative reaction to the same piece of language. In other words, something is ambiguous when it can be understood in two or more possible senses or ways.

Opposed to this general view of ambiguity is a more restricted meaning. It is this restricted sense that typically finds expression in grammatical treatises and in the field of linguistics. Linguistics, as a discipline, studies the properties of human language. One of the truly fascinating aspects of language is the potential for ambiguity. We find two principal types: lexical ambiguity, and syntactic or structural ambiguity.

b. Lexical Ambiguity

The word of '*lexical*' comes from word Lexicon meaning '*word*'. So a pair of word referred as equivocal or ambiguity if the word has more than one meaning. This means that the word that phonemically identical words owning semantically different features. The following example can be seen:

“She can not bear children”

The sentence above coming insight as ambiguity by lexical, specially at word of *bear* that could means (1) She is unable to *give birth* to children or (2) She can not *tolerate* children. From these example, the word “bear” that has different meaning, could mean *give birth* and *tolerate*. Oftentimes, addition of other word can eliminate of ambiguity of that word meaning. In other word, if there is addition at the word expression, it will be clear and there is no ambiguity such as following examples:

- a. She can not *bear* children if they are noisy
- b. She can not *bear* children because she is sterile

In addition, the word of *bear* in another context could be function as a noun that means an animal. Lexical ambiguity sometimes can generate to feel humor because heard to jokes and also bewilder in a few conversations in following dialogue:

“How is bread made?”

“I know that!” Alice cried eagerly. “You take some flour.”

“Where do you pick the flower?” the White Queen asked. “In the garden or in the hedges?”

“Well, it isn’t picked at all.” Alice explained. “it’s ground”

“How many acres of ground?” said the White Queen.

The word sounds funny but it make us confusing in conversation between Alice and The White Queen above that begin from two word which homonym that is *flower* and *flour* and one word again *ground* that has different meaning. Alice interpret word of ground as past form of the word *grind*, then The White Queen interpret word of ground as *earth*. The following examples has more than one meaning base on Ambiguous lexically:

a. *I found a book on Agus Salim.*

b. *Professor Jones caught a fly.*

At first sentence , word of pre position on generate meaning by lexical which can be interpreted (1) as directing of road; street name (I find a book in Road; Street of Agus Salim) and (2) about / hitting which is assumed more formal and erudite than usage of about pre position that is Agus Salim about book a (I find a book about Agus Salim). Lexical ambiguity also happened in word of fly having a meaning of ball name and fly at game of baseball.

Miyake et al (1994) one of the building blocks of language comprehension is the ability to access the meaning of words as they are encountered and to develop an interpretation that is consistent with the context. This process becomes particularly interesting at a choice point in understanding, as is the case with lexically ambiguous words. When a word has multiple meanings, one meaning must be selected while somehow retaining the possibility of using the alternative meaning. Additionally, the working memory capacity of individual readers affects their ability to maintain various representations in the process of understanding a sentence. Further complicating this phenomenon, ambiguous words vary in the strength or frequency of their alternative meanings (e.g., Swinney, 1979; Rayner and Duffy, 1986; MacDonald et al., 1994) leading to situations in which the likelihood of maintaining multiple meanings could be dependent on their relative frequencies. In some cases, the ultimately incorrect interpretation may initially be selected, leading to a semantically incoherent sentence representation and hence to a re-analysis of the meaning and a suppression of the misfitting interpretation.

Lexical ambiguity arises when a single word has more than one meaning. The ambiguity is potential because it is only in certain contexts that more than one

of the meanings may be possible. For example, the word *bank* can refer to a financial institution or to the edge of a river or stream. The sentence "I'll meet you at the bank at three o'clock", written or uttered in isolation, is ambiguous between the two meanings. Yet, most of the time we are unaware of any ambiguity, and in fact, we find none because other linguistic features from elsewhere in the discourse, or even nonlinguistic clues, render only one of the readings as possible. Thus, if I had said, "I'll meet you at the bank at three o'clock because I have to go there to cash a check," the meaning to be attributed to the word *bank* is quite unambiguous. Or if we had planned to go fishing, and later on you see me walking to my car with a fishing pole over my shoulder, and I say to you, "I'll meet you at the bank at three o'clock," you probably would infer that our rendezvous is to take place at the river bank. But when there are neither linguistic nor situational features to help out, the ambiguity could be very real. For a word, ambiguity typically refers to an unclear choice between different.

Ambiguity is both lexical and structural. In lexical ambiguity, the double meaning is caused by a single word that has more than one meaning. As Kreidler (1998:55) said when homonyms can occur in the same position in utterance, the result is lexical ambiguity. So, when this word is used in the utterance, the message in this cannot be understood well if the interlocutor does not decode the message carefully. This is really out of the speaker's control that in his/her utterance, he/she uses the ambiguous word.

This type of ambiguity is also known as "semantic ambiguity". Lexical ambiguity arises when a word has more than one generally accepted meaning, as

exemplified in: 2- Drunk gets nine months in violin case. Here it is necessary to mention the fact that we may ,at times ,come across the label "lexical –semantic ambiguity " ,especially in 'linguistics ' to refer to lexical or semantic ambiguity .As stated above ,it is a type of ambiguity that arises out of the fact that a word may have more than one meaning .In most cases , the intended meaning is made clear by the context . To illustrate the case, let us adduce these examples:

a) *Child's stool is great for use in garden.*

b) *I saw a bat.*

Other types of ambiguity, however, have also been identified by linguists.

C. Concept of Anomaly

Anomaly is a violation of semantic rules resulting in expressions that seem nonsense or phrases that are structurally or syntactically well formed, but that semantically “make no sense”.

a. Definition of Anomaly

Brinton (2000) said that anomaly happened when the sentence collide with the norm of semantic. One example is Chomsky's famous sentence "*Colorless green ideas sleep furiously*" is a sentence composed by Noam Chomsky in his 1957 *Syntactic Structures* as an example of a sentence that is grammatically correct, but semantically nonsensical. The term was originally used in his 1955 thesis "Logical Structures of Linguistic Theory" and in his 1956 paper "Three Models for the Description of Language". Although the sentence is grammatically correct, no obvious understandable meaning can be derived from it, and thus it demonstrates the distinction between syntax and semantics. As an

example of a category mistake, it was used to show inadequacy of the then-popular probabilistic models of grammar, and the need for more structured models. The full passage says:

1. Colorless green ideas sleep furiously.
2. Furiously sleep ideas green colorless.

It is fair to assume that neither sentence (1) nor (2) (nor indeed any part of these sentences) has ever occurred in an English discourse. Hence, in any statistical model for grammaticalness, these sentences will be ruled out on identical grounds as equally "remote" from English. Yet (1), though nonsensical, is grammatical, while (2) is not grammatical.

While the meaninglessness of the sentence is often considered fundamental to Chomsky's point, Chomsky was only relying on the sentences having never been spoken before. Thus, even if one were to prescribe a likely and reasonable meaning to the sentence, the grammaticality of the sentence is concrete despite being the first time a person had ever uttered the statement, or any part thereof in such a combination. This was used then as a counter-example to the idea that the human speech engine was based upon statistical models, such as a Markov chain, or simple statistics of words following others.

According to Cambridge dictionary Anomaly is a person or thing that is different from what is usual, or not in agreement with something else and therefore not satisfactory.

Other English “sentences” make no sense at all because they include “words” that have no meaning; they are uninterpretable. They can be interpreted only if some meaning for each nonsense word can be dreamt up.

Semantic violations in poetry may form strange but interesting aesthetic images, as in Dylan Thomas’s phrase a grief ago. Ago is ordinarily used with words specified by some temporal semantic feature:

a week ago		*a table ago
an hour ago	but not	*a dream ago
a month ago		*a mother ago

When Thomas used the word grief with ago, he was adding a durational feature to grief for poetic effect, so while the noun phrase is anomalous, it evokes certain feelings. The fact that we are able to understand, or at least interpret, anomalous expressions, and at the same time recognize their anomalous nature, demonstrates our knowledge of the semantic system and semantic properties of the language.

Following Katz (1985) said that a sentence has a reading or interpretation as long as the selection restrictions associated with the sentence are not violated. A sentence may be ambiguous as long as there is more than one admissible interpretation but a sentence will be anomalous as long as there is no interpretation that does not violate at least one selection restriction.

Usually we know that there is grammatical anomaly which is in grammatical is correct but semantically is incorrect.

b. Semantic Anomalies

McCawley (1981) stated that semantic anomaly of an expression is defined as logical incompatibility of (some part of) the formal translation of the expression taken in union with a given system ' of definitions and/or meaning postulates. The other words semantic anomalies are deviation from the normal or common order or form or rule. For example:

*“Mary **went** home tomorrow”*

A word *went* is anomalous because Mary went home {yesterday/ last week/ last month/ etc.}.

The sentence can be partially interpreted through polysemy. Both *green* and *colorless* have figurative meanings, which allow *colorless* to be interpreted as "nondescript" and *green* as either "immature" or pertaining to environmental consciousness. The sentence can therefore be construed as "nondescript immature ideas have violent nightmares", a phrase with less oblique semantics. In particular, the phrase can have legitimate meaning too, if *green* is understood to mean "newly formed" and *sleep* can be used to figuratively express mental or verbal dormancy. "Furiously" remains problematic when applied to the verb "sleep", since "furiously" denotes "angrily", "violently", and "intensely energetically", meanings which are generally incompatible with sleep, dormancy, and unconscious agents typically construed as conscious ones, e.g. animals or

humans, which truly "sleep". Another possible interpretation is that green is often associated with jealousy, but since that's not really green, it is actually a 'colorless green'. Jealousy is an 'idea'. Jealousy can fall to the subconscious mind or 'sleep', but even unconscious jealousy can build up 'furiously' until you cannot contain it anymore and then you feel hatred towards someone. Writers have attempted to provide the sentence meaning through context, the first of which was written by Chinese linguist Yuen Ren Chao. In 1985, a literary competition was held at Stanford University in which the contestants were invited to make Chomsky's sentence meaningful using not more than 100 words of prose or 14 lines of verse. An example entry from the competition, from C.M. Street, is: It can only be the thought of verdure to come, which prompts us in the autumn to buy these dormant white lumps of vegetable matter covered by a brown papery skin, and lovingly to plant them and care for them. It is a marvel to me that under this cover they are labouring unseen at such a rate within to give us the sudden awesome beauty of spring flowering bulbs. While winter reigns the earth reposes but these colourless green ideas sleep furiously.

c. Types of Semantics Anomaly

Cruse (2000) distinguishes four kinds of semantic anomaly, they are:

1. Pleonasm

Pleonasm is the use of more words or even word-parts than necessary to express an idea clearly. Often, pleonasm is understood to mean a word or phrase which is useless, clichéd, or repetitive, but a pleonasm can also be simply an unremarkable use of idiom.

E.g: 1) John chewed it with his teeth.

2) It was stolen illegally.

3) Mary deliberately made a speech.

In this sentence above we can find an anomalous or too much. For the first example "John chewed it with his teeth", it's impossible to Chewed (mengunyah) without teeth (gigi). Then to the other example is not efficient.

2. Dissonance

Dissonance means the selectional restrictions of word are violated.

E.g: 1)The balloon rose ever lower.

2) The hamster was only slightly dead.

3) Singing hypotenuses melted in every eye.

From this sentence there is ill-matched of the meaning or paradox.

3. Zeugma

Zeugma is the use of one part of speech in a sentence to modify two or more other elements in the sentence, frequently in different ways.

E.g: 1)Mary picked the Rose she had planted the year before.

2) John expired on the same day as his TV licence.

The essence from zeugma is to make just one expression from the two activities in the same time.

D. Concept of Vocabulary

There are many English skills and knowledge that can be learned by the students, such as listening, speaking and also knowledge of vocabulary. There are many vocabularies that can be learning by of environment, social life, law, politic, education etc from those programs. They will find some difficulties in their learning process without mastering it, since most learning activities such as listening, reading, thinking and talking need a large and solid vocabulary. As it is stated by Micheal Bennet (1991:63) “Yet everyone, especially the English learners’ need a large vocabulary to succeed in their learning process because reading and listening are the ways they learn”.

a. Definition of Vocabulary

There are a lot of definitions of vocabulary. Some of them are quoted in the following:

Procter (1978:1229) assumed that:

- 1) Vocabulary is all the words known to particular person
- 2) Vocabulary is the special set of words used in a particular kind of work, business, etc.
- 3) Vocabulary is a list of 3 words, usually in alphabetical order and with explanations of their meanings, less complete than a dictionary.

Vocabulary deals with words and meaning.

Haycraft in Hatch and Brown (1995: 370) vocabulary is defined into two kinds: receptive and productive vocabulary. Receptive vocabulary is words that the students recognize and understand when they occur in a context, but which

he cannot produce correctly. Productive vocabulary is word which the students understand, can pronounce correctly and use constructively in speaking and writing

In short, it can be concluded that vocabulary is not merely a list of words with definition known or used by a person, etc, but also every word we find, read, listen or use to speak, read, listen, and write.

b. The Types of Vocabulary

Some writers have classified vocabulary in some ways:

1. Harmer (1991: 159) devised vocabulary in two types they are:
 - 1) Active vocabulary refers to vocabulary which has been learned by students. They are expected to be able to use by students.
 - 2) Passive vocabulary refers to words which students will recognize when they need them but will not probably able to use or product them.

2. Smith (2011) defined the vocabulary into types as follows:
 - 1) General vocabulary that is used in all kinds of students.
 - 2) Technical vocabulary that consist of words having special meaning in particular topics areas as listening, speaking, reading and writing.

3. Goodman (1991) divided four of vocabulary:
 - 1) Oral vocabulary consists of words actively used in speech that comes readily to the tongue of the ones conversation.

- 2) Writing vocabulary is the words that readily to one's thing's vocabulary. It commonly used in writing.
- 3) Reading vocabulary is the words that someone can recognize when they find it in written material.
- 4) Listening vocabulary is stock of words, which a person can understand when heard it.

The divisions of vocabulary presented above seem to refer to only the words that we know and have meaning. We have such types of vocabulary as speaking and writing vocabulary refers to know and use them in speaking and writing, listening and reading vocabulary that refers to the words whose meaning we know and understand. When they heard or seen similarly we call the words as active vocabulary, because we know and always use them in speaking and writing, we call the words as passive vocabulary, because we know their meaning when they are heard or seen although we do not always use them.

c. Aspects of Vocabulary

Harmer (1991) explained that there are four aspects of vocabulary that the students need to know, they are word meaning, word use, word formation, and grammar.

a) Word Meaning

One word may have more than one meaning. The meaning of the word occurs therefore in the teaching vocabulary; words are taught to students should be presented in a variety of context to show various meanings. The

first thing to realize about vocabulary items is that they frequently have more than one meaning.

b) Word Use

The meaning of the word can be changed stressed or limited by how it is used, and this something that students need to recognize such things as idiomatic use, metaphorical use, and word collocation.

1. Idiomatic Use

Word meaning is frequently stressed using idiom (idiomatic expression), such as cat and dog can be put into such a fixed phrase cat it is raining cats and dogs which means a very heavy rain.

2. Metaphorical Use

Metaphor is the use of word to indicate something, which is different from its literal meaning such as the word “hiss” which describes the way people talk is in “don’t move! Or you are dead”. He said.

3. Word Collocation

The students need to know or recognize metaphorical language use and they need to know word collocation. The opinion means that the students have to know that the word meaning is also governed by collocation that is which word go with each other. For example, such as a word as “wrist” can collocate with “sprain wrist” but it cannot collocate with word “wrist” so we cannot have such a word collocates “wrist ache”. The students need to know how to form adjective to nouns. How to form

verbs to noun or adjectives, etc. For example: beauty (noun), changes to beautiful (adjective), beautiful (adverb).

4. Word Grammar

Word grammar refers to such thing as the word are used grammatical, in English for instance, some verbs are used with infinitive (to want, to walk) but some other verbs are used without to (can, may, etc). An English verb has tenses. The first such as “want” may change to wanted and speak may change to “spoke” so the students need to know when they use properly.

5. Word Formation

Word can change their shape and grammatical value, so the students need to know the fact about word formations, how to fit the different grammatical context. Word formation refers to word forms and how they are formed. Some words are nouns, adjectives, verb, etc. The students need to know how to form adjective to nouns. How to form verbs to noun or adjectives, etc. For example: beauty (noun), changes to beautiful (adjective), beautiful (adverb).

d. Principle in Teaching and Learning Vocabulary

The elements of teaching and learning English is concerned with the students abilities to use the four cores of English language skills. In using language skills, they need lot of vocabularies because they have important role in

language learning. Without having lot of vocabularies it is impossible to build communication using words.

Brown (1994) stated that “teaching is showing or helping someone how to do something, given instruction, guiding in the study of something providing with knowledge, causing to know to understand. Teaching is building and facilitating learning, enabling the learner to learn, setting the conditions for learning”. It means teaching is a systematic way, teacher as an organizer should be creative to make learner interested in following the subject. Teaching may be said to cover not only activities of guiding students’ activities but also those which aim helping students develop themselves and be able to adapt themselves in the group to which they’re belong. At the result of teaching, the students should be able to interest in their group. They are learning to think, feel, and act in harmony trough social groups of which they are a part.

Teaching and learning vocabulary is not simple way. It needs the teacher’s ability to recognize the students’ competence and characteristic.

e. The Important of Using Vocabulary

Vocabulary is very important for all of the people that want learn foreign language. Because someone can’t speak very well if they do not have enough vocabulary about the language that they want to speak. Goodman and Mohr. (1991:1425) state that vocabulary is a basic part of reading comprehension. It means that we are going to have trouble to understand the text if we do not know many words in the text. Comprehension will suffer them, they also state that the

vocabulary is the major parts of almost every standardized text, college, entrances exam, army and vocational text. Vocabulary is the first step to be taught before teaching other aspects of language. Zimmerman in Coady and Huckin (1997: 5) states that vocabulary is central to language and critical importance to the typical language learner. McCharty (1990:) states that the importance of vocabulary in language learning is as follows: “no matter how successfully sounds of second language are mastered, without words to express a wider range of meanings, communication in an second language just cannot happen in any meaningful way.

According to Burns and Broman (1975: 295) the position of an individual in society may be determined by the extent of his knowledge of words and how to use them in manner appropriate to a particular place, time, and situation.

The students start to read, they begin to acquire as sign vocabulary or words they recognize in print, they also learn to use a large number of words in their writing. A personal's total vocabulary consists of the sum of all the words he can understand or use correctly whether in speaking, listening, reading and writing.

According Thornburry (2002) there are several types of vocabulary tasks that can be used in learning vocabulary, that are *decision-making tasks* that consist of learning activities such as *identifying, selecting, matching, sorting, ranking* and *sequencing*. Another way is the *production tasks* consisting of activities such as *completion (fills gaps), multiple choice task, sentence and text creation, and language games*.

D. Concept of Ability

There are as many abilities as there are acts performed. The concept has a threefold reference: to the observed act, to the potentiality for future action, and to the reactive nature of the individual. Every ability is capable of quantitative measurement by efficiency scores, but efficiency is influenced by other things than ability, such as objective conditions, motivation, etc.

a. Definition of Ability

Basically, each person has his/her own particular feature ability. In fact, most of them do not realize to their ability what they have so that the ability, finally, do not expand even died. Mulyasa (2005: 39) state that skill or ability is something owned by an individual to do an assignment or task which is burdened to him or her, such as the teacher ability in choosing and making simple media to facilitate her or his students in learning. Hornby (1995) defined ability as “the mental or physical capacity, power or skill required doing something”. Ability is a power that must be done and studied formally and informally before the people has the ability. People can be said able if he/she can use the speak language when listening and speaking, and/or can use the write language when reading or writing. In improving the ability, people must learn and learn because science and ability are able to be improved only by learning.

In this research, the meaning of ability in distinguishing Ambiguity and Anomaly words in sentence. This is to understand and interpret the ideas of the sentence.

E. Concept of Sentence

a. Definition of Sentence

According to Crystal (1988: 319), sentence is the largest structural unit in terms of which the grammar of a language is organized. Oshima (1997: 121) state that a sentence is a group of words that you use to communicate your ideas in writing or in speech. It is complete independent unit of thought and consists of two main parts; a subject and a predicate. *“A sentence must have a subject and verb, and consists of one or more clauses. In writing, it begins with a capital letter and ends with a full stop, question mark, and exclamation mark ”.*

b.Part of Sentence

A sentence consists of many elements. These elements are subject, predicate, object, complement, and adverb.

1) Subject

Subject is one of the two main parts of a sentence. The subject is sometimes called the *naming part* of a sentence or clause. The subject usually appears *before* the predicate to show (a) what the sentence is about, or (b) who or what performs the action. Mas’ud (1992: 2) stated that the subject is the word or words that name of the person, thing, or place that is being talked about. It is usually a noun or pronoun. To recognize the subject of the sentence, we can see a question by asking who and what. Subject in active sentence is someone or something that doing activities.

Ibid (p.2-3) states that subject usually separate *into two kinds as follows:*

1) Simple Subject

Simple subject is a subject that consists of one word only. Simple subject consists of:

a) Noun

E.g. Goat eats the grass.

b) Pronoun

E.g. she goes to school at 6.30 every morning

c) Adjective used as a noun

E.g. the rich are usually arrogant.

d) Infinitive used as a noun

E.g. To say is easy.

e) Participle used as a noun

E.g. Reading is one of my hobbies.

2) Compound subject

Compound subject is a subject consists of more than one word that becomes a single word.

E.g. the chemistry teacher gives an exam.

2) Predicate

The predicate is word that is being said about the subject. Mas'ud (1992) in English, a sentence must have a predicate formed in verb. If the predicate is not in verb form like nominal, there should be an auxiliary verb.

E.g. she writes a letter. (Verb sentence)

My father is a doctor. (Nominal sentence)

3) Object

Mas'ud (1992: 4) stated that there are two kinds of object in English they are:

- 1) Direct object that is an object that becomes a target of the subject directly.

Example: Rio killed a snake

- 2) Indirect object that is an object that not become a target of the subject directly.

Example: Rena gives me a book.

4) Complement

Hornby (1995) stated that complement is a word or words especially adjective or noun that is used after linking verb.

Example:

a) Ryan looks depressed.

b) You make me nervous.

c. Sentence Based on the Structure

There are two kind of clause, independent and independent clause. The independent clause is a full predication that can stand alone as a sentence, while the dependent clause has a special introductory word that makes the predication depend on an independent clause. There are three types of sentence as follow:

1. Simple Sentence

Mas'ud (1992) stated that simple sentences consist of one independent clause; it means that has one main clause. The subject tells who or what did something. The verb tells the action or condition.

Example:

a) *The students study English*

b) *I and my brother eat bread*

2. Compound Sentence

Oshima (1997: 123-121) says that it composed of two or more independent clause joined together by coordinating conjunction, sentence connector, or semicolon. The coordinating conjunctions are and, *but, or, so, etc.* Each clause in a compound sentence must have a subject and a verb and it can stand alone. Punctuate the sentence by putting a comma (,) before the coordinating conjunction. While the sentence connectors are *however, therefore, thus, otherwise, furthermore, moreover, etc.* Sentence connectors are used frequently in formal writing to connect long clauses. Punctuate the sentence by placing a semicolon (;) after the first clause and comma (,) after the sentence connector. The sentence connector used to link the ideas of the two independent

clauses in a compound sentence shows a logical relationship between the idea expressed in the first clause and the idea expressed in the second clause.

F. Concept of Semantics

a. Semantics Theories

Hurford and Heasley (1983: 1) said 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.

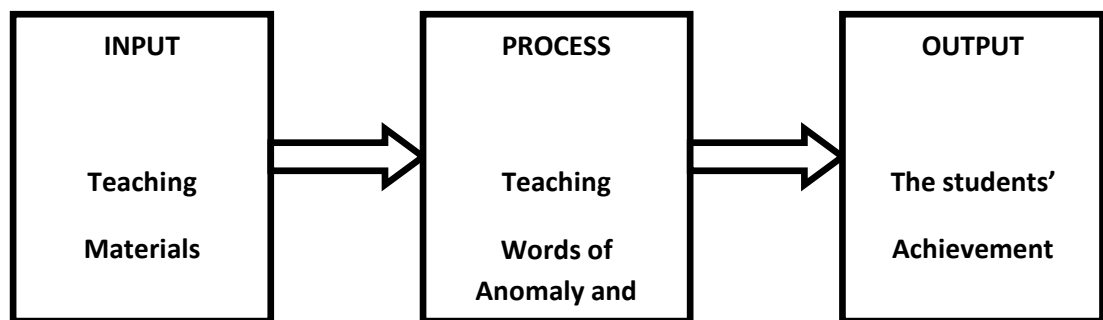
Crane (1981) defined semantics as a study of meaning. A complete theory of semantic will specify the meaning and relationships of words and sentences. Words have both a denotative and a connotative meaning. Relationship among words include homophony, synonymy, and antonyms; and words may further be analyzed through the techniques of morphology. Every linguistics approach to semantics includes some sort of dictionary or lexicon that will list all the affixes, words and idiom of a language. The lexicon will specify for each lexical item its phonological representation, its syntactic properties, and its meaning. A theory of semantics must also deal with relationship within and between sentences, and thus a complete theory will incorporate a treatment of presupposition, entailment, contradiction, context, anomaly, and ambiguity.

According to Griffiths (2006), *An Introduction to English Semantics and Pragmatics*, semantics is the study of the “toolkit” for meaning: knowledge

encoded in the vocabulary of the language and in its patterns for building more elaborate meanings, up to the level of sentence meanings.

H. Conceptual Framework

The theoretical framework underlying this research is given in the following diagram:



Input: Refers to the stimulus to the students in learning words of Anomaly and Ambiguity in sentence.

Process: Refers to the process of student's response in learning words of Anomaly and Ambiguity in sentence.

Output: Refers to the student's ability after learning words of Anomaly and Ambiguity in sentence.

CHAPTER III

METHOD OF THE RESEARCH

This chapter deals with description of the research method, population and sample, the instrument of the research, data collection procedures, and technique of data analysis.

A. Research Method and Design

The method in this research was descriptive one. It aimed to find out whether the students can distinguish ambiguous and anomalous words in the sentence and their factor difficulties in distinguishing between ambiguous and anomalous words in the sentence.

B. Variables of the Research

This research consisted of a single variable. It was the capability of the students to distinguish ambiguous and anomalous word in the sentence.

C. Population and Sample

1. Population

The population of the research was the eleventh grade students of SMA Hizbul Wathan in 2015/2016 academic year, which consisted of one class with 21 students.

2. Sample

In this research, the researcher used total sampling technique. It means that all the students of the Eleventh Grade students of SMA Islam Hizbul Wathan in

2015/2016 academic year took as the sample of the research and number of the students was 21 students.

D. Research Instruments

1. Ambiguity and anomaly words test intend to find out whether the students can distinguish ambiguous and anomalous words in the sentence, the form of the test was multiple choice test and essay test. Multiple choice test consisted of 20 items, and essay test consisted of 3 items. So, the total number was 23 items.
2. Questionnaire was used to find out the factor hampering the students in distinguish ambiguous and anomalous words in the sentence. It consisted of 20 items, where all was close-end items, and there are five options that can be chosen by the students. The questionnaire in this research was based on Likert Scale which functions to determine the level of students' in distinguishing

The format of typical five-level Likert scale, could be:

Table 3.1. Typical of Liker scale:

NO	POINT	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
1	Positive	5	4	3	2	1
2	Negative	5	4	3	2	1

E. Procedure of Collecting Data

In collecting the data, the researcher used the following procedures:

1. The ambiguous and anomalous words in the sentence tests was distributed firstly, and questionnaires distributed later on.
2. The researcher gave some rules to the students in answering the questions before do the test.
3. The students did the test for 60 minutes and questionnaire for 30 minutes.
4. After the students finish answering the two instruments, the researcher collected them for further analyzed.

F. Technique of Data Analysis

The data from the students were collected, tabulated and analyzed. Then it transformed into percentage in order to know the score of the students. To find out the mean score of the students, the researcher used the following formula:

$$\bar{x} = \frac{\sum x}{N}$$

Where: \bar{x} = mean score

$\sum x$ = total score

N = total respondent

(Gay, 1981: 298)

The researcher analyzed the data based on the classification of the tests (multiple choice test and essay test). The result of the research is drawn in the tables. To determine the achievement of the students in distinguishing ambiguity and anomaly words in the sentence, the writer used criteria '0 up to 10' which will be classified into 7 classifications as follow:

- a. (9,6-10) is classified as excellent
- b. (8,6-9,5) is classified as very good
- c. (7,6-8,5) is classified as good
- d. (6,6-7,5) is classified as fairly good
- e. (5,6-6,5) is classified as fair
- f. (3,6-5,5) is classified as poor
- g. (0-3,5) is classified as very poor

(Depdikbud, 1985:6)

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter deals with the presentations of the findings as well as the discussions on the result of the data analysis. As stated in the previous chapter, this research used two kinds of instrument namely ambiguous and anomalous words in the sentence test and questionnaire. The eleventh sections were completed with multiple choices test by identification on which consisted of 20 items. The second sections were completed by essay test which is consisting of 3 items. Questionnaire consisted of 20 items. So, the total number was 43.

A. Findings

The data described in this finding was taken from results of the test done by the Eleventh Grade students' of SMA Islam Hizbul Wathan.

The findings of the research were based on the result of the data analysis. The data analysis consisted of two section, they are the data analysis of ambiguity and anomaly words tests and data analysis of questionnaire.

There were two kinds of test that have been used by the researcher. They were multiple choice test and essay test. The results of both multiple choice and essay test indicated the level of the students' ability of the eleventh Grade students of SMA Islam Hizbul Wathan in distinguishing Ambiguous and Anomalous Words in the Sentence.

