SYNTACTIC DISAMBIGUATION ON STUDENTS' TRANSLANGUAGING TEXTS

THESIS

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FACULTY OF HUMANITIES

UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG

2020

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THESIS

Presented to

Maulana Malik Ibrahim State Islamic University Malang in Partial Fulfillment of
The Requirement for The Degree of *Sarjana Sastra* (S.S)

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2020

STATEMENT OF ACADEMIC INTEGRITY

I state that this thesis is to fulfill the requirement for the degree of *Sarjana Sastra* *(*S.S). This thesis entitled **"Syntactic Disambiguation on Students' Translanguaging Texts"** is my original work. I do not include any materials which are previously written or published by other people, except those ones who are cited as references and writen in bibiliography. Hereby, I am the only person who is responsible for that.

Malang, June 19, 2020

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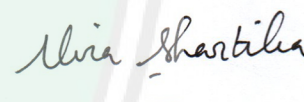NIP. 198208112011011008

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MOTTO

Do the best and pray. God will take care of the rest

DEDICATION

This research is especially dedicated to my adoring mother, Siti Muafah and my

adoring father, M. Saiful. This research is also dedicated to my beloved brother,

M. Fariz Wahyudi, and my beloved sisters, Bunga Suci Madinah and Nur Jannah

ACKNOWLEDGMENT

Bismillahirrahmanirrahim…

All the praise and gratitude are to Allah, The Lord of the universe. His mercies and blessing always closely shadow over me so that I can finish writing my thesis. God's mercy and blessing may always be poured down upon Prophet Muhammad, the noblest human being and the greatest teacher of all people in the world.

This thesis would never be completed without some valuable contributions and supports from many people. Therefore, my deepest gratitude is expressed to them. First thing first, I thank my adoring parents for the care, prayer, love, and all things had given to me.

My sincere gratitude is also sent to my honorable advisor, Mrs. Mira Shartika, M.A for her valuable guidance, suggestions, advices, and attention. Furthermore, I would like to extend my sincere thanks for several people. First is for the Dean of Faculty of Humanities of UIN Malang, Mrs. Syafiyah, M.A, for the opportunities given to me so that I could take all courses under her management. Second is for the Head of Department of English Literature of UIN Malang, Rina Sari M.Pd, and all lecturers, for every valuable knowledge, opportunity, and experience. Third is for Mega Sylvi Qotrunnado who kindly guided me based on her experience doing her study on the similiar topic. Fourth is for my best friends Nanda, Ervan and Delativa's Family who supported me to

finish my thesis. Thanks a million. The last is for all my friends from class of 2016 in the Department of English Literature.

Hereby, this thesis would be an imperfect work without the constructive critiques and suggestions from all readers. It is expected that this would give valuable contribution for the development of English syntax and especially for the next researchers who are interested in conducting similar research.

Alhamdulillahirobbil 'Alamin…

Malang, June 19, 2020

Author

Khoirotun Nisa

ABSTRACT

Nisa, Khoirotun. 2020**. "Syntactic Disambiguation on Students' Translanguaging Texts".** Minor Thesis *(Skripsi)*. Department of English Litterature, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang

Advisor   :   Mira Shartika, MA

Keywords   :   Syntactic Disambiguation, Syntactic ambiguity, Tree diagram, Translanguaging.

This study aimed to investigate the syntactic disambiguition on students translanguaging texts, which covers the types of syntactic ambiguity and the way to disambiguate these ambiguous syntactic sentences. In this study, the translanguaging text was being a source of data in which the students asked to write an Engish text in the topic of Unforgettable experience, then when the students did not know specific English vocabulary, they might mixed with another languages such as local, national, or other foreign languages.

This study employed descriptive qualitative method in which the data were analyzed using Hirst's theory of syntactic disambiguation (1992). The data were taken from first year students' texts in the form of writing in Senior High School 1 Malang at language major. The researcher used the theory based on two aspects: including the analysis of the types of syntactic ambiguity and the way to disambiguate the ambiguous syntactic sentences by tree diagram. To classify the types of syntactic ambiguity such as attachment ambiguity, gap finding and filling, and analytical ambiguity, the researcher determined the area of ambiguity on the sentence. Meanwhile, to disambiguate the ambiguous sentence, the researcher used tree diagram or parse tree which needed the supporting meaning based on the context or world knowledge.

The results of this study revealed that there were three types of syntactic ambiguity found, including attachments, gap finding and fiilling, and analytical ambiguity. To disambiguate the ambiguous syntactic sentence, two models of tree diagrams were used. Finally, one tree diagram that had the best explanation of the ambiguous sentence was chosen.

To sum up, the students repeatedly produced ambiguous syntactic sentence in their writing texts because when the students practiced translanguaging in their composition, their main and foremost purpose was the goal of communication. Through the results of this study, it is suggested for next researcher, they might choose the similiar data source, but study in different topic such as lexical disambiguation or focus on syntactic structure. The purpose of them is to contribute the novelty about translanguaging if examine by different perspectives.

