

CHAPTER I

INTRODUCTION

A. The Background of the Study

Language is a way to express our feelings, ideas, opinions, and suggestions. Language used since the first human live in this earth. It's created by the human itself to help them communicate with other human. Then, with language people can name things, order people, asking for help, share their thought and etc.

There are about 7000 languages which exist in this world. But the number is constantly in flux, because we're learning more about the world's languages every day (Simons, 2018). And beyond that, the languages themselves are in flux. And some of them became an international language, such as English, Arabic, etc. English as an international language have been taught in many schools in Indonesia. Most of the students in Indonesia have been asked to be able to communicate effectively in English.

Being able to communicate effectively in English does not only mean to be proficient in the various language skill involved in the communication progress, but also mean to be able to use it effectively. In various communications, the use of English depends on the nature interaction, knowledge about English grammar is believed as the basis for the skills. When one is explaining something to another person, whether in speech or writing, people instinctively try to organize what

they say in a way that will make it easier for the listener or the reader to understand. Therefore, it needs some functions to express some meanings.

In understanding the meaning, it is very important to know the role of meaning because it has a great contribution to deliver some information for the listeners or the readers. But, in fact, most of the students always faced some problems when they try to get some meanings from English textbooks. They still find it difficult in understanding the meaning in the sentences because some ambiguous meaning often occurs in the text. As the result, they are not interested in reading English textbook and get bored. And some of the students will translated the text by using their perception without caring the ambiguous meaning. As the consequence, they usually confuse to know the real meaning of the text. Kriedler (2002 :3) states sometimes we are not sure about the message we should get from something we read or hear, and we are concerned about getting our own messages across to others.

Readers have to know the meaning of the language so that she or he can understand the text easily. Sentences, for instance, are built on the basis of structural patterns that express certain meanings. Two sentences can express a different meaning. This is due to the ambiguous meaning. Reed (2005) adds that ambiguity is statements with more than one meaning that, without context, may be interpreted inaccurately.

Ambiguous meaning always makes confused the readers when she or he reads a text. In understanding the real meaning of the text, she or he must interpret at

least two or more because it has more than one sense. Ambiguous meaning needs to be got rid of, and calls for more contextualization. As Nordquist (2019) said ambiguity is the presence of two or more possible meanings in a single passage. The word comes from a Latin term which means, "wandering about" and the adjective form of the word is ambiguous.

Ambiguous meaning work based on the listener and reader ability in a language that was used while the writer and speaker share the information. Clare (2003 :1) states that language ambiguity can be understood as an illustration of the complexity of language itself.

Based on Katz (1972:248), ambiguous meaning divides into four types which is phonetic ambiguity, structural ambiguity, lexical ambiguity, and referential ambiguity.

In fact, most of the readers still find difficult to understand the meaning of the sentence. They open dictionary to translate it sometimes. And sometimes they just translate the sentence based on their knowledge. Suzawa (2013) argued that what students learned should be clear and not vague and ambiguous. She also said that there should be no ambiguity in education. Hence, it is very important to understand what we are reading or listening whereas reading and listening are processes of drawing meaning or information.

In understanding the text, the context of situation will help the readers to understand what the writer means. Most of the readers have difficulties in understanding a text even though they have read it several times. They do not

know how to get the information from the texts. While in that condition they must get the information of the text but nobody knows how to get it. There are so many factors that influence the readers' competence in understanding the text. They have limited ability to comprehend them. Consequently, they become hard to understand the meaning of the word or the sentence. It makes them didn't get the information that the writer trying to share completely. Therefore, getting the information that the writer trying to share is not as easy as some people think. Most people read without giving much attention on how they do it since they assume reading is just read, not to get the meaning of the text. For them, reading is only an activity to read some words or sentences, so they give a little concern to the result of reading the text. The text can be in any form such as textbook, magazine, newspaper, etc.

Textbook used by the students and teacher at school to learn something new and to get interpret of the subject in consist of text, colors, and pictures to help students easily to learn. According to Celce Murcia (2007), textbooks or course book are either required or supplementary to provide content and teaching learning activities, which shapes much of what happens in the classroom.

Based on the explanation above, it can be concluded that investigating ambiguous meaning can guide the readers to have good knowledge about English, especially in getting the information from the textbook. Nowadays, schools use *Kurikulum 2013*'s textbooks. The book is written in English. Understanding ambiguous meaning can help the readers understand the meaning of the text

easily. Therefore, the researcher will analyze the ambiguous meaning in *Bahasa Inggris Kurikulum 2013*'s textbook (2nd edition) to make no misunderstanding for students to get information from their textbook.

B. The Problem of the Study

Based on the background of the study, the problem of the study is formulated as the following:

- 1) What types of ambiguous meaning are found in *Kurikulum 2013*'s Textbook for Senior High School?
- 2) What is the most dominant type of ambiguous meaning will be found in *Kurikulum 2013*'s Textbook for Senior High School?

C. The Objective of the Study

The objectives of this study are:

- 1) To describe the types of ambiguous meaning that will be found in *Kurikulum 2013*'s Textbook for Senior High School.
- 2) To find out the dominant type of ambiguous meaning used in the *Kurikulum 2013*'s Textbook for Senior High School.

D. The Scope of the Study

The researcher will focus on the types of ambiguous meaning and the dominant type of ambiguous meaning for each genres in the *Kurikulum 2013*'s Textbook for XIIth grade of Senior High School students.

E. The Significances of the Study

The writer hopes that this research will be useful theoretically and practically for:

1. Theoretically

- The result of this study could enrich and strengthen the knowledge of the theories on ambiguous meaning in textbook.
- Other researchers, to 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 help the student to understand the ambiguous meaning in the textbook.
- The result of this study could give a new perspective of ambiguous meaning for the English teacher in using the textbook.