

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusions

After analyzing the data, the conclusions were drawn as follow:

1. In this study, the researcher found four types of ambiguity, there were phonetic ambiguity, lexical ambiguity, structural ambiguity, and referential ambiguity. The total of ambiguous meanings that were found in *Bahasa Inggris Kurikulum 2013*'s textbook were 10 ambiguous. The total of phonetic ambiguity was 1 words (10%), structural ambiguity were 4 words and phrases (40%), lexical ambiguity were 2 words and phrases (20%), and referential ambiguity were 3 words and phrases (30%).
2. Based on the data above, the dominant ambiguity in *Bahasa Inggris Kurikulum 2013*'s textbook was structural ambiguity since the researcher found 4 from 10 ambiguous words and phrases or 40%. The structural ambiguity most found it task part. So it will not be too dangerous for the students if they have different way to understand the ambiguous meaning.

## B. Suggestions

In relation to the conclusions above, there were several suggestions that researcher could offer to readers towards ambiguous meaning, which were presented as the following:

### 1. Theoretically

- The readers could enrich and strengthen their knowledge about the theories of phonetic, lexical, structural, and referential ambiguity especially in English textbook.
- Other researchers, this study can be used as a referential contribution for those who want to conduct a further in depth research in analyzing the textbook and interest in doing the related study.

### 2. Practically

- The teacher can prepare the lesson material before the class to make sure the students will get the information from the textbook clearly when the teaching learning process, especially about ambiguous meaning.