The result of the two tests can be seen on the tables as follow:

a. The Result of the students' scores in distinguishing ambiguous and anomalous words in the sentence based on multiple choice test.

Tabel .1.1

Item	Score	Categories
Total score	3.0	Poor

Based on table above, we can see that there was most of students gave the correct answer for all the tests. The students' mean score in distinguishing

Ambiguous and Anomalous Words in the Sentence based on multiple choice test as shown on the table 1.2 above is “3.0” of which is classified as “*Very Poor*” score.

By the mean score which found above, the writer infers that the ability of students in distinguishing Ambiguous and Anomalous Words in the Sentence (multiple choice tests) are “*Very Poor*”.

b. The Students’ Score in Distinguishing Ambiguous and Anomalous Words in the Sentence Based on Essay Test.

Table 1.2

Essay test

Item	Score	Categories
Total score	56.9	Very poor

The calculation above can be proved by the result of mean score of the students. The result is ‘2,7’. This means that the students’ ability in distinguishing Ambiguous and Anomalous Words in the Sentence is classified as “*Very poor*” score. Hence, the writer can conclude that the ability of second Grade students of SMA Islam HizbulWathan in distinguishing Ambiguous and Anomalous Words in the Sentence are good. Their mean score on each part of test is successively 3,0 and 2,7.

c. **The Fusion Score of the Students' Scores of Multiple Choice and Essay Tests in Distinguishing Ambiguous and Anomalous Words in the Sentence.**

Table.1.3
The Fusion Scores Indicated in Table 1 and Table 2

Item	Score	Categories
Total score	62.9	Poor

The table above has combined the mean score of the students by multiple-choice and essay tests as the writer got from **table.1** and **table.2**. Most of the students' are classified as "**Poor**" score (3.6 – 5.5). There are 2 students who classified as "**Fairly Good**" score (6.6 – 7.5). And there are 3 students as classified as "**Fair**" score (5.6 – 6.5). The mean score of the students' ability in distinguishing Ambiguous and Anomalous Words in the Sentence according to the table above is '2.10'.

The calculation above shown that the mean score of the students in distinguishing Ambiguous and Anomalous Words in the Sentence based on the table 3 above is '2.10'. By this score, it can be provided that the ability of the eleventhGrade's students of SMA Islam HizbulWathan is very poor.

2. Factors Cause Students' difficulties in distinguishing between ambiguous and anomalous words in the sentence

The result showed that there some factors that indicated students difficulties in distinguishing between ambiguous and anomalous words in the sentence because the students never learned about ambiguity and anomaly words, the students never taught subject related to ambiguous and anomalous words, the

students lack of mastery vocabulary so it make confused for the students when they was determine between ambiguous and anomalous words in the sentence.

Table 2.1
The Students' answer in interesting English

No	Answers	F	%
1	Strongly Agree	12	57.5%
2	Agree	9	42.90%
3		-	0%
4	Neutral	-	0%
5		-	0%
		Disagree	
	Strongly disagree		
Total		21	100%

Table 2.2
The Students' Active in Learning English Class

No	Answers	F	%
1	Strongly Agree	4	19.0%
2	Agree	6	28.60%
3		8	38.0%
4	Neutral	3	14.5%
5		-	0%
		Disagree	
	Strongly disagree		
Total		21	100%

Table 2.3
The Students' Bored in Learning English

No	Answers	F	%
1	Strongly Agree	-	0%
2	Agree	3	14.5%
3			
4	Neutral	5	23.8%
5			
	Disagree	8	38.0%
	Strongly disagree	5	23.8%
Total		21	100%

Table 2.4
The Students' Lacked Concentration When Learning english

No	Answers	F	%
1	Strongly Agree	4	19.0%
2	Agree	6	28.60%
3		5	23.8%
4	Neutral	5	23.8%
5		1	4.80%
	Disagree		
	Strongly disagree		
Total		21	100%

Table 2.5

The Students' Find Another Source to Gain Knowledge of English Lesson

No	Answers	F	%
1	Strongly Agree	8	38.0%
2	Agree	7	33.0%
3		4	19.0%
4	Neutral	1	4.80%
5		1	4.80%
		Disagree	
	Strongly disagree		
Total		21	100%

Table 2.6

The Students' Discouraged When Learning English

No	Answers	F	%
1	Strongly Agree	5	23.8%
2	Agree	8	38.0%
3		3	14.5%
4	Neutral	4	
5		1	19.0%
		Disagree	
	Strongly disagree		
Total		21	100%

Table 2.7
The Students' Never Taught Subjects Related to Ambiguous and Anomalous Words

No	Answers	F	%
1	Strongly Agree	4	19.0%
2	Agree	3	14.5%
3		9	
4	Neutral	3	42.90%
5		1	
		Disagree	
	Strongly disagree		4.80%
Total		21	100%

Table 2.8
The Frequency of Students' didnt understand the lesson associated with anomalies

No	Answers	F	%	
1	Strongly Agree	1	4.80%	
2	Agree	5	23.8%	
3		4		19.0%
4	Neutral	6	28.60%	
5		1		4.80%
		Disagree		
	Strongly disagree			
Total		21	100%	

Table 2.9
The Frequency of students' learn about the relationship between sentences in English

No	Answers	F	%
1	Strongly Agree	4	19.0%
2	Agree	12	54.5%
3		3	14.5%
4	Neutral	2	9.60%
5		-	0%
		Disagree	
	Strongly disagree		
Total		21	100%

Table 2.10
The Frequency of Students' never Learned about ambiguous and anomalous

No	Answers	F	%
1	Strongly Agree	-	0%
2	Agree	4	19.0%
3		11	52.5%
4	Neutral	6	28.60%
5		-	0%
		Disagree	
	Strongly disagree		
Total		21	100%

Table 2.11
The Students' Frequency in confusing related to the phrase ambiguous and anomalous

No	Answers	F	%
1	Strongly Agree	2	9.60%
2	Agree	3	14.5%
3		12	54.5%
4	Neutral	4	19.0%
5	Disagree	-	0%
	Strongly disagree		
Total		21	100%

Table 2.12
The Frequency of the Students' easily to understand associated with ambiguous and anomalous