ABSTRAK

Nisa, Khoirotun. 2020**. Syntactic Disambiguation On Students' Translanguaging Texts.** Minor Thesis *(Skripsi)*. Department of English Litterature, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang

Pembimbing   : Mira Shartika, MA

Kata kunci   : Disambiguaisi Sintaksis, Ambiguitas Sintaksis, Diagram Sintaksis, Translanguaging.

Kajian ini bertujuan untuk menginvestigasi disambiguasi sintaksis pada teks translinguasi siswa yang mana meliputi tipe tipe ambiguitas sintaksis dan cara mendisambiguasinya. Dalam hal ini, teks translinguasi siswa menjadi sumber data, dimana siswa diminta untuk menulis sebuah teks dalam Bahasa Inggris dengan topik pengalaman yang tidak terlupakan, kemudian ketika siswa tidak mengetahui spesifik kosa kata dalam Bahasa Inggris, maka mereka boleh mencampurkan dengan bahasa lain seperti lokal, nasional, atau bahasa asing lainnya.

Kajian ini didesain dengan menggunakan metode kualitatif dimana data dianalisis menggunakan teori Hirst (1992) tentang disambiguasi sintaksis. Data yang diambil berdasarkan tulisan siswa tahun pertama Sekolah Menengah Atas Negeri 1 Malang di Jurusan Bahasa. Peneliti menggunakan dua konsep yaitu menemukan tipe ambiguitas sintaksis dan cara mendisambiguasi dengan menggunakan diagram pohon. Untuk mengklasifikasi tipe ambiguitas sintaksis, seperti *attachment ambiguity, gap finding and filling, and analytical ambiguity*. peneliti menentukan area ambiguitas dalam sebuah kalimat. Sementara itu, untuk mendisambiguasi kalimat tersebut, peneliti menggunakan diagram pohon sintaksis yang mana membutuhkan bantuan makna kalimat berdasarkan konteks dan pengetahuan umum.

Dalam kajian ini, ditemukan tiga tipe ambiguitas sintaksis, yaitu *attachment, gap finding and fiilling, and analytical ambiguity*. Untuk mendisambiguasi kalimat yang ditemukan, peneliti menampilkan dua model tree diagram beserta interpretasi yang berbeda. Akhirnya, dipilih satu diagram pohon yang memiliki penjelasan terbaik berdasarkan konteks.

Dapat disimpulkan, jika siswa beberapa kali memproduksi kalimat yang mengandung ambiguitas sintaksis dalam tulisannya dikarenakan ketika siswa melakukan praktek translanguaging, tujuan utamanya yaitu mempermudah pemahaman dalam berkomunikasi. Berdasarkan temuan dalam kajian ini, penelitian selanjutnya disarankan untuk memilih sumber data yang mirip dan mengkajinya dalam topik yang berbeda. Tujuan dalam hal ini yaitu untuk berkontribusi menemukan sesuatu yang baru dalam lingkup translanguaging yang kemudian dikaji dalam perspektif yang berbeda.

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الملخَّص

2020 نساء،خيرة "Syntactic Disambiguation on Students' Translanguaging Texts"، بحث علمي. قسم الأدب الإنجليزي، كلية العلوم الإنسانية، جامعة الحكومة مولانا مالك إبراهيم الإسلامية مالنج.

المشرفة: ميرا سرتيكا،الماجيستير

الكلمة الرئيسية: توضيح الغموض النحوي، غموض نحوي، مخطط بناء الجملة.

تهدف هذه الدراسة إلى التحقق من توضيح الغموض النحوي في نصوص ترجمة الطلاب التي تتضمن أنواع الغموض النحوي وكيفية توضيحها. في هذه الحالة، تصبح نصوص ترجمة الطالب مصدراً للبيانات، حيث يُطلب من الطلاب كتابة النص باللغة الإنجليزية مع موضوع تجربة غير منسي، وبالتالي عندما لا يعرف الطلاب المفردات المعينة باللغة الإنجليزية، يمكن لهم مزاجها مع لغات الأخرى مثل اللغة المحلية، واللغة الطنية، أو غير ذلك من اللغات الأجنبية.

استعملت هذه الدراسة منهج التحليلي حيث تمّ تحليل البيانات باستخدام نظرية هيرست (1992) في توضيح الغموض النحوي. والبيانات مأخوذة من كتابة الطلاب بالمدرسة الثانوية الحكومة 1 مالنج في قسم اللغة. استخدمت الباحثة في هذا البحث طريقتين : إيجاد نوع الغموض النحوي وكيفية توضيحه باستخدام المخططات الشجرية. ولتصنيف الغموض النحوي كغموض التعلق، إيجاد الفجوة وسدها، وتحليل الغموض، حددت الباحثة منطقة الغموض في الجملة. أما لتوضيح تلك الغموض، استخدمت الباحثة المخططات الشجرية للغموض، التي تحتاج إلى وجود معنى الكلمة من جهة السياق و المعرفