

**SYNTACTIC AMBIGUITY ON STUDENTS' WRITING IN STATE
SENIOR HIGH SCHOOL 9 MALANG**

THESIS

Presented to:

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CERTIFICATE OF THESIS AUTHORSHIP

Hereby, I declare the thesis I wrote to fulfill the requirement for the Degree of Sarjana Sastra (S.S) entitled – “*Syntactic Ambiguity on Students’ Writing in State Senior High School 9 Malang*” is truly my original work. It does not incorporate any material previously written or published by other persons, except those indicated in quotation and bibliography. Due to this fact, I am the only person responsible for the thesis if there is any objection or claim from others.

Malang, 12 July 2017



Nuzulul Rohmaniah

MOTTO

...إن احسنتم احسنتم لانفسكم و ان اسأتم فلها

If you do good, you do good for your own souls and if you do evil, you do evil for your own souls... (QS. Al- Isra'/17:7)

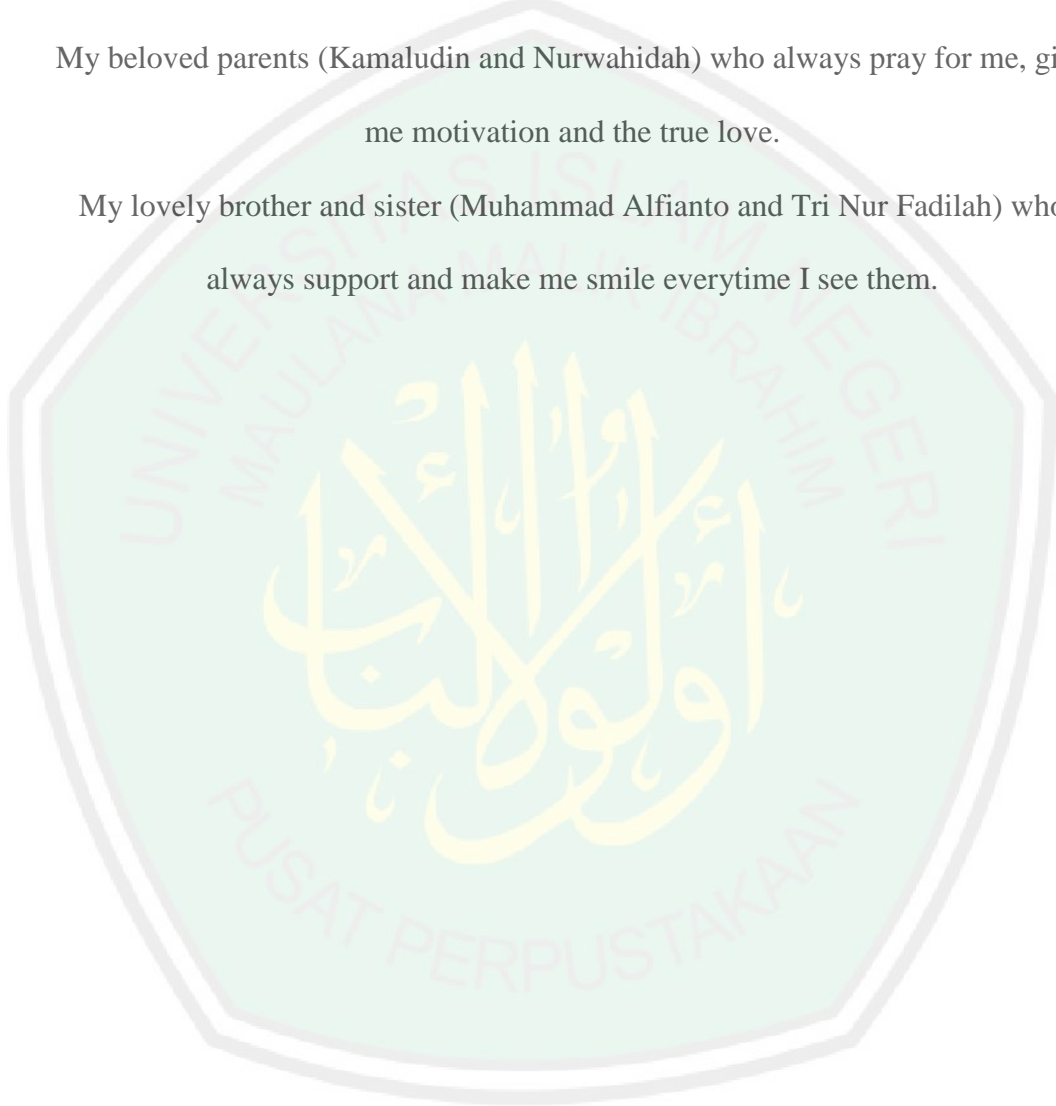


DEDICATION

I dedicate this thesis to :

My beloved parents (Kamaludin and Nurwahidah) who always pray for me, give me motivation and the true love.

My lovely brother and sister (Muhammad Alfianto and Tri Nur Fadilah) who always support and make me smile everytime I see them.



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I realize that my thesis will never finish without help, support, and prayers from the people around me. Therefore, I would like to thank those who help me in completing my thesis successfully. Firstly, my deepest gratitude goes to my advisor, Mira Shartika, S.S., M.A. Thank you for the sharing and all the knowledge which has been given to me in the process of conducting my study. I also thank her for the guidance with patience and great attention and for the correction of grammar in details, and suggestion for my best result. I was amazed that despite her busy schedule, she was able to go through the final draft of my thesis. She is an inspiration for me.

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Finally, it is my maximum effort of conducting this study and I know it is imperfect because the perfection is only Allah's. Therefore, any constructive critics and advices are greatly welcome. I really wish that this thesis can be useful for anyone. Amin.

Malang, 12 July 2017

The writer

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ABSTRACT

Rohmaniah, Nuzulul. 2017. *Syntactic Ambiguity on Students' Writing in Senior High School 9 Malang*. Thesis. English Language and Letters Department. Faculty of Humanities. Universitas Islam Negeri Maulana Malik Ibrahim Malang. Advisor: Mira Shartika, M.A.

Keywords: Syntactic Ambiguity, Onset of Ambiguity, Ambiguous Region, Resolution of Ambiguity, Parsing Strategy.

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*. It is a common problem which both native speakers and second language learners may face in learning English. In writing English sentences for second language learners, the opportunity to make the syntactical ambiguity is higher than the native speakers.

This study focuses on syntactic ambiguity on students' writing in Senior High School 9 Malang. This study was conducted to find out the types of syntactic ambiguity according to Gorrell's theory and how parsing takes role for those ambiguity.

This study used descriptive qualitative method to discuss the syntactic ambiguity analysis on students' 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. To analyze the data, the writer used Gorrell's theory. Gorrell refers to three distinct areas of an ambiguous string, i.e. the onset of ambiguity, the ambiguous region, and the resolution of ambiguity. Based on this theory, the writer identified the types of syntactic ambiguity in the data. Then, she described how the parsing took a role for those ambiguity.

From the analysis, the result of this study shows that the writer found 12 data which consist of syntactic ambiguity. Syntactic ambiguity happens when a phrase or sentence has more than one meanings. The writer determined the syntactic ambiguity sentences in accordance with the Gorrell's theory. Then, she used parsing strategy to differentiate the meanings in the sentence. The ambiguous meaning was found and corrected considering the context of the sentence.

ABSTRAK

Rohmaniah, Nuzulul. 2017. *Sintaktik Ambiguitas pada tulisan murid Sekolah Menengah Atas Negeri 9 Malang*. Skripsi. Jurusan Bahasa dan Sastra Inggris. Fakultas Humaniora. Universitas Islam Negeri Maulana Malik Ibrahim Malang. Dosen Pembimbing: Mira Shartika, M.A.
Kata Kunci: Sintaktik Ambiguitas, Onset Ambiguitas, Area Ambiguitas, Resolusi Ambiguitas, Strategi Parsing.

Ambiguitas sintaksis terjadi bila urutan kata memiliki lebih dari satu interpretasi sintaksis, misalnya: *Letakkan blok di dalam kotak di atas meja*. Kalimat ini memiliki lebih dari satu makna. Bisa *letakkan blok (di dalam kotak di atas meja)* atau bisa *letakkan (blok di dalam kotak) di atas meja*. Ini adalah masalah umum yang mungkin dihadapi oleh penutur asli dan pelajar bahasa kedua dalam belajar bahasa Inggris. Dalam menulis kalimat bahasa Inggris untuk pelajar bahasa kedua, kesempatan untuk membuat ambiguitas sintaksis lebih tinggi daripada penutur asli.

Kajian penelitian ini berfokus pada ambiguitas sintaksis terhadap tulisan siswa di SMA Negeri 9 Malang. Penelitian ini dilakukan untuk mengetahui jenis-jenis ambiguitas sintaksis sesuai dengan teori Gorrell dan bagaimana parsing berperan pada ambiguitas tersebut.

Kajian penelitian ini menggunakan metode deskriptif kualitatif untuk membahas analisis ambiguitas sintaksis terhadap tulisan siswa. Data dari penelitian ini adalah kalimat dalam tulisan karangan siswa, yang terdiri dari ambiguitas sintaksis, yang ditulis oleh siswa kelas I SMA Negeri 9 Malang. Untuk menganalisa data, penulis menggunakan teori Gorrell. Gorrell mengacu pada tiga bidang yang berbeda dari deretan ambigu, yaitu awalan ambiguitas, wilayah ambigu, dan resolusi ambiguitas. Berdasarkan teori ini, penulis mengidentifikasi jenis-jenis ambiguitas sintaksis dalam data. Kemudian, dia mendeskripsikan bagaimana parsing berperan dalam ambiguitas tersebut.

Dari hasil analisis, hasil kajian penelitian ini menunjukkan bahwa penulis menemukan 12 data yang terdiri dari ambiguitas sintaksis. Ambiguitas sintaksis terjadi bila frasa atau kalimat memiliki lebih dari satu makna. Penulis menentukan kalimat ambiguitas sintaksis sesuai dengan teori Gorrell. Kemudian, dia menggunakan strategi parsing untuk membedakan makna kalimat tersebut. Arti ambigu ditemukan dan dikoreksi dengan mempertimbangkan konteks kalimatnya.

الخلاصة

نزولوارالرحمنية، 2017. الغموض النحوي علي كتابه الطلاب في المدرسة الثانوية العليا ٩ مالانغ. اللغة الإنجليزية و أدبها كلية علوم الإنسانية جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانغ.

المشرفة : ميرا شارتيكا، الماجستير

الكلمات الرئيسية: الغموض النحوي ، بداية الغموض ، منطقه غامضه ، وحل الغموض ، وتحليل الاستراتيجية .

الغموض النحوي يحدث عندما سلسله من الكلمات لديها أكثر من تفسيرات واحده التكتيك ، علي سبيل المثال :

Put the block in the box on the table. هذه الجملة لها معاني أكثر من واحد .

يمكن ان يكون *put the block (in the box on the table)* او يمكن ان يكون

put (the block in the box) on the table . ذلك من المشاكل الشائعة التي قد تواجه كل من الناطقين الأصليين والمتعلمين اللغة الثانية في تعلم اللغة الانجليزية . فان الفرصة لجعل الغموض النحوي هو اعلي من المتكلمين الأصليين في كتابه جمل الانجليزيه للمتعلمين اللغة الثانية.

التركيز هذه الدراسة علي الغموض النحوي علي كتابه الطلاب في المدرسة الثانوية العليا ٩ مالانغ. هذه الدراسة لمعرفة أنواع الغموض النحوي وفقا لنظرية غورريل وكيفيه تحليل الدور الذي يؤديه هذا الغموض.

استخدمت هذه الدراسة أسلوبا نوعيا وصفيا لمناقشه تحليل الغموض النحوي بشأن كتابه الطلاب. البيانات الخاصة بهذه الدراسة هي الجمل في تكوين الطالب ، والتي تتألف من الغموض النحوي ، التي كتبها طلاب السنه الاولى من المدرسة العليا الحكومية ٩ مالانغ. ولتحليل البيانات ، استخدم الكاتب نظرية غورريل. ويشير غورريل إلى ثلاثة مجالات متميزة من السلسلة الدينية ، اي بداية الغموض ، والمنطقة المبهمة ، وحل الغموض. استنادا إلى هذه النظرية ، حدد الكاتب أنواع الغموض النحوي في البيانات. ثم وصفت كيف ان التحليل أخذ دورا لهذا الغموض.

ونتيجة لهذه الدراسة تبين ان الكاتب وجدت ١٢ البيانات التي تتألف من الغموض التكتيكي. يحدث الغموض النحوي عندما يكون للعبارة أو الجملة أكثر من معاني واحد. تعين الكاتبة الجمل النحوية الغموض وفقا لنظرية غورريل. ثم تستخدم الكاتبة تحليل الاستراتيجية للتمييز بين المعاني في الجملة. وجدت هي المعني المبهم وصحح بالنظر إلى سياق الجملة.

CHAPTER I

INTRODUCTION

This chapter discusses background of the study, problems of the study, objectives of the study, scope and limitation, significance of the study, definition of key terms, and research method which extends to research design, data source, research instrument, data collection, and data analysis.

1.1. Background of the study

This research aims to examine syntactic ambiguity on students' writing in State Senior High School 9 Malang. According to MacDonald, et al (1994, p. 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, according to Cruse (1986, p. 58) "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". Syntactic ambiguity is a common problem which both native speakers and second language learners may face in learning English. 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) adopts the concept proposed by Fodor et al (1974) 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). “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.” (Tayal, et al 2014, p. 377).

The importance of studying ambiguity is that to decrease any judgments which happen in language field in which some people who study language make judgment among them that their friend’s interpretations are wrong. They only uphold on their interpretations without considering another’s interpretations. Furthermore, they do not realize that linguistics does not consider whether a language is right or wrong. What they should realize is that how a language appropriate is or not in usage. Also, sometimes we do not state the meaning clearly so that we make the listeners or readers interpret our meaning into different meaning. To understand a written language is rather difficult than a spoken language because if the listeners do not understand what we say, they can ask directly what we mean. On the other hand, if the readers do not understand

what we had written in a book, a novel, a writing task, a magazine, a newspaper and so on, they can not ask us directly that will come the misunderstanding.

Syntactic ambiguity is also an important topic which should be taken into consideration and exploration. An insight into numerous ambiguities would sharpen fundamental concept of English syntax on English learners' mind and make them sensitive for ambiguous phrases, sentences, or utterances, so that syntactic ambiguity can be minimized. By having broad knowledge about syntax, English learners will be able to improve their understanding on grammar. Thus, the concept of semantic analysis can be easily comprehended since syntax and semantic related to one another.

The subject of the study were state senior high school students of State Senior High School 9 Malang, particularly first grade students. I chose first grade students who got good mark in English lesson that make them qualified as students of English literature. This school applies English literature as one of majors which only consists of one class every level. State Senior High School 9 Malang 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 first grade. Therefore, there are two kinds of English class in this school, literature class and regular class. Literature class consists of only one class, meanwhile regular class consists of 11 classes. The researcher chose literature class because they had more meetings than the regular class for English lesson. In addition, many of the students in literature class joined English Debate Club which is called WEDC in

the school. Thus, 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 senior high school students for her object.

Previous studies relevant with this research are the research by Mega Sylvi Qotrunnado (2015) under the title *Structural Disambiguation on students' writings of Nurul Jadid Senior High School Paiton Probolinggo*. This research focuses on finding the way of disambiguating the structural ambiguous sentences using Hirst's theory about structural disambiguation based on Ford, Bresnan, and Kaplan's theory of closure (FBK). Then, journal by Madhuri A. 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. Also, 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. Next, the 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. The last, the research 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.

After restating those studies, the writer knows where her position is. Those previous studies which have been conducted are quite different. Qotrunnada (2015) focused on structural disambiguation on sentence, merely the writer focuses on syntactic ambiguity on sentence. Then, those research also analyzed both types of ambiguity: lexical and structural ambiguity, while this study only focused in syntactic ambiguity. This study is similar to the study which had been conducted by Andarini and Anugerahwati (2011) which focuses only on syntactic ambiguity.

What makes this study different from those study is that the theory which is used in the research. This research focuses on finding typical syntactic ambiguities on students' writing by using Gorrell's theory and using parsing strategies to resolves those ambiguities.

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 researcher will analyze the types of syntactic ambiguity using

Gorrell's theory on students' writing in State Senior High School 9 Malang and try to investigate how the parsing takes a role for these ambiguity.

1.2. Problems of the Study

The researcher formulates some problems to be answered and analyzed as stated in the following research questions :

- 1.2.1. What are the types of syntactic ambiguities found on students' writing in State Senior High School 9 Malang?
- 1.2.2. How does the parsing strategy take role for those syntactic ambiguities?

1.3. Objectives of the Study

The objectives of this research are :

- 1.3.1. To find out the types of syntactic ambiguities found on students' writing in State Senior High School 9 Malang.
- 1.3.2. To identify how the parsing strategy resolves those syntactic ambiguities.

1.4. Scope and Limitation

The scope of this research is a study of syntax which focuses on syntactic ambiguity. Then, the researcher limits this study only on investigating syntactic ambiguities found on first grade students' writing with the topic "Recount text" in

State Senior High School 9 Malang, especially in literature class and trying to know the cope of parsing to resolve those ambiguities. Gorrell's theory is employed in the analysis which is begun by distinguishing two general types of processing models. To illustrate how these models function, Gorrell refers to three distinct areas of an ambiguous string, i.e. the onset of ambiguity, the ambiguous region, and the resolution of ambiguity.

1.5. Significance of the Study

It is significant to conduct this research for both theoretical and practical contributions. For theoretical contribution, this research provides additional information to the readers about theory of syntactic ambiguity proposed by Gorrell. Also, this study is important to know how the parsing can be applied to analyze those ambiguities. Moreover, this research is expected to provide input on the development of linguistics study especially in syntax study.

Meanwhile, for practical contribution this research can be used as learning material for English teachers in general. In addition, this research is expected to provide empirical data in linguistics field especially in syntax study on students' writing.

1.6. Definition of key terms

- 1.6.1. Syntactic Ambiguity: an ambiguity that occurs when a sequence of words has more than one syntactic interpretations.
- 1.6.2. Onset of ambiguity: the emergence of ambiguity in a sentence.
- 1.6.3. Ambiguous region: the area of ambiguity that occurs in a sentence.

1.6.4. Resolution of ambiguity: the resolution of ambiguity in a sentence.

1.6.5. Parse: a strategy which is used to describe the syntactic roles of a sentence.

1.6.6. Parsing theory: a theory that uses the rewrite rules of a grammar to either generate a particular sequence of words or reconstruct its derivation or phrase structure tree.

1.7. Research Methods

1.7.1. Research Design

In this research, the writer used descriptive qualitative method. It means that the data collected are in the form of words or pictures rather than numbers Bogan (1992). Also, Arikunto (1998, p. 193) states that “this qualitative research tries to explain the data using words or sentence which is separated into some categorizes to get the conclusion”. The writer analyzes sentences which were syntactically ambiguous using Gorrell’s theory (1995). Students’ writing in State Senior High School 9 are chosen as the data source. Then, the researcher acted as human instrument for taking a part in the analysis of syntactic ambiguity. The researcher used her own interpretation based on theory of syntactic ambiguity.

1.7.2. Data Source

The data of this study were the sentences in student’s composition, which contained syntactic ambiguity, written by the first year students of State Senior High School 9 Malang. In this school, English classes are divided into literature

class and regular class. The writer chose English literature class which consists of 32 students. Each student would be given an assignment by the researcher to make a composition based on the topic being discussed previously in the class. The topic was about “recount text”. The teacher always gives composition assignment after finishing in discussing the topic. In a month, they usually produce three kinds of composition accordance with the topic.

1.7.3. Data Collection

The data of this study were taken from first grade students’ writing of literature class in State Senior High School 9 Malang. In collecting the data, there were some steps taken by the researcher. First, the researcher participated in the class and gave the students assignment to know the originality of their writing. Second, the researcher documented students’ writing. Third, the researcher read students’ writing to correct the grammatical errors. Fourth, the researcher read the compositions carefully to find ambiguous sentence by looking at the meaning and the structure of each sentence. Fifth, the researcher categorized the ambiguous sentences into lexical ambiguity and syntactic ambiguity. Finally, selecting the syntactic ambiguity and making a list of syntactic ambiguity would be accomplished as the final process of data collection.

1.7.4. Data Analysis

After collecting the data and making a list of syntactically ambiguous sentence, the writer started to analyze the ambiguities. There were some stages to

analyze the data. However, before analyzing the data, the researcher checked and corrected the student's writing when she found some errors. First, the researcher determined the area of ambiguity of the sentence by looking for the grammatical error and the meaning of the sentence. Next, the writer classified the ambiguity into the types of syntactic ambiguity. Then, the writer explained how the sentences are categorized into certain type of syntactic ambiguity. For the last phase, the writer described how the parsing is utilized to analyze a sentence and build a syntax tree. These stages were valuable to find out how the parsing took a role for those syntactic ambiguity.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter presents some theories that are related to this research which consist of ambiguity, syntactic ambiguity, parsing theories and previous studies.

2.1. Ambiguity

People, as social creatures, interact with each other to express their ideas, feelings, and emotions by using a language which is applied in formal and informal situations. One of the examples of language used in formal situation is in the context of English classroom used by teachers and students in the class. Sometimes, the students do not state the meaning of their sentences clearly that makes the teachers interpret the meaning of their composition differently. This cause misunderstanding which is known as ambiguity.

According to Leech (1981, p. 30) “an expression is said to be ambiguous when more than one interpretation can be assigned to it”. A sentence that employs ambiguous words leads readers to misunderstand it. Ambiguity can arise in a variety of spoken and written language. If people listen to the speaker’s utterance or reading a book, it is sometimes difficult to understand what the speaker or the writer means. This ambiguous expression can happen in one word or one phrase/sentence which is known as lexical and syntactical ambiguity. Ullmann (1977) defines ambiguity as a linguistic condition which can arise in a variety of ways. From a purely linguistic point of view, he distinguishes ambiguity into three main forms: phonetic, syntactical and lexical (Ullman, 1997). However, the writer

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

2.2. Syntactic Ambiguity

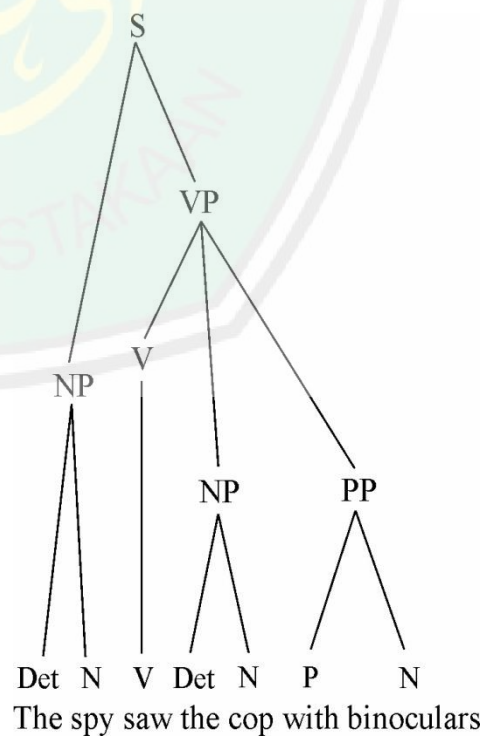
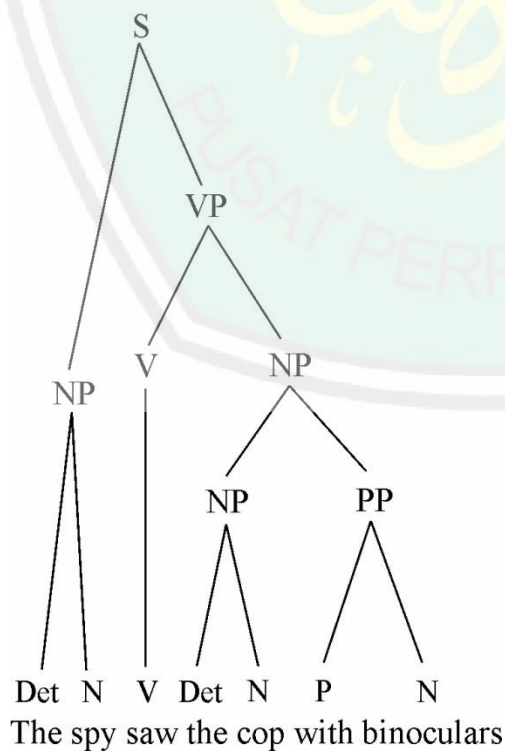
Syntactic ambiguity is a sub topic in syntax in which a sentence is composed of the rules of grammatical structure. It occurs when a sentence has more than one meanings. According to O'Grady (1997) several sentences are structurally ambiguous because the meanings of their component word can be combined in several ways. He explained that the manner in which words are grouped together in syntactic structure reflects the way in which their meanings are combined with the semantic component of grammar. He also concluded that it is possible to describe structural ambiguity in language by providing different tree diagrams O'Grady (1997, p. 286). Then Ullman (1977, p. 156) stated that 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*, *inbreeding*, *inflammation*), 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 clarified by the context and in the spoken language by intonation

For example:



In diagram A, prepositional phrase “with binoculars” is the adjunct of noun phrase “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.

Meanwhile, according to Gorrell (1995, p. 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.

Gorrell (1995) adopts the concept proposed by Fodor et al. (1974) in which 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, he refers to three distinct areas of an ambiguous string: the onset of ambiguity, the ambiguous region, and the resolution of ambiguity.

2.2.1. The onset of ambiguity

Onset of ambiguity is the emergence of ambiguity in a sentence. According to Gorrell (1995) it is the beginning that allows a sentence becomes ambiguous. Consider the following string.

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

resolved 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 subcategorization information associated 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 form of reanalysis is required. The initial structure computed by a serial parser must be determined 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 determining the nature of reanalysis.

The processing of ambiguous input has received 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's

response to ambiguity. However there is a growing consensus that the 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) has demonstrated the rapid processing of linguistic input, even when the input is ambiguous. A core issue that must be addressed 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.

2.2.2. Ambiguous Region

A sentence that is structurally ambiguous definitely has the ambiguous region (Gorrell, 1995, p. 44). The ambiguous region refers to the area of ambiguity that occurs in the sentence (Gorrell, 1995). 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 types of ambiguity of the sentence.

2.2.3. Resolution of Ambiguity

There are some ways to resolve the syntactic ambiguity. They include adding the hyphen (-) or the preposition of between the head and modifier, and adding the word which is or which are and who is or who are if there is sentence or phrase ambiguity in preposition phrase. Adding the word which is or which are and who is or who are in the prepositional ambiguous phrase is used to show something that is being talked about. Besides, the syntactic ambiguity in prepositional phrase can be resolved by placing the prepositional phrase, at the beginning of the sentence in terms to explain where the action took place. Syntactic ambiguity resolution has been viewed much differently. Most theories have proposed two-stage mechanisms for coping with syntactic ambiguity (Gorrell, 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. Simply, Yule (1985, p. 99) stated that there is a technique to resolve the ambiguity, that is, relating an ambiguous word or sentence to its context.

2.3. Parsing Strategy

Parsing theory is a theory that uses the rewrite rules of a grammar to either generate a particular sequence of words or reconstruct its derivation or phrase structure tree. Gorrell (1995) cited in Frazier (1978) reviews the evidence for the garden-path theory of sentence comprehension and argues that many of the decision principles proposed in the psycholinguistic literature can be subsumed under two very general parsing strategies, late closure and minimal attachment.

Late closure: When possible, attach incoming lexical items into the clause or phrase currently being parsed (i.e., the lowest possible nonterminal node dominating the last item analyzed).

Minimal attachment: Attach incoming material into the phrase-marker being constructed using the fewest nodes consistent with the wellformedness rules of the grammar.

If two analyses of an ambiguous structure have an equal number of tree structure nodes, the late closure principle applies. The late closure strategy was illustrated below in the discussion of sentence (1). Late closure predicts that the temporarily ambiguous noun phrase *a mile* will initially be analyzed as the direct object of the verb *jogs* since this permits it to be analyzed as a constituent of the (verb-) phrase currently being parsed. Hence late closure predicts that sentence (a) should be easier to process than sentence (b) where this analysis will turn out to be incompatible with subsequent context.

1. Since Jay always jogs a mile...

- a.) Since Jay always jogs a mile this seems like a short distance to him.
- b.) Since Jay always jogs a mile seems like a short distance to him.

The minimal attachment strategy will apply in the processing of a sentence fragment such as that shown in (2). It predicts that the temporarily ambiguous noun phrase the mayor's position will be interpreted as the simple direct object of the verb argue as indicated in (a), rather than as the subject of a sentential complement as in (b), since the former analysis requires the postulation of fewer nodes (see Figs. 1-2).

(2) The city council argued the mayor's position . . .

- (a) The city council argued the mayor's position forcefully.
- (b) The city council argued the mayor's position was incorrect

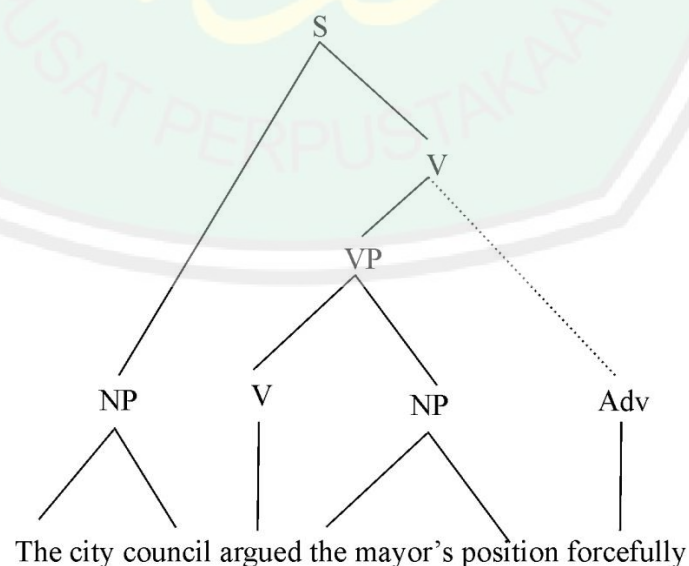


Fig. 1

Frazier (1978, p. 181) tested the predictions of these strategies in a number of different constructions using serial visual presentation and a grammaticality judgment task. The outcome of those experiments clearly confirmed the predictions of the strategies and thus supported the garden path theory of sentence comprehension.

If people do frequently commit themselves to analyses which they later must revise, then it is important to study the processes they employ to reanalyze sentences. These revision procedures bear much of the burden of predicting the overall processing complexity of sentences. Further, characterizing the class of "unparsable" linguistic structures will presuppose an understanding of these procedures since a sentence is incomprehensible only if it defies both the parser's first pass analysis attempts and its attempts at reanalysis. Hence, if psycholinguistic theory is to be successful in determining the boundary constraints which the human sentence-parsing apparatus imposes on the grammars of natural languages (i.e., on the possible or at least usable sentences of the language), it will be necessary to identify the characteristics which render a misanalyzed construction impervious to the parser's normal (unconscious) reanalysis procedures.

Though the correction routines used to revise an initial misanalysis of a sentence have not been a major focus of psycholinguistic research, there are a few suggestions on this topic which can be culled from the psycholinguistic literature. One obvious hypothesis, which seems to have been implicit in some of the earlier

discussions of garden-path sentences, is that the parser returns to the very beginning of a sentence and processes.

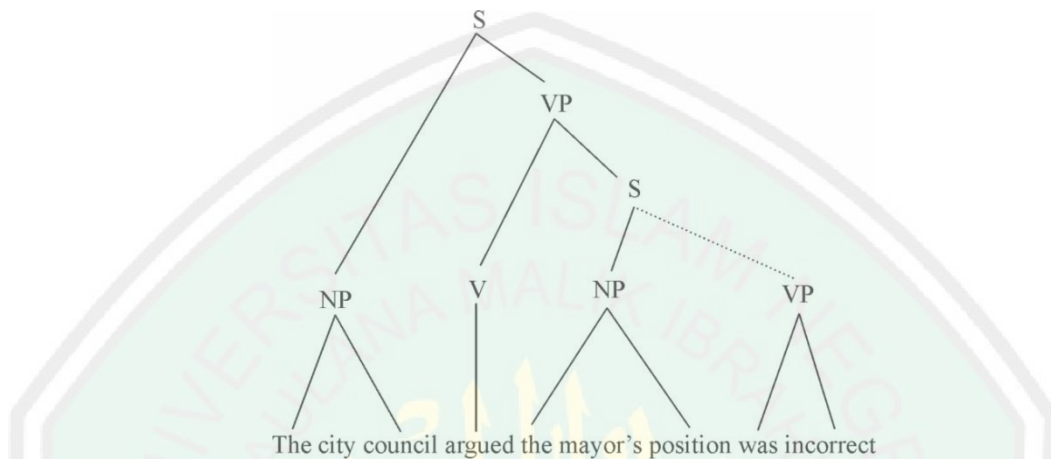


Fig. 2

Parse tree is used to show the structure of the sentence, but they often contain redundant information due to implicit definitions. Initially it identifies the type of sentence like, active sentences, passive sentences, simple sentences etc. Then various components of these sentences are identified. The rearrangement amongst them is checked by the grammar rules given for every component of sentence. If the sentence parses through this grammar rules, then the sentence is syntactically correct. Otherwise it is syntactically incorrect.

Context-free grammar (CFG) was first defined for natural language by Chomsky (1957) and used for the Algol programming language by CFG consisting of four components:

1. A set of non-terminal symbols, N
2. A set of terminal symbols, T

3. A designated start symbol, S, that is one of the symbols from N.
4. A set of productions, P, of the form:

$$A \rightarrow \alpha$$

Where $A \in N$ and α is a string consisting of terminal and non-terminal symbols. The rule $A \rightarrow \alpha$ says that constituent A can be rewritten as α . The simplified view of the grammar rules discussed so far is summarized.

$S = NP VP$

$S = NPP VP$

$S = VP$

$S = NP NPP VP$

$S = NPP NPP NP VP$

The various abbreviations used for this grammar in given approach is mentioned in table-1 underneath.

TABLE 1. LIST OF ABBREVIATIONS FOR THE GRAMMAR

Abbreviation	Abbreviations Meaning
S	Sentence
Det	Determiner
Adj	Adjective
Pron	Pronoun

Num	Numerals
Conj	Conjunction
Neg	Negation
Prep	Preposition
Adv	Adverb
C	Complementizer
V	Verb
T	Auxiliary verb
VC	Verb Command
N	Noun
NP	Noun Phrase
VP	Verb Phrase
AP	Adjective Phrase
CP	Complementizer Phrase
NPP	Noun Preposition Phrase
VPP	Verb Preposition Phrase
APP	Adjective Preposition Phrase

A CFG defines the syntax of a language but does not specify how structures are assigned (Thayal, et al., 2014) 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) is termed parsing. A phrase structure tree

constructed from a sentence is called a parsing. Thayal, et al. (2014, p. 377) categorized parsing as the following:

A. Top down parsing

Top down parsing starts its search from the root node S and works downwards towards the leaves. The fundamental assumption here is that the input can be derived from the chosen start symbol s, of the grammar. The next step is to find all sub-trees which can start with s. To generate the sub trees of the second level search, we expand and root node using all the grammar rules with s on their left hand side. Likewise, each non-terminal symbol in the resulting sub-trees is expanded next using the grammar rules having a matching non-terminal symbol on their left hand side. The right hand side of grammar rules provides the nodes to be generated, which are the expanded recursively. As the expansion continues, the tree grows downward and eventually reaches a state where the bottom of the tree consists only of part-ofspeech categories. At this point, all trees whose leaves do not match words in the input sentence are rejected, leaving only trees that represent successful parses.

B. Bottom-up Parsing

A bottom-up parser starts with the words in the input sentence and attempts to construct a parse tree in an upward direction towards the root. At each step, the parser looks for rules in the grammar wh-ere the right hand side matches some of the production in the parse tree constructed so far, and reduces it using the left hand side of the production. The parse is considered successful if the

parser reduces the tree to the start symbol of the grammar. Each of these parsing approaches has its advantages and disadvantages. As the top-down search starts generating trees with the start symbol. The grammar, it never wastes time exploring a tree leading to a different root. However, it wastes considerable time exploring S trees that eventually result in words that are inconsistent with the input. This is because a top down parser generates trees before seeing the input. On the other hand, a bottom-up parser never explores a tree that does not match the input. However, it wastes time generating trees that have no chance of leading to an S-rooted tree. Many attempts have been made to develop syntax parsing with various approaches. Majority of approaches to check syntax correctness is based on probabilistic approach.

2.4. Previous studies

The phenomena related to linguistic ambiguity have attracted numerous researchers' attention. First, Qotrunnado (2015) under the title Structural Disambiguation on students' writings of *Nurul Jadid* Senior High School Paiton Probolinggo. This research focuses on finding the way of disambiguating the structural ambiguous sentences using Hirst's theory about structural disambiguation based on Ford, Bresnan, and Kaplan's theory of closure (FBK). There are three types of structural ambiguity in Hirst's theory, attachment ambiguity, gap finding and filling, and analytical ambiguity. The result of this study shows that there were two types of structural ambiguity found, i.e. attachment and analytical ambiguity. Meanwhile, gap finding and filling were not found. To disambiguate attachment ambiguity, it used FBK, inference of context,

semantic help, and grammatical structure. To disambiguate analytical ambiguity, it used Marcus parser, semantic help, and inference of context.

Second, 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 result of this research, there are 21 opinion which contain the ambiguous words and phrases they are 16 cases of Lexical ambiguity and 5 cases of structural ambiguity.

Third, 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 structurally ambiguous phrases: noun phrase and prepositional phrase. They could be resolved by adding the hyphen 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.

Next, journal 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%.

Finally, 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.

This study differs from those previous studies. Qotrunnado (2015) analyzed the way of disambiguating the structural ambiguous sentences using Hirst's theory about structural disambiguation based on Ford, Bresnan, and Kaplan's theory of closure (FBK), whereas the writer analyzed the types of syntactic ambiguity based on Gorrell's theory which refers to three distinct areas of ambiguous string, i.e. the onset of ambiguity, the ambiguous region, and the resolution of ambiguity. Then, thesis by Diah Purwaningsih (2014) analyzed both lexical and structural Ambiguity on "Rubrik Opini" in Jawa Pos using Ullman's theory and explaining the most dominant appeared of ambiguity, meanwhile the researcher here, only analyzed the syntactic ambiguity using Gorrell's theory and the object is students' writing. Andarini and Anugerahwati (2011) analyzed

structural ambiguity in the Jakarta Post Newspaper's Headline News using Radford (1997). Actually, this research is similar with the researcher which discuss only the structural ambiguity. However, this study use Newspaper's Headline News as the object, meanwhile the researcher use students' writing. Also this study used Radford (1997) theory for analyzing, whereas the writer used Gorrell (1995) theory for the analyzing.



CHAPTER III

FINDINGS AND DISCUSSIONS

This chapter presents the analysis of data based on theoretical framework as written in the previous chapter and discussion based on the analysis of the data findings to explain the research concerned. The findings were discussed based on the first grade students' writings of Senior High School 9 Malang using theory of syntactic ambiguity proposed by Gorrell (1995).

3.1. Findings

The researcher obtained these data findings through the process of reduction from 26 texts to 8 texts because the rest of 18 texts did not provide any sentences containing syntactical ambiguity. Therefore, the writer only used 9 texts for the analysis. In this sub chapter, syntactical ambiguity sentences were merely identified and discussed.

The data which were analyzed consisted of 12 data taken from 8 texts written by first grade students of Senior High School 9 Malang. Each text was written by a different student. In order to make the presentation easy to understand, the researcher made separation for each title or text. It was symbolized in alphabet A, B, C, D, E, F, G and H. Each alphabet consists of one, two or three syntactic ambiguities which were symbolized by number such as A-1, A-2, A-3, etc, accordance with the amount of syntactic ambiguity in a text. Then, each datum was identified relating to the research questions, types of

syntactic ambiguity and how parsing takes a role of it. The data analysis were discussed in detail as follows:

A. Trip to Borobudur temple

The context

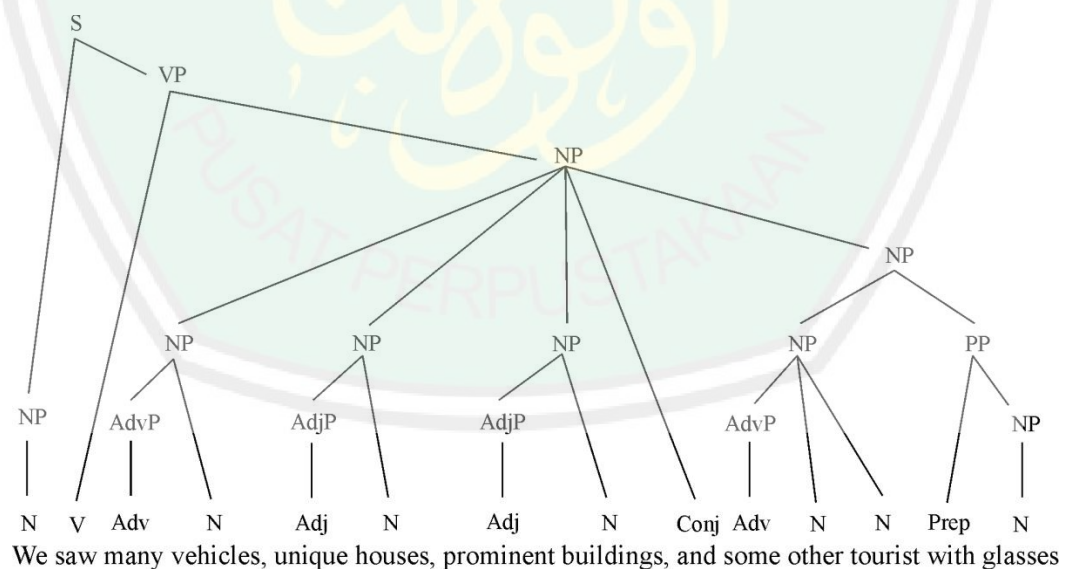
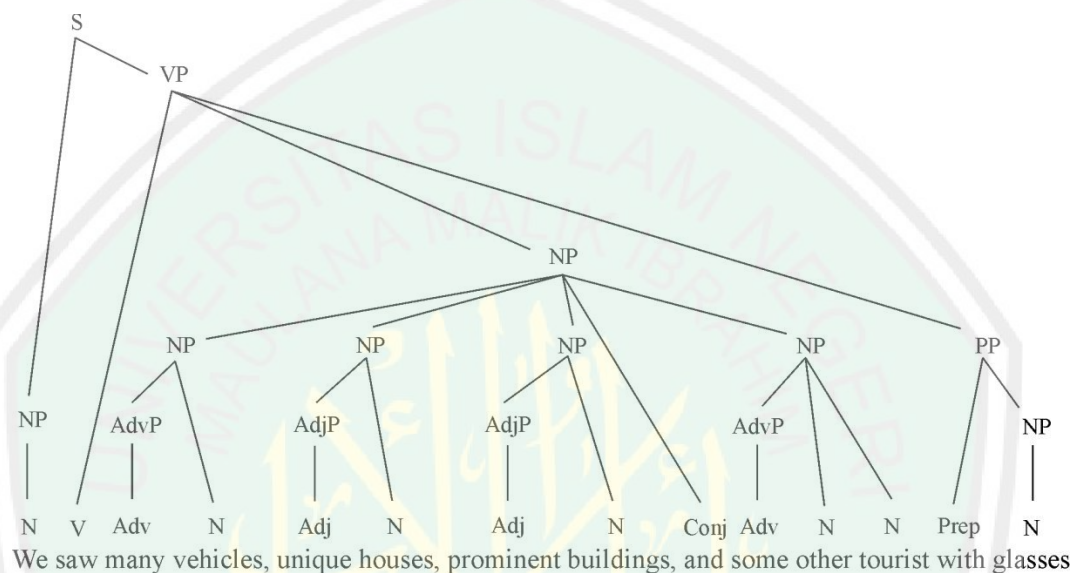
Three years ago, I and my classmate visited Borobudur temple. We went to Borobudur Temple by bus. We left our school at 9 o'clock. It took us 20 hours to arrive there. I arrived there nine o'clock in the next day. Along the road, **we saw many vehicles, unique houses, prominent buildings, and some other tourists with glasses.**

Datum A-1

Along the road, we saw many vehicles, unique houses, prominent buildings, and some other tourist with glasses.

In the sentence above, it is clear that the sentence consists of ambiguity especially syntactic ambiguity because it can be interpreted in more than one meanings. The onset ambiguity is the word *saw*. This is because *saw* allows the other words to be its object and *saw* is the beginning of how that sentence needs the object. Then, the area of ambiguity is the word *glasses*. It leads to confusion whether *glasses* belongs to the subject *we* or the object *tourist*. There are two possible meanings for that sentence. The first possibility is *Along the road, we were wearing glasses to see many vehicles, unique houses, prominent buildings,*

and some other tourist. The second possibility is *Along the road, we saw many vehicles, unique houses, prominent buildings, and some other tourist who were wearing glasses.* These following parsings will show the difference:



In diagram a, the word *glasses* modifies the verb *saw* to explain the equipment used by the subject in seeing the object (many vehicles, unique houses, prominent buildings, and some other tourist). In the diagram b, the word *glasses*

modifies the noun phrase *some other tourist* that means tourists who were wearing glasses.

Although there are two different interpretations of the sentence above, but the writer's intended meaning for the resolution of ambiguity can be seen from structure b, in which word *glasses* modifies *some other tourist* only because it does not explain that the main subject wears glasses before. This ambiguous sentence can be resolved by changing the word *with* by *who wore*. Also, to fix the grammatical error of this sentence, the singular *tourist* should be changed into plural *tourists*. The sentence will be *Along the road, we saw many vehicles, unique houses, prominent buildings, and some other tourists who wore glasses.*

B. Holiday to Mojokerto

Context

...We arrived at Mojokerto at 9 A.M. After that, I and my family had a breakfast. **We ate delicious sate daging with rawon.** We also drank ice tea. After several minutes, we went to my uncle's house.

I played with my cousin in my uncle's house. He has two hamster. Their name were Mochi and Michi...

Datum B-1

We ate delicious sate daging with rawon.

Based on the sentence above, the onset of ambiguity is the word *ate* which allows the ambiguity happens because of its presence. Then, the area of ambiguity is the word *delicious* as adjective. It raises syntactical ambiguity which leads to confusion whether *delicious* modifies the object of *sate daging* or *sate daging and rawon*. In other words, there are two possible parsing trees which can be drawn from the sentence based on the meaning. These following parsings will show the difference:

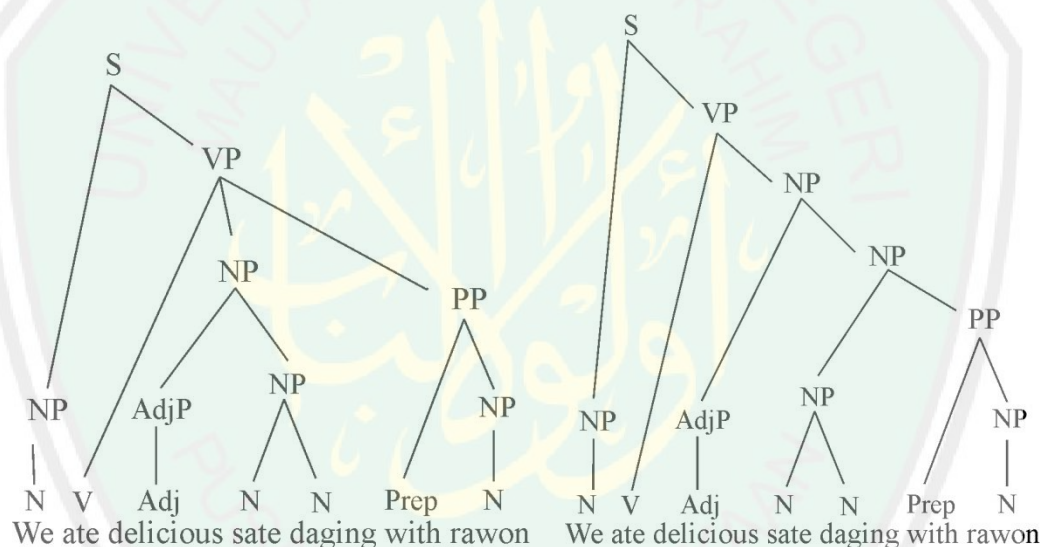


Diagram a shows that the word *delicious* modifies *sate daging* only which means, *We ate delicious sate daging and unknown the rawon's taste*. Then in diagram b, the word *delicious* modifies *sate daging and rawon*. It means that *We ate delicious sate daging with delicious rawon*.

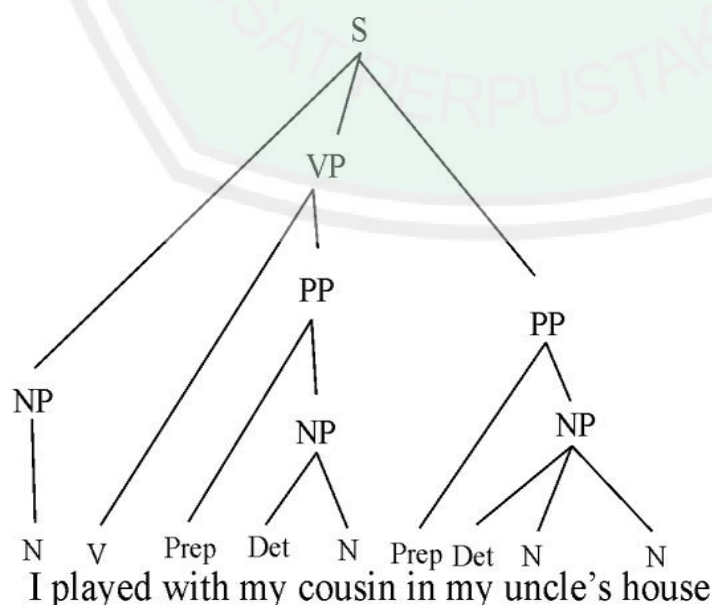
From the context, it can be known that the correct meaning is in diagram b, in which word *delicious* modifies both *sate daging and rawon*. This ambiguity can be resolved by relating an ambiguous word or sentence to its context. In the

context, there is no complain of negative reaction about the taste of *rawon* from the writer which means that *rawon* is also delicious. Therefore, the correct meaning of the sentence will be, *We ate delicious sate daging with delicious rawon* or change *with* with *and*, the other correct meaning will be *We ate delicious sate daging and rawon*.

Datum B-2

I played with my cousin in my uncle's house

The sentence above is syntactically ambiguous because it has more than one meanings. The onset of ambiguity is the verb *played* and the area of ambiguity is *my cousin*. It raises more than one interpreted meanings. First, it means *In my uncle's house, I played with my cousin*. Then, the second one means *I played with my cousin who was staying in my uncle's house*. The following parsings will show the difference:



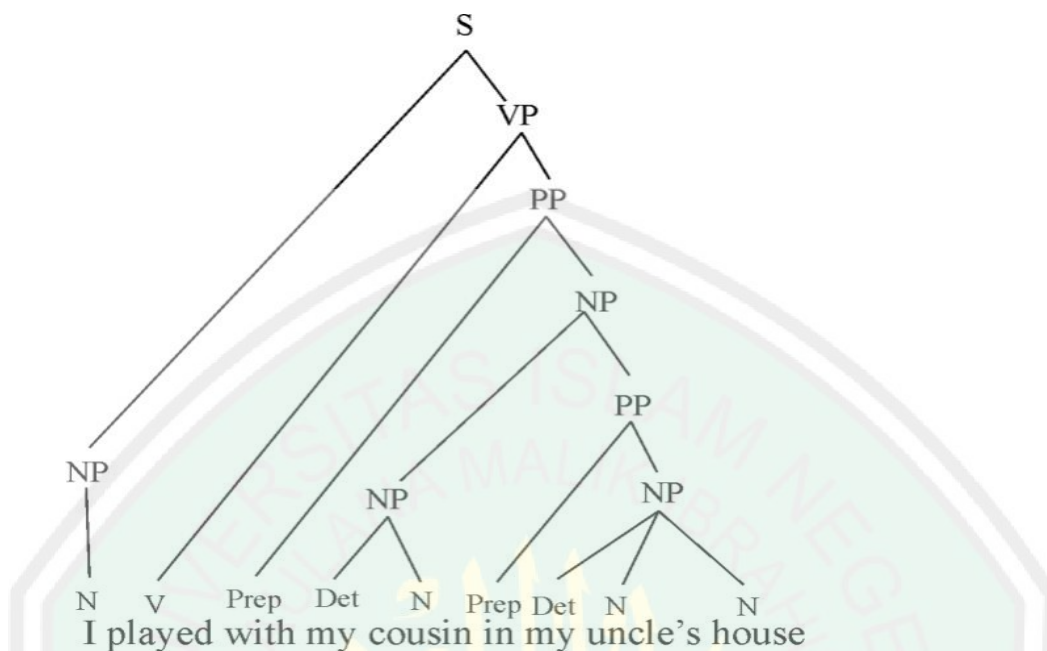


Diagram a shows that subject's position (I) is in uncle's house for playing with the cousin. *It means In my uncle's house, I played with my cousin.*

Meanwhile, the second diagram shows that the subject's position in this sentence is not in the uncle's house but play with cousin who lives in uncle's house. It means *I played with my cousin who lives in my uncle's house.*

Although there are two different interpretations of the sentence above, the writer's intended meaning for the resolution of ambiguity can be seen from structure a, which means *playing with my cousin in my uncle's house*. This ambiguous sentence can be resolved by relating an ambiguous word or sentence to its context and we moving the PP *In my uncle's house* in front of the sentence then add comma after it. In the context, the sentence states that the main subject (I) went to her/his uncle's house. Therefore, the meaning will be *In my uncle's house, I played with my cousin.*

C. Vacation to Bali

Context

On November 2016, my family and my friend's family decided to go on a short holiday at Bali. **It was kinda fun cause I skipped school for 3 days for this vacation.** We went to Karma Kandara beach first. We surprised to see the beautiful view of the beach. **After having a quick dip in the ocean, which was really cold and windy,** we realized that there were not many people there.

...Beachwalk is one of the most popular mall in Bali which located in front of Kuta Beach. **It has famous branded things and of course local brands too.**

Datum C-1

It was kinda fun cause I skipped school for three days for this vacation.

The sentence above is an example of syntactical ambiguity. It can be interpreted into more than one meanings. The onset of ambiguity is the word *cause* because it lets many reasons to fulfill the right main clause of the sentence. Then, the ambiguous region is the phrase *It was kinda fun*, because it leads confusion whether it is caused by skipping school for 3 days or by the vacation.

The following parsings will show the difference:

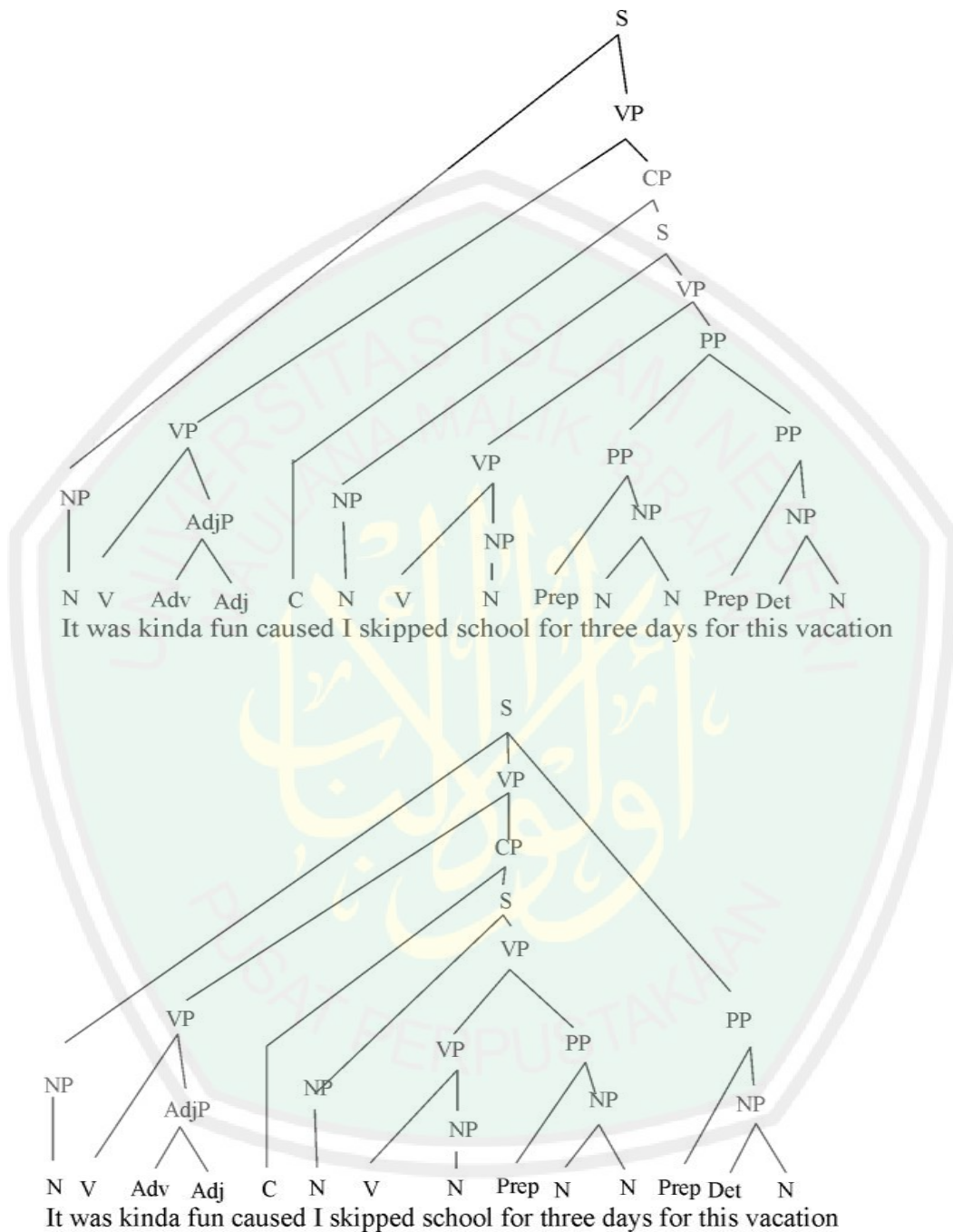


Diagram a shows that *I skipped school for three days for this vacation* is the appropriate subclause for the main clause. It means that *It was kinda fun caused I skipped school for three days in this vacation*. While for the diagram b, it

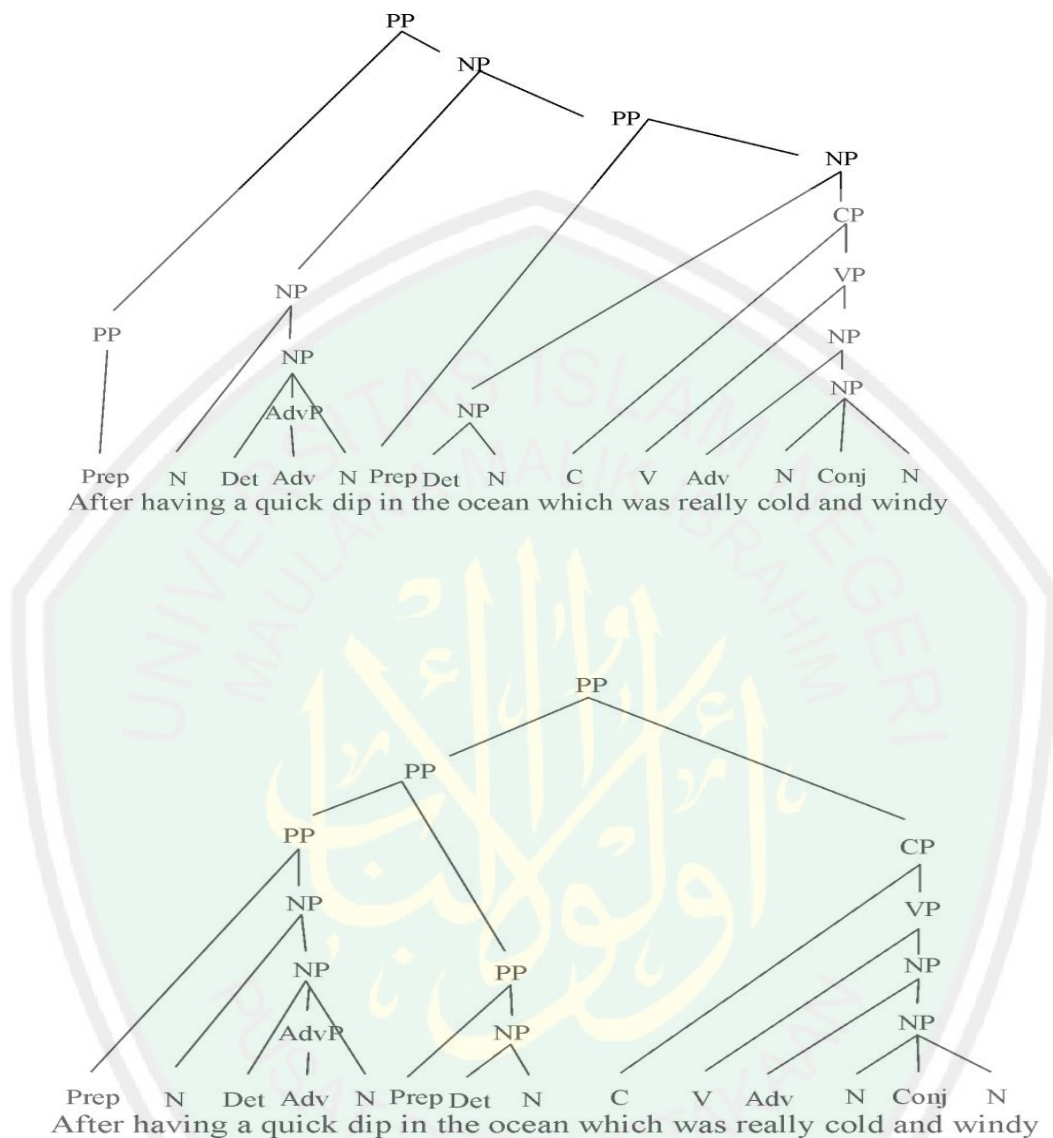
shows that vacation is the reason of kinda fun. It means that *It was kinda fun caused of this vacation.*

Although there are two different interpretations of the sentence above, but the writer's intended meaning for the resolution of ambiguity can be seen from structure a, in which *I skipped school for three days for this vacation* is the proper subclause for the main clause. This ambiguous sentence can be resolved by changing the preposition *for* to be *in*. Therefore the meaning will be *It was kinda fun caused I skipped school for three days in this vacation.*

Datum C-2

After having a quick dip in the ocean which was really cold and windy, we relized that there were not many people there.

The sentence above is other example of syntactical ambiguity because it can be interpreted in more than one meanings. The onset of ambiguity of this sentence are preposition *after* and *in* because they invite ambiguity of this sentence. Then, the ambiguous region of this sentence is *cold and windy* because it leads to confusion whether it modifies *the ocean* or it modifies *having a quick dip* which make their body cold and windy. The following parsings will show the difference:



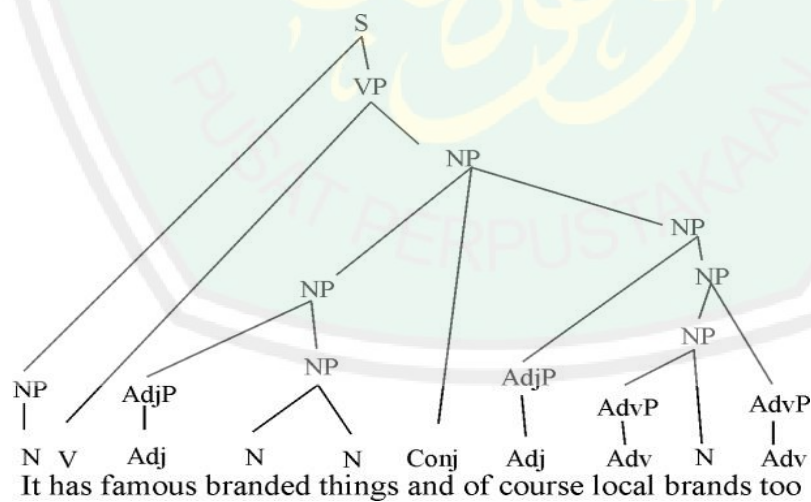
In diagram a shows *cold and windy* belong to *the ocean*. It means *After having a quick dip in the ocean which the water was really cold and windy*.

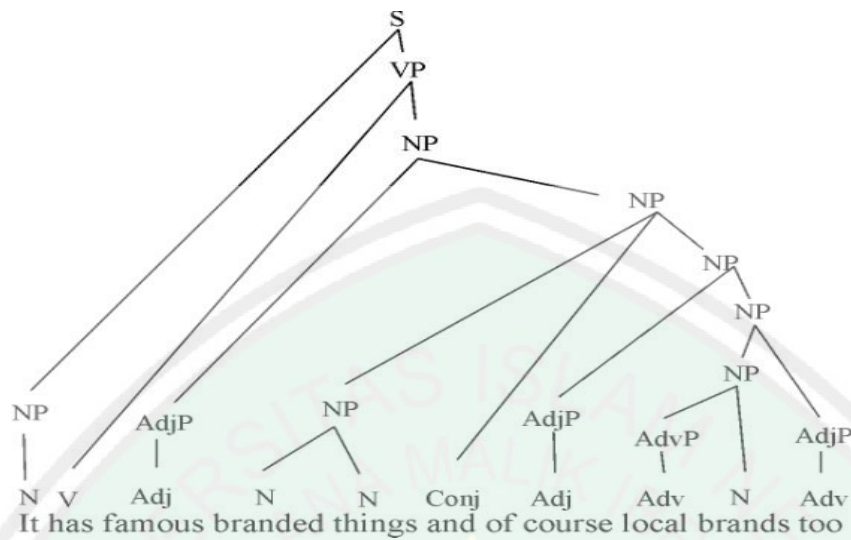
Meanwhile in diagram b *cold and windy* belong to the phrase *After having a quick dip* which means *After having a quick dip in the ocean, she felt cold and windy*.

From the context, we can know that the correct meaning is in diagram a, which is word *cold and windy* belongs to *the ocean*. Besides there is a comma after NP *the ocean* which strengthens the reason that *cold and windy* modify *the*

Datum C-3

The sentence above is kind of syntactical ambiguity because it has more than one meanings. The onset of ambiguity in this sentence is the verb *has* because it allows many words to be its object and it also invites the ambiguity from this sentence. Then, the ambiguous region is the word *famous* because it leads to confusion whether *famous* belongs to *branded things* only or *belongs to branded and local things*. The following parsings will show the difference:





In diagram a, the word *famous* belongs only to NP *branded things*. It means that “It has famous branded things and also the ordinary local brands”. Meanwhile in the diagram b, the word *famous* belongs to both *branded things* and *local things* which means *It has famous branded things and famous local brands too*.

Although there are two different interpretations of the sentence above, the writer’s intended meaning for the resolution of ambiguity can be seen from structure b, in which the word *famous* modifies both *branded things* and *local things*. This ambiguous sentence can be resolved by relating an ambiguous word or sentence to its context and we can add the word *import* before NP *branded things* and also add the word *famous* before NP *local brands*, then remove the phrase *of course*. Therefore the meaning will be *It has famous imported branded things and local brands too*.

D. My holiday in Bali

Context

Last holiday, me and my family went to Bali. We were there for three days. I had many impressive experiences during the vacation.

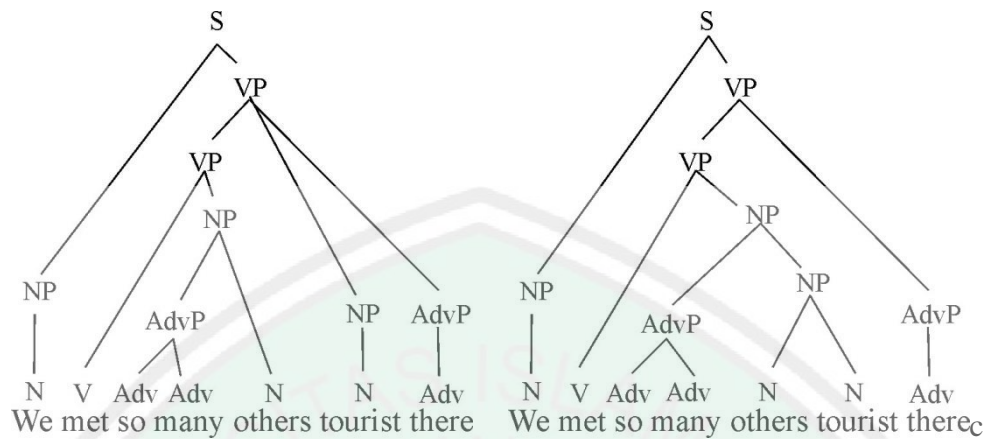
....After prepared our selves. We went to tanah Lot. **We met so many others tourist there.** They were not only domestic but also foreign tourist....

....After that, we went to Sukowati market for shopping. That was my lovely time. **I bought some Bali T-shirts and souvenir.**

Datum D-1

We met so many others tourist there.

The sentence above is syntactically ambiguous because it can be interpreted in more than one ways. The onset of ambiguity of this sentence is the word *met* because it is the begining of the ambiguity of this sentence. Then, the ambiguous region is AdvP *so many* because it leads to confusion whether it belongs to *others* or *tourist*. The following parsing will show the ambiguity:



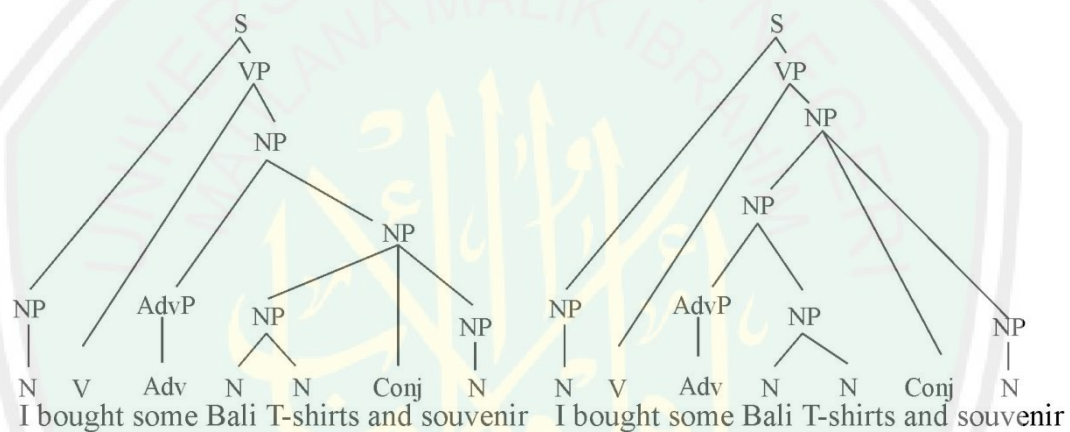
In diagram a, AdvP *so many* modifies *others* which means other family if we read from the previous sentence. The meaning will be *We met so many others family and tourist there*. Meanwhile in diagram b, AdvP *so many* modifies *others tourist* which means *We met so many other tourist there*.

Although there are two different interpretations of the sentence above, the writer's intended meaning for the resolution of ambiguity can be seen from structure b, which is the word *so many* that modifies *other tourist*. This ambiguous sentence can be resolved by relating an ambiguous word or sentence to its context. The sentence after that is *They were not only domestic but also foreign tourist*. It signifies that there are so many other tourists there. Also, NP *others tourist* should be changed into *other tourists* because the plural form of *tourist* is *tourists*. Therefore, the meaning will be *We met so many other tourists there*.

Datum D-2

I bought some Bali T-shirts and souvenir.

The sentence above is syntactically ambiguous because it can be interpreted in many ways. The onset of ambiguity is the word *bought*. It allows the sentence to be ambiguous because it needs to choose an appropriate object to complete the intended purpose in the sentence. The area of ambiguity is the word *some*. It causes confusion whether *some* modifies *Bali T-shirts and souvenir* or it modifies *Bali T-shirts only*. The following parsings will show the difference:



In diagram a, the word *some* modifies *Bali T-shirts and souvenir*. The sentence means *I bought some Bali T-shirts and some souvenirs*. Meanwhile, diagram b shows that the word *some* only modifies *Bali T-shirts* which means *I bought some Bali T-shirts and a souvenir*.

Although there are two different interpretations of the sentence above, the writer's intended meaning for the resolution of ambiguity can be seen from structure a, in which the word *some* modifies both *Bali T-shirts and souvenir*. This ambiguous sentence can be resolved by changing the word *souvenir* to be plural *souvenirs* because the previous sentence states *that was my lovely time* which means the main subject really likes shopping, it is impossible for buying souvenir

only one meanwhile she buys some Bali T-shirts. Therefore the meaning will be
I bought some Bali T-shirts and souvenirs.

E. Trip to Blitar

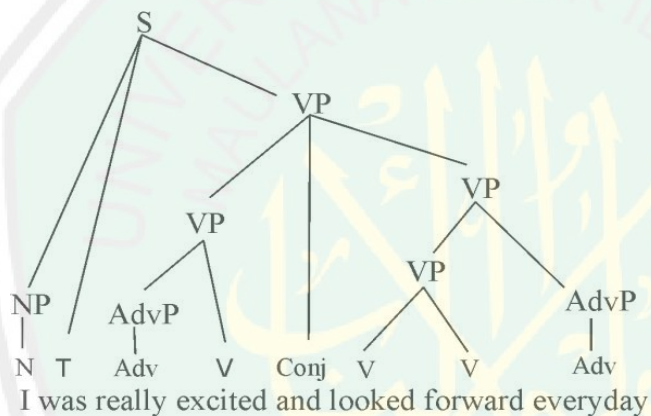
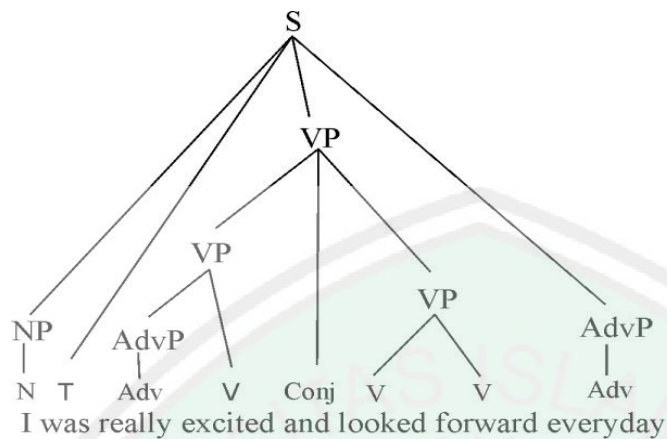
Context

....For the first time, we went to another city. We used train as our transportation. **I was really excited and looked forward everyday.** Although before that day came, many problems disturbed us. Such as, some of us could not join because their parents did not give a permission, the tickets were sold out and being confuse about destination place but we could pass so quickly. So, we could enjoy that trip with full of rhapsodies.

Datum E-1

I was really excited and looked forward everyday.

If it is read at a glance, it seems that there is no problem at all with ambiguity. However, if it is read carefully, it leads readers to confusion. In the sentence above, the onset of ambiguity is the subject *I* itself. Then, the area of ambiguity is the adverb *everyday*. It raises to confusion whether *everyday* will give explanation of *really excited and look forward* or only *look forward*. These following parsings will show the different meanings:



In diagram a, *everyday* explains *really excited and look forward* simultaneously. It means *I was really excited everyday and looked forward everyday*. Then in diagram b, it shows that *everyday* only explains the verb *looked forward*. Furthermore, the sentence will mean *I was really excited and everyday looked forward for it*.

From the context, it can be seen that the proper meaning is shown in diagram a, in which word *everyday* modifies both *really excited and look forward*. This ambiguity can be resolved by relating an ambiguous word or sentence to its context. Also, *looked forward* here is a phrasal verb which means feeling pleased and excited about something that is going to happen. Therefore, it needs object

after phrasal verb *looked forward*. Then, the correct meaning of the sentence will be *I was really excited everyday and looked forward to doing the trip everyday*.

F. Nightmare

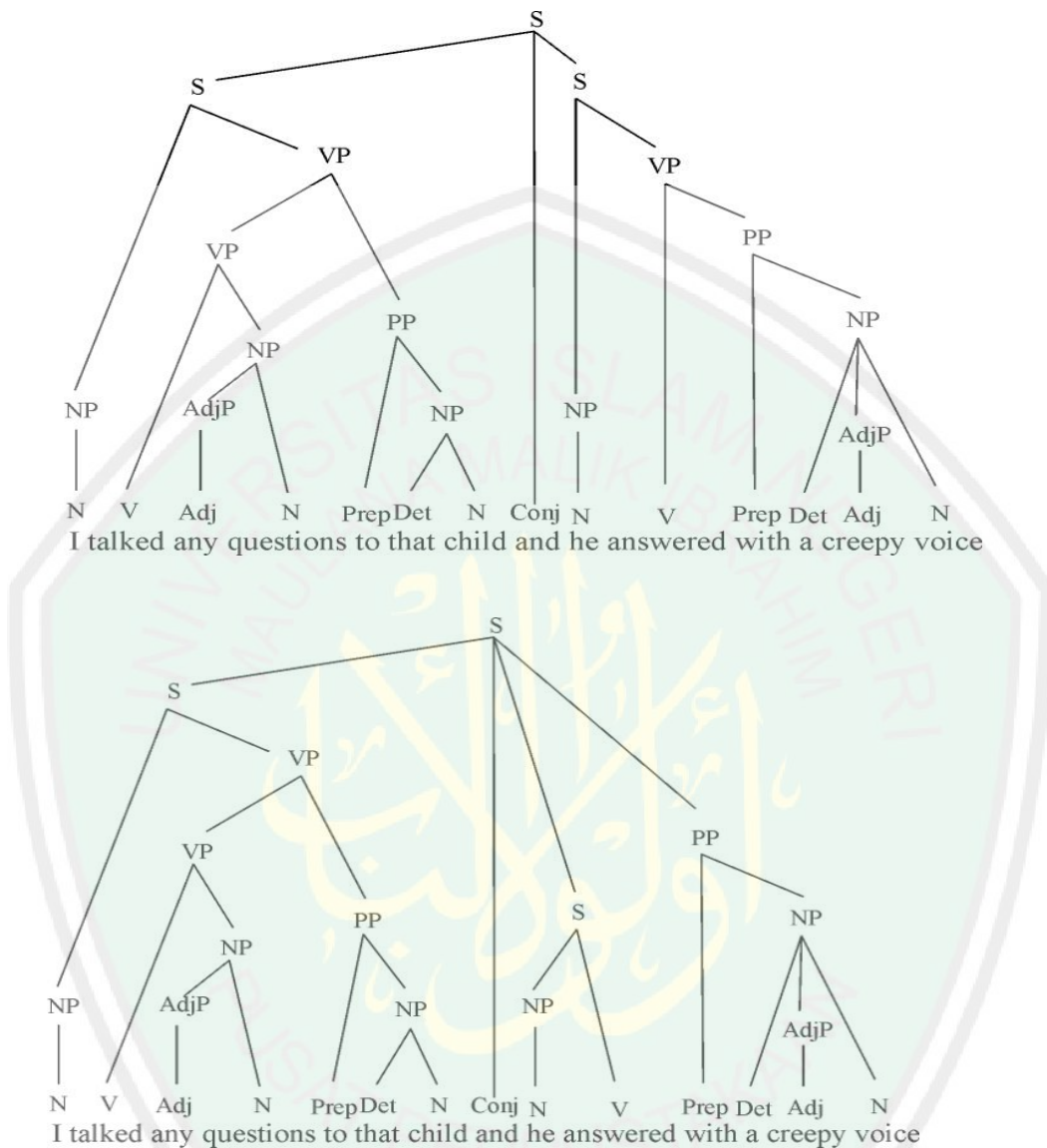
Context

...Around the child, there were two people cried and afraid to that child. A few minutes later, they ran out and I walked closer to that child. **I talked any questions to that child but he answered with a creepy voice.** My heart ticked quickly and suddenly the child laughed and dissappeared. I was a little afraid buut after that my dream ended.

Datum F-1

I talked any questions to that child and he answered with a creepy voice.

The sentence above is other example of syntactical ambiguity. The onset of ambiguity is the verb *talked* and *answered*. It allows the sentence to be equipped with any adverbs which causes the ambiguity of the subject or the predicate. Then, the area of ambiguity of this sentence is the NP *creepy voice*. It raises readers to confusion whether *creepy voice* explains subject *I* who is talking or it explains the subject *he* who is answering the questions. It makes this sentence to have two possible meanings. These following parsings will show the different meanings:



In diagram a, the NP *creepy voice* explains the subject *he* who is answering the question. It means *He answered with a creepy voice when someone asked him a question*. Meanwhile in diagram b, *creepy voice* explains both subjects *I* and *he*. The meaning will be *I talked any questions to that child with a creepy voice and he also answered with a creepy voice*. However, verb *talked* in this ambiguity should be changed into *asked* to fix the proper diction from the sentence.

Although there are two different interpretations of the sentence above, the writer's intended meaning for the resolution of ambiguity can be seen from structure a, in which the NP *creepy voice* explains the subject *he* who is answering the question. This ambiguous sentence can be resolved by relating an ambiguous word or sentence to its context. The text states that the main subject is afraid because of a creepy voice from the child. Thus, the creepy voice was only produced by the child. The meaning of this sentence will be *He answered with a creepy voice when someone asked him a question.*

G. Trip to Bali

Context

....I chose one of them, paralayang. It was my first time to try paralayang.

At the first, I felt terrible when I saw the scenery it looks very wonderful.

Datum G-1

At the first, I felt terrible when I saw the scenery because it looked very wonderful.

If it is read at a glance, it seems that there is no problem with ambiguity. However, if it is read carefully, it leads readers to confusion. In the sentence above, the onset of ambiguity is the prepositional phrase *at the first*. It causes the sentence to become ambiguous because of its presence. The area of ambiguity is the word *terrible*. It causes ambiguity whether *terrible* was a feeling for seeing the scenery which is looked very wonderful or it was a feeling of being in the

Diagram 1.1 illustrates the hierarchical structure of the sentence "At the first, I felt terrible when I saw the scenery it looks very wonderful". The diagram shows the sentence broken down into its constituent parts (S, CP, NP, VP, PP, AdjP) and the corresponding words or phrases. The structure is as follows:

- S (Sentence) branches into S (Sentence) and CP (Complementizer Phrase).
 - The first S branches into PP (Prepositional Phrase) and VP (Verb Phrase).
 - PP branches into (Adv of time) and NP (Noun Phrase).
 - (Adv of time) branches into Prep (Preposition) and Det (Determiner).
 - NP branches into Det (Determiner) and N (Noun).
 - VP branches into N (Noun) and VP (Verb Phrase).
 - N branches into V (Verb).
 - VP branches into N (Noun) and NP (Noun Phrase).
 - NP branches into N (Noun).
 - CP branches into C (Complementizer) and S (Sentence).
 - C branches into C (Complementizer).
 - S branches into NP (Noun Phrase) and VP (Verb Phrase).
 - NP branches into N (Noun).
 - VP branches into V (Verb) and NP (Noun Phrase).
 - NP branches into Det (Determiner) and N (Noun).
- The second S branches into NP (Noun Phrase) and VP (Verb Phrase).
 - NP branches into N (Noun).
 - VP branches into V (Verb) and AdjP (Adjective Phrase).
 - AdjP branches into Adv (Adverb) and Adj (Adjective).

At the first, I felt terrible when I saw the scenery it looks very wonderful

In diagram a, *I felt terrible* because *I saw the scenery which looked beautiful*. *At first time* is a complementary prepositional phrase. The meaning of the sentence will be *At first, I felt terrible when I saw the scenery which looked very wonderful*. Meanwhile, in the second diagram, it shows that *I felt terrible*

because of his/her first time there. It can be read from the previous sentence. Therefore, *at first time* in the second diagram is the main prepositional phrase. The meaning will be *At first, I felt terrible but when I saw the scenery it looked very wonderful.*

Although there are two different interpretations of the sentence above, the writer's intended meaning for the resolution of ambiguity can be seen from the structure b which *At first* as the main prepositional phrase in that sentence, because of *its presence makes I felt terrible*. This ambiguous sentence can be resolved by relating an ambiguous word or sentence to its context and also adding *but* before *when* that makes the meaning clearer. The writer writes *It was my first time to try paralayang* in the previous sentence. It signifies that it is a tense moment for him/ her. The meaning of this sentence will be *At first, I felt terrible but when I saw the scenery it looked very wonderful.*

H. Trip to Pacitan

Context

In the afternoon, we went to Klayar Beach. It is not far from the house. **We enjoyed and saw the beautiful view in the beach.** Klayar has a big wave, so the guests could not swim there.

Datum H-1

We enjoyed and saw the beautiful view in the beach.

Generally, the sentence above contains syntactical ambiguity because it can be interpreted into more than one meanings. The onset of ambiguity is the word *enjoyed* and *saw* because it needs an appropriate object to complete the sentence. Then, the area of ambiguity is the NP *the beautiful view*, whether it means *in the beach*, *we enjoyed and saw the beautiful view*. Therefore it means *we went to the beach to enjoy and see the beautiful view* or *we enjoyed and saw the beautiful view in the beach* which means we were enjoying the beautiful view in the beach. It did not need to go to the beach, we could enjoy the scenery of the beach. The following parsings will show the different meanings:

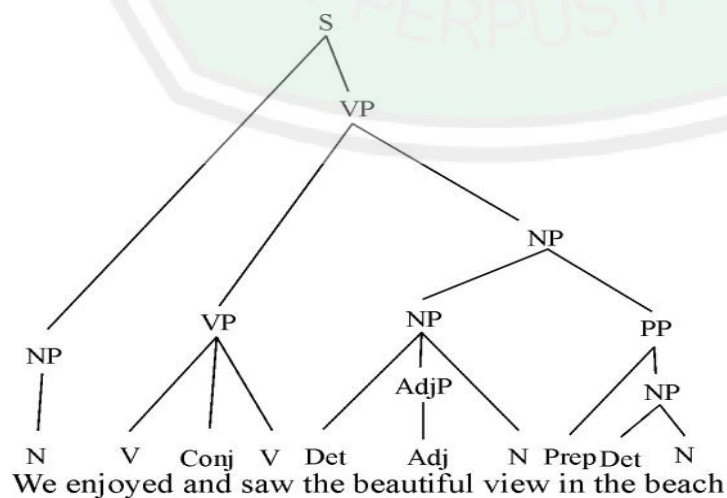
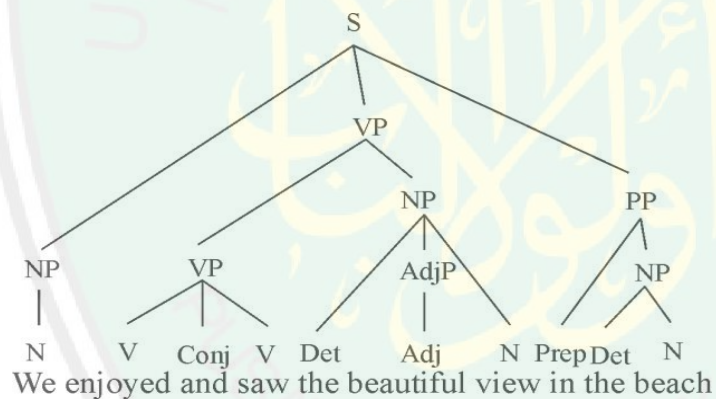


Diagram a shows that *in the beach* is the prepositional phrase of the whole sentence. It means, *We were going to the beach for enjoying and seeing the beautiful view there*. While diagram b shows that *in the beach* is only the prepositional phrase of the beautiful view. Subject *we* should not go to the beach for enjoying the view of the beach. *We* could enjoy and saw the beach from picture, television, internet, etc. It means, *We only enjoyed and saw the beautiful view of the beach*.

Although there are two different interpretations of the sentence above, the writer's intended meaning for the resolution of ambiguity can be seen from structure a, which means *going to the beach for enjoying the beautiful view*. This ambiguous sentence can be resolved by relating an ambiguous word or sentence to its context and moving the PP *In the beach* in front of the sentence, then add comma after it. In the previous sentence, the writer also writes that *we went to Klayar beach*. It proves that we went to the beach for enjoying the beautiful view. Therefore, the meaning will be *In the beach, we enjoyed and saw the beautiful view*.

3.2. Discussions

This part of chapter discusses the whole result of data analysis. There are 12 sentences which were syntactic ambiguous, taken from 8 texts of different students. Those text were analyzed using theory of Gorrell's (1995) which answered two research questions: What are the types of syntactic ambiguity (onset

of ambiguity, ambiguous region and resolution of ambiguity) and how parsing takes role for that ambiguity.

3.2.1. Types of syntactic ambiguity

As Gorrell (1995) defines, onset of ambiguity is an emergence of ambiguity in a sentence, ambiguous region is the area of ambiguity in a sentence, and resolution of ambiguity is the resolution of ambiguity in a sentence which can be found by relating the ambiguous word, phrase, or sentence to its context. Therefore, each sentence which is categorized as syntactical ambiguity consists of all types of ambiguity. For instance, the students who compose the data. Students tend to compose short and simple sentences that are easy to understand. However, they do not realize that their sentences contain grammatical mistakes and ambiguities. Based on the theory, the findings show that each data which is categorized as syntactical ambiguity consists of all three types of ambiguity. As example in datum A-1, the sentence *along the road, we saw many vehicles, unique houses, prominent buildings, and some other tourist with glasses* is ambiguous. The onset of ambiguity is the verb *saw* which causes an ambiguity to occur in the sentence. The region of ambiguity is the word *glasses* which confuses readers between *glasses* that modify *we* and *glasses* that modify *tourist*. Then, the resolution of ambiguity is by changing the word *with* by *who wore*. This kind of sentence has more than one meanings. First, it means *along the road, we wore glasses to see many vehicles, unique houses, prominent buildings, and some other tourist* and second, it means *along the road, we saw many vehicles, unique*

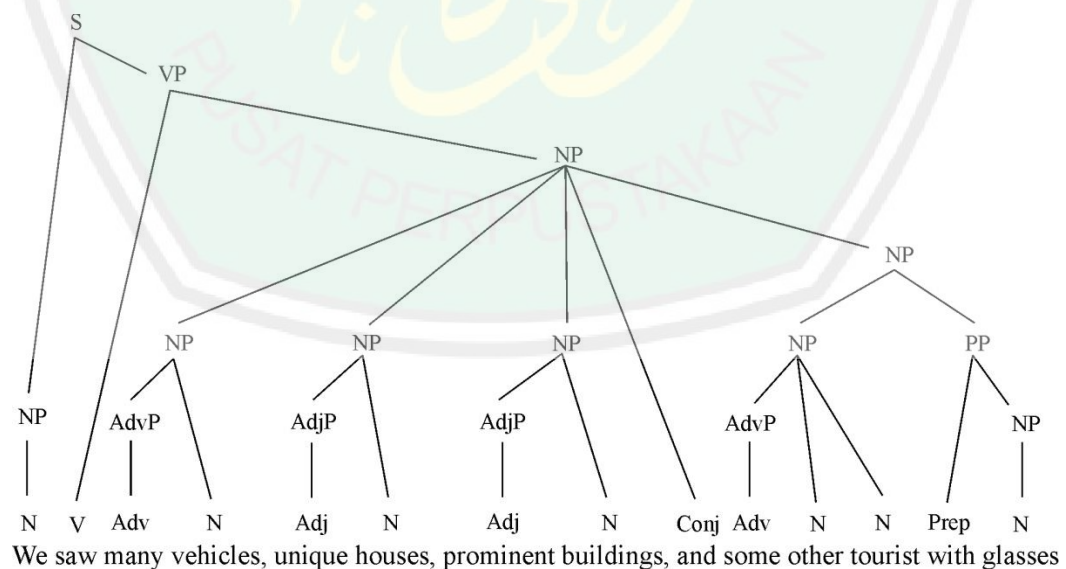
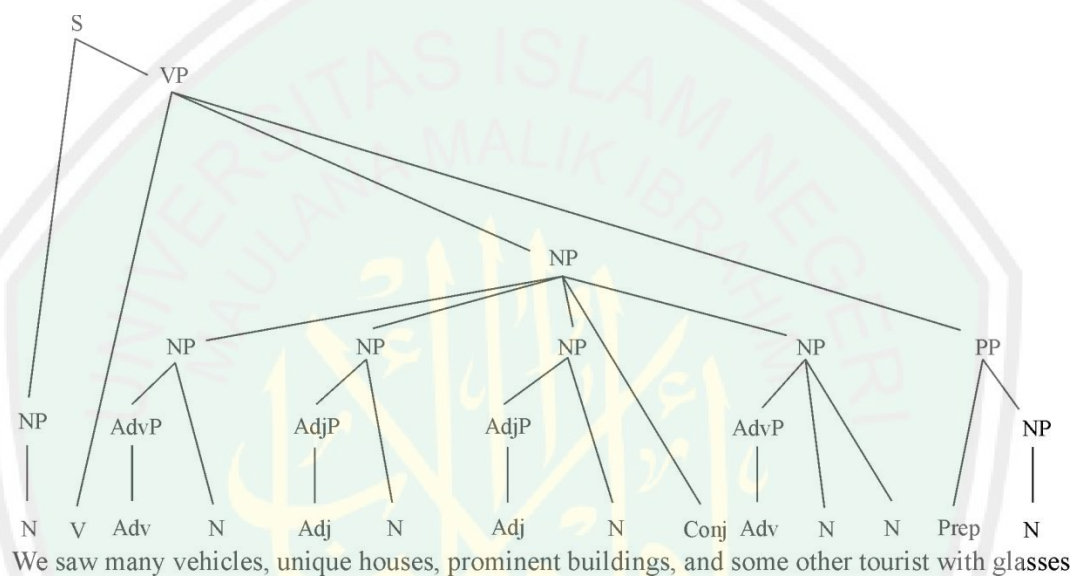
houses, prominent buildings, and some other tourist who wore glasses. As well as another data that have analyzed.

The writer concludes that the onset of ambiguity in this syntactical ambiguity mostly come from the verb except in datum C-2, datum E-1 and datum G-1. In datum A-1, the onset of ambiguity is the verb *saw*, in datum B-1 it is the verb *ate*, in datum B-2 it is the verb *played*, in datum C-1 it is the verb *cause*, in datum C-2 there are the prepositions *after* and *in*, in datum C-3 it is the verb *has*, in datum D-1 it is the verb *met*, in datum D-2 it is the verb *bought*, in datum E-1 it is the pronoun *I*, in datum F-1 there are the verbs *talked* and *answered*, in datum G-1 it is the preposition phrase *at first* and in datum H-1 there are the verbs *enjoyed* and *saw*. Then, the area of ambiguity of each onset of ambiguity depends on the word that leads readers to confusion. In Datum A-1 for example, *along the road, we saw many vehicles, unique houses, prominent buildings, and some other tourists with **glasses**.* The word *glasses* confuse readers to think whether *glasses* belong to the subject *we* or the object *tourists*. Finally, the resolution of ambiguity in this analysis can be done by relating an ambiguous word or sentence to its context then adding or changing new words to give an appropriate meaning to the sentence.

3.2.2. How parsing resolves that ambiguity.

Parsing is used to describe the syntactic roles of a sentence. It differentiates the ambiguous meaning of each sentence in the form of a parsing tree. As an example, in datum A-1 to differentiate the two possible meanings that occur in the

ambiguous sentence, two different parsing tree of a sentence are drawn. The syntactical ambiguous sentence in datum A-1, *along the road, we saw many vehicles, unique houses, prominent buildings, and some other tourist with glasses* can be seen in the following parsing trees:



The trees clearly describe the roles of each word. As a consequence, the ambiguity can be resolved.

CHAPTER IV

CONCLUSION AND SUGGESTION

This chapter presents conclusion and suggestions dealing with the findings of the analysis. It concludes the findings that are discussed in the previous chapter and provides the suggestions for the readers and future researchers.

4.1. Conclusion

Based on the findings of this research, it can be concluded that the data of this research presents the types of syntactic ambiguity based on Gorrell's theory and the way parsing differentiates syntactic ambiguity on students' writing in Senior High School 9 Malang.

In this research, the researcher found that the onset of ambiguity, ambiguous region and the resolution of ambiguity which Gorrell proposed in his theory, in each syntactic ambiguity of each sentence. Then, the role of parsing is effective to differentiate the meanings of an ambiguous sentence. After that, the researcher can conclude the appropriate meaning of each sentence by understanding the context.

4.2. Suggestion

After conducting this research, the researcher would like to give some suggestions especially for English learners and future researchers. For the English learners, they may be encouraged to take the syntactic ambiguity as the subject of their study. The syntactic ambiguity is one of the interesting phenomena that is very important to conduct. It is because we often find sentences that are potentially syntactically ambiguous everyday through speech and written documents.

For other researchers who want to conduct research in the same field of syntax especially in syntactic ambiguity, may use other theories or other objects, such as speech document, drama script, article in magazine or newspaper, and any others. In addition, the next researcher also should take the data repeatedly, so that they could find many data which can be analyzed.

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APPENDICES

CLASSIFICATION OF DATA

DATA OF SYNTACTIC AMBIGUITY

No.	Datum	Syntactic Ambiguity	
		Meaning I	Meaning II
1.	Along the road, we <i>saw</i> many vehicles, unique houses, prominent buildings, and some other tourist with glasses .	Along the road, we wore glasses to see many vehicles, unique houses, prominent buildings, and some other tourists.	Along the road, we saw many vehicles, unique houses, prominent buildings, and some other tourists who wore glasses
2.	We <i>ate</i> delicious sate daging with rawon.	We ate delicious sate daging and unknown the rawon's taste.	We ate delicious sate daging with delicious rawon.
3.	I <i>played</i> with my cousin in my uncle's house .	In my uncle's house, I played with my cousin	I played with my cousin who lives in my uncle's house
4.	It was kinda fun <i>cause</i> I skipped school for three days for this vacation.	It was kinda fun caused I skipped school for three days in this vacation	It was kinda fun caused of this vacation
5.	<i>After</i> having a quick dip <i>in</i> the ocean which was really cold and windy , we relized that there were not many people there.	After having a quick dip in the ocean which water was really cold and windy	After having a quick dip in the ocean, she felt cold and windy
6.	It <i>has</i> famous branded things and of course local brands too.	It has famous branded things and also the ordinary local brands	It has famous branded things and famous local brands too
7.	We <i>met</i> so many others tourist there	We met so many others family and tourist there	We met so many other tourists there
8.	I <i>bought</i> some Bali T-shirts and souvenir	I bought some Bali T-shirt and some souvenirs	I bought some Bali T-shirts and a souvenir

9.	<i>I</i> was really excited and looked forward everyday .	I was really excited everyday and looked forward to doing the trip everyday	I was really excited and everyday looked forward for doing the trip.
10.	<i>I talked</i> any questions to that child and he <i>answered</i> with a creepy voice	He answered with a creepy voice when someone asked him a question	I talked any questions to that child with a creepy voice and he answered also with a creepy voice
11.	<i>At the first, I felt terrible</i> when I saw the scenery because it looked very wonderful.	At first, I felt terrible when I saw the scenery which looked very wonderful	At first, I felt terrible but when I saw the scenery it looked very wonderful
12.	<i>We enjoyed</i> and <i>saw</i> the beautiful view in the beach .	We were going to the beach for enjoying and seeing the beautiful view there	We only enjoyed and saw the beautiful view of the beach (picture, painting, and scenery)

-Kiara Namira Rusli

- X B2

-17

Vacation to Bali

On November 2016, my family and my friend's family decided to go on a short holiday at Bali. It was kinda fun cause I skipped school for 3 days for this vacation. We went to Karma beach first. We ^{surprised} to see the beautiful view of the beach. After having a quick dip in the ocean, which was really cold and windy, we realized that there were not many people there.

After spending few times swimming in the beach, we brought some foods at the supermarket and we drove down to our hotel. We stayed at Cisi villas which ~~was~~ ^{was} kinda near with the beach. We did the check in and then we put our luggages in the room. After that we all got hungry so easily. So we went for a dinner in a french restaurant. Moving on the next day, we only spent our day at Beachwalk Bali for the one who does not know what Beachwalk is. Beachwalk is one of the most popular mall in Bali which is located in front of Kuta Beach. It has famous branded things and of course local brands too.

At the last day, we went for a breakfast only, then we moved on to the airport. Our flight was at 10.00 in the morning. We arrived at Malang around 11.

We enjoyed our escape.

Donna Zunna A.
X B2-13

Holiday to Mojokerto

Last holiday, I went to Mojokerto with my family. At seven o'clock, we prepared many things such as clothes, snacks and others. Then, my family and I went to Mojokerto by car. We arrived at Mojokerto at 9 A.M. After that, I and my family had a breakfast, We ate delicious sate daging with rawon. We also drank ice tea. After several minutes, we went to my uncle's house.

I played with my cousin in my uncle's house. He has two hamster, their name were Mochi and Michi. Mochi was male and Michi was female. We had so much fun there. In the tomorrow morning, my uncle invited me to go to the river. He also taught me how to catch a fish. The river was so clean. It had so many fishes. After that, we went to home and cleaned our body.

I had so much fun in Mojokerto. I hope I can visit my uncle's house again.

Celinda Nabila
X MIPA 1
08

Trip to Borobudur Temple

Three years ago, I and my classmate visited Borobudur temple. We went to Borobudur Temple by bus. We left our school at 9 o'clock. It took us 20 hours to arrive there. I arrived three nine o'clock in the next day. Along the road, we saw many vehicles, unique houses, prominent buildings, and some other tourists with glasses.

After we arrived at the borobudur temple, we went up to the top of the temple. Borobudur temple was built in Budur Village, Magelang, Central Java by Syeilendra Dynasti. Borobudur temple ~~is~~ the biggest temple in the world. It has 504 statues and 1400 reliefs. I and my friends went around the temple together. Finally, after having some visits, we should go to the hotel to stay and continue our study tour in the next day.

We felt tired that day but we felt so happy to visit Borobudur temple which is well-known as one of the greatest legacies Indonesia has ever had. I hope the temple can be loved by all of the visitors and the government.

Nama: Nadya Aulia R.M

Kelas: X.B-2 /22

My Holiday in Bali

Last Holiday, me and my family went to Bali. We were there for three days, I had many impressive experiences during the vacation.

First day, we visited Sanur Beach in the morning. We saw the beautiful sunrise together. It was a great scenery. Then, we checked in to the hotel. After prepared our selves, we went to Tanah Lot. We met so many others tourist there. They were not only domestic but also Foreign tourist.

Second day, we enjoyed the day on Tanjung Benoa beach. We played so many water sports such as banana boat, jet ski, speedboat etc. We also went to Pengu Island to see many unique animals. There were turtles, snakes, and sea birds. We were very happy. In the afternoon, we went to Kuta Beach to see the amazing sunset and enjoyed the beautiful wave.

The last day, we spent our time in Sangah. We could enjoy the green and shady forest. There were so many monkeys. They were so tame but sometimes they could be naughty. We could make a close interaction with them. After that, we went to Sukowati market for shopping. That was my lovely time.

✓ I bought some Bali T-shirt and souvenirs

In the evening, we had to check out from the hotel. We went back home bringing so many amazing memories of Bali

Trip to Blitar

On April 11th, I and my classmates visited Blitar. For the first time, we went another city. We used train as our transportation. I was really excited and looked forward every day. Although, before that day was came, many problems disturbed us, such as, some of ^{us} we could not join because their parents did not give permission, those tickets were sold out, and being confuse about destination place, but, we could pass so quickly, so we could enjoy that trip with full of thrills.

On the train, we talked something funny until we laughed together and that train being crowded because of us.

When we arrived there, we walked out the rail station. ^{while walking} Immediately, Outside the station, apparently many drivers offered their transportation to us, but we just refused smoothly because at that time, we should walked to Dea's house to took a rest and ready to next place. Dea's house is very large and empty because her family moved to Batu City. In there, some of ^{us} cleaned their face and even their body. But not least, just sat on the terrace and took a photo then uploaded on social media.

To the next place, we used Elf minibus as our transportation. First, we went to Penataran Temple. There, we spent approximately an hour to walked around and sometimes Dea told us about history of Penataran Temple and all of bone in there.

And next the other plan, Bung Karno's tomb. Still used elf minibus approximately 15 minutes from Penataran temple, we had arrived. I bought flowers to Bung Karno's tomb and entered immediately. After that we walked around in Bung Karno's museum and I was really happy because I could see details of Bung Karno's story life. Because the time showed at 03:00 PM, so we continued to mosque. For information, that mosque was inside in Bung Karno's tomb area. After that, we sprinkled flower on his tomb and don't forget to pray.

Then, we continued to the market. In that market, we could find many accessories as souvenirs, like guitar, bag, sling bag, clothes, etc. And in there, I bought glasses, because that glasses ^{were} very cute.

And finally we should comeback to Dea's house to ready back to Batu. I could say, this is unforgettable experience that I ~~have~~ ever had.

Nightmare

On Wednesday 18th of January, I had a nightmare. In my dream, I was in front of a big villa. I got inside and I saw a hall with a big lamp. I continued my observed and I found a hall way with many doors. It was a dark and I could not see clearly. I took any steps and suddenly I got someone's memory. I did not know whose memory was that. I walked through of that memory and saw a child. Around the child, there were two people cried and afraid to that child. A few minutes later, they ran out and I walked closer to that child. I talked any questions to that child but he answered with a creepy voice. My heart ticked quickly and suddenly the child laughed and dissappeared. I was a little afraid but after that my dream ended.

Sausan Nur Alya
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Trip To Bali

last year, my family and I went to Bali by plane. It was a beautiful day. I ~~think~~^{thought}. At 5:30 am, I was preparing all my stuffs. After that I took a bath. My other family was doing the same thing like me. After we were ready for our stuffs, we went to airport. The flight would depart at 08 am. So, we were going to check in at 7:15 am. After we checked in, we went to the plane. We arrived at Bali around 10 am. I felt really happy because I wanted to know all of the sides of Bali. We felt tired, so we decided to go to hotel first.

At the next day, we were going to Tanjung Benoa. We went there by car. It spent time around an hour to get there. There were some facilities that can we tried, such as Paralayang - feeding fishes, and play with the dolphins. I chose one of them, paralayang. It was my first time to try Paralayan. At the first, I felt terrible when I saw the scenery it looks very wonderful.

We spent time in Bali around 5 days. Then, we went home. We did not forget to buy some gifts for our family in Malang.

Trip to Pacitan

Last month, I went to Pacitan with my neighbors. We went to Pacitan to visit my neighbor's relative house. We went to Pacitan at 09.00 pm. We went to Pacitan passed Trenggalek. Actually, we would ^{pass} through Ponorogo but in Ponorogo had been a Landslide, so we could not ^{pass} through Ponorogo.

At 05.00 am, we arrived at the mosque in the central of Pacitan city. In there we had time to pray and take a rest for a while. At 06.00 am we left from the mosque to go to my neighbor's relative house in Donorojo, Pacitan.

We arrived at the house at 09.00 am. ^{however} ~~before~~ we arrived at the house ^{by passing} ~~we had passed~~ the wrong way, ^{it} ~~so~~ that, ^{us} ~~make~~ ~~we~~ come too late. The house ^{was} ~~is~~ in the sawahan village. This village ^{was} ~~is~~ so isolated in the south west of Pacitan.

^{which} In there we took a rest for a while. In the afternoon, we went to Klayar beach. ~~It~~ is not far from the house. In Klayar, we enjoyed and saw the beautiful view in the beach. Klayar has a big wave, so the guest could not swim there.

After we enjoyed the beach, we went back to the house and we stayed there for a night. In the next morning we went back to Malang, on the way we visited taman beach before we went back to Malang.

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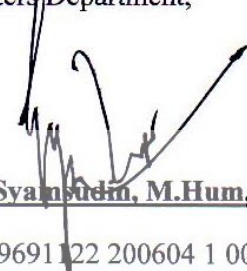
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No	Date	Material	Signature
1.	Monday, 3 rd April 2017	Change of title	<i>Mira</i>
2.	Thursday, 6 th January 2017	Discussion of research questions and grammatical error	<i>Mira</i>
3.	Friday, 7 th February 2017	ACC thesis proposal	<i>Mira</i>
4.	Monday, 10 th April 2017	Revision of chapter I	<i>Mira</i>
5.	Friday, 21 th April 2017	Revision of chapter I	<i>Mira</i>
6.	Thursday, 4 th May 2017	Revision of chapter II	<i>Mira</i>
7.	Friday, 12 th May 2017	Revision of chapter II	<i>Mira</i>
8.	Friday, 26 th May 2017	Revision of chapter II	<i>Mira</i>
9.	Wednesday, 31 st May 2017	Chapter II fixed	<i>Mira</i>
10.	Thursday, 8 th June 2017	Revision of chapter III	<i>Mira</i>
11.	Saturday, 17 th June 2017	Revision of chapter III & IV	<i>Mira</i>
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14.	Wednesday, 5 th July 2017	Final revision	<i>Mira</i>
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