No	Answers	F	%
1	Strongly Agree	4	19.0%
2	Agree	6	28.60%
3		7	33.0%
4	Neutral	4	19.0%
5	Disagree	-	0%
	Strongly disagree		
Total		21	100%

Table 2.13
The Students' frequency difficulties on the problems associated with the sentence ambiguous and anomalous

No	Answers	F	%
1	Strongly Agree	2	9.60%
2	Agree	6	28.60%
3		7	33.0%
4	Neutral	7	33.0%
5		-	0%
		Disagree	
	Strongly disagree		
	Total	21	100%

Table 2.14
The Students' frequency didn't find difficulties when answering questions related to phrase ambiguous and anomalous

No	Answers	F	%
1	Strongly Agree	9	42.90%
2	Agree	5	23.8%
3		7	33.0%
4	Neutral	6	28.60%
5		-	0%
		Disagree	
	Strongly disagree		
	Total	21	100%

Table 2.15
The Things that Teachers' Need to Do to provide a deeper lesson about ambiguous and anomalous

No	Answers	F	%
1	Strongly Agree	2	9.60%
2	Agree	6	28.60%
3		7	33.0%
4	Neutral	7	33.0%
5		-	0%

	Disagree		
	Strongly disagree		
Total		21	100%

Table 2.16

The Sudents' frequency to determine the types of ambiguity through English lesson

No	Answers	F	%
1	Strongly Agree	5	23.8%
2	Agree	8	38.0%
3		6	28.60%
4	Neutral	2	9.60%
5		-	0%
		Disagree	
	Strongly disagree		
Total		21	100%

Table 2.17

The Students' frequency the difficulies in determining a sentence that deviated in English

No	Answers	F	%
1	Strongly Agree	1	4.80%
2	Agree	8	38.0%
3		5	23.8%
4	Neutral	3	14.5%
5		2	9.60%
		Disagree	
	Strongly disagree		
Total		21	100%

Table 2.18
The Students' frequency in distorting and do not deviet in English language support

No	Answers	F	%
1	Strongly Agree	8	38.0%
2	Agree	8	38.0%
3		5	23.8%
4	Neutral	-	0%
5		-	0%
		Disagree	
	Strongly disagree		
Total		21	100%

Table 2.19
The Students' opinion about the important of vocabulary

No	Answers	F	%
1	Strongly Agree	14	66.5%
2	Agree	6	28.60%
3		1	4.80%
4	Neutral	-	0%
5		-	0%
		Disagree	
	Strongly disagree		
Total		21	100%

Table 2.20
The Students' opinion about the effect of gadgets make people lazy to learn vocabulary

No	Answers	F	%
1	Strongly Agree	3	14.5%
2	Agree	3	14.5%
3		3	14.5%
4		3	14.5%
5	Neutral	9	23.8%

	Disagree		
	Strongly disagree		
Total		21	100%

B. Discussion

This part presents the discussion of findings that has been presented above. The discussion aims in describing the students' vocabulary mastery in distinguishing ambiguous and anomalous words in the sentence. The presentations and analysis of the data in this chapter have shown that the Students' of SMA Islam Hizbul Wathan, particularly the Eleventh Grade students are enable to distinguish ambiguous and anomalous words in sentence.

1. Discussion of Multiple Choice and Essay Test Result

The description of data collected through multiple choice and essay tests to analyze the students' ability in distinguishing ambiguous and anomalous words in the sentence. It was supported by the frequency and the rate percentage of the score's of the students' tests. As indicated in table 1; the students score in multiple choice tests in distinguishing ambiguous and anomalous words in the sentence where there were all of 21 students (100%) got "Very poor" score.

From the result above, it can be concluded that the students' ability in distinguishing ambiguous and anomalous words in the sentence of the Eleventh Grade students of SMA Islam Hizbul Wathan in multiple choice test was very poor. The writer found that the students' competence or knowledge about ambiguity and anomaly words didn't understand by the students. But even they understand about the words, sometimes they have difficulties in differentiate both of the words in doing their tests. Although there were some students' who did understand well about vocabulary, there were several students who not did the assessment well. So, during the tests; the writer obey the students to use

dictionary, there were many anomaly words they did not understand very well. They did not use the dictionary for whole time. In the essay test as indicated in table 2: There was only 6(six) students (28.9%) got “Excellent” score, there were 8 (eight) students (38.0%) got “fairly good” score, there were 7 (seven) students (33.0%) got “Very poor” score.

From the result above based on essay test of the students was very poor. The rate percentage of students’ score as indicated in table.1.7. There are 2 students (9.6%) as classified as “*fairly good*” score, there were 3 students (14.2%) as classified as “*fairly*” score, there were 8 students (38.0%) as classified as “*poor*” score, and then there were 8 students (38.0%) as classified as “*very poor*”.By knowing the students’ score, it indicated by multiple choice and Essay test, the student’s ability in learning vocabulary by using ambiguous and anomalous words in the sentence was ‘2.10’ score as categories *very poor*

2. Discussion of the Questionnaire Result

Table 2.1.The Students’ answer interesting in English. It showed us from 21 students, there were 12 students (57.5%) chose strongly agree, and only 9 students (42.90%) chose agree, it means that most of the students interesting in English.

Table 2.2.The Students’ active in learning English class. It showed us from 21 students, there were 4 students (19.0%) chose strongly agree, 6 students (28.60%) chose agree, 8 students (38.0%) student chose neutral, and there were 3 chose disagree.

Table 2.3. The students’ bored in learning English. It showed us from 21 students, there were 3 students (14.5%) chose agree, 5 students (23.8%) chose neutral, 8 students (38.0%) chose disagree, and 5 (23.8%) chose strongly disagree.

Table 2.4.The students’ lack concentration when learning English. It showed us from 21 students, there were 4 students (19.0%) chose strongly agree, 6 students (26.60%) chose agree, 5 students (23.8%) chose neutral, 5 students (23.8%) chose disagree, and there were only 1 (4.8%) chose strongly disagree.

Table 2.5.The students’ find another source to gain knowledge of English lesson. From 21 students, there were 8 students (30.8%) chose strongly agree, 7 students (33.0%) chose agree, 4 students (19.0%) chose neutral, 1 student (4.80%) chose disagree, and there were 1 students (4.80%) chose strongly disagree.

Table 2.6. The students' discouragement when learning English. From 21 students, there were 5 students (23.8%) chose strongly agree, 8 students (38.0%) chose agree, 3 students (14.5%) chose neutral, 4 students (19.0%) chose disagree, and there were only 1 (4.80%) chose strongly disagree.

Table 2.7. The students' never taught subjects related to ambiguous and anomalous words. From 21 students, there were 4 students (19.0%) chose strongly agree, 3 students (14.5%) chose agree, 9 students (42.90%) chose neutral, 3 student (14.5%) chose disagree, and there were 1 students (4.80%) chose strongly disagree. So, the writer concluded that

Table 2.8. The frequency of students' that didn't understand the lesson associated with anomalies. From 21 students, there were 1 students (4.80%) chose strongly agree, 5 students (23.8%) chose agree, 4 students (19.0%) chose neutral, 6 student (28.60%) chose disagree, and there were 1 students (4.80%) chose strongly disagree. So, the writer concluded that

Table 2.5. The students' find another source to gain knowledge of English lesson. From 21 students, there were 8 students (30.8%) chose strongly agree, 7 students (33.0%) chose agree, 4 students (19.0%) chose neutral, 1 student (4.80%) chose disagree, and there were 1 students (4.80%) chose strongly disagree. So, the writer concluded that

Table 2.9. The students' frequency of learn about the relationship between sentences in English. From 21 students, there were 4 students (19.0%) chose strongly agree, 12 students (54.5%) chose agree, 3 students (14.5%) chose neutral, 2 student (9.60%) chose disagree,

Table 2.10. The frequency of students who never learned about ambiguous and anomalous words. From 21 students, there were 4 students (19.0%) chose agree, 11 students (52.5%) chose neutral, and there were 6 students (28.60%) chose disagree.

Table 2.11. The students' frequency in confusing related to the phrase ambiguous and anomalous words. From 21 students, there were 2 students (9.60%) chose strongly agree, 3 students (14.5%) chose agree, 12 students (54.5%) chose neutral, and there were 4 student (19.0%) chose disagree.

Table 2.12. The frequency of students easily to understand associated with ambiguous and anomalous words. From 21 students, there were 4 students (19.0%) chose strongly agree, 6 students (28.60%) chose agree, 7 students (33.0%) chose neutral, 4 student (19.0%) chose disagree.

Table 2.13. The students' frequency difficulties at the problem associated with the sentence ambiguous and anomalous words. From 21 students, there were 2 students (9.60%) chose strongly agree, 6 students (28.60%) chose agree, 7 students (33.0%) chose neutral, and there were 7 student also (33.0%) chose disagree.

Table 2.14. The students' frequency didn't find difficulties when answering questions related to phrase ambiguous and anomalous words. From 21 students, there were 9 students (42.90%) chose strongly agree, 5 students (23.80%) chose agree, 7 students (33.0%) chose neutral, 6 student (28.60%) chose disagree.

Table 2.15. The thing that teachers' need to do to provide a deeper lesson about ambiguous and anomalous words. From 21 students, there were 2 students (9.60%) chose strongly agree, 6 students (28.60%) chose agree, 7 students (33.0%) chose neutral, 7 student (33.0%) chose disagree.

Table 2.16. The students' frequency to determine the types of ambiguity through English lesson. From 21 students, there were 5 students (23.8%) chose strongly agree, 8 students (38.0%) chose agree, 6 students (28.60%) chose neutral, 2 student (9.60%) chose disagree.

Table 2.17. The students' frequency about difficulties in determining anomaly sentences in English. From 21 students, there were only 1 students (4.80%) chose strongly agree, 8 students (38.0%) chose agree, 5 students (23.8%) chose neutral, 3 student (14.5%) chose disagree, and there were 2 students (9.60%) chose strongly disagree.

Table 2.18. The students' frequency in distoring and do not deviet in English language support. From 21 students, there were 8 students (38.0%) chose strongly agree, 8 students also (38.0%) chose agree, 5 students (23.8%) chose neutral.

Table 2.19. The students' opinion about the important of vocabulary. From 21 students, there were 14 students (66.5%) chose strongly agree, 6 students (28.60%) chose agree, 1 students (4.80%) chose neutral.

Table 2.20. The students' opinion about the effect of gadgets make students lazy to learn vocabulary. It showed us from 21 students, there were 3 students (14.5%) chose strongly agree, 3 students (14.5%) chose agree, 3 students (14.5%) chose neutral, 3 students (14.5%) chose disagree, and there were 9 (42.9%) chose strongly disagree.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consist of two parts, the ability based on the result of discussion and suggestion was made from further study.

A. Conclusion

After presenting and analyzing the data obtained trough test given by The Eleventh Grade Students of SMA Islam Hizbul Wathan, the writer concludes the review analysis as follow:

- 1) From the result of data analysis of the students' answer in the test, the writer comes to the conclusion that The Eleventh Grade of SMA Islam Hizbul Wathan are disable to distinguish ambiguoush and anomalous words in the sentence. Ambiguity and Anomaly words are should be learned by the students and people who want to learn English.
- 2) Based on the result of the data analysis of those two parts of items (Multiple choice and Essay test) the ability of the eleventh years students in distinguishing Ambiguoush and Anomalous words in the sentence was proved "3.0". Most of them got very poor score. This can be seen in table I.5 and I.6 (rate percentage of student's score in two parts of tests as indicated in table I.4).

B. Suggestions

By paying attention on the conclusion above, the writer would like to give some suggestions as follows:

1. The students should be given more motivation and encouragement on the importance of English in order that their ability in vocabulary learning particularly could be improved,
2. There should be a good relationship and communication between teacher and students.
3. The teacher gives more information about ambiguity and anomaly words with their own technique of teaching without only focus on the test book. By improving their own technique and method of teaching English make the students easy to catch English vocabulary especially for ambiguous and anomalous words in English sentence.

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CURRICULUM VITAE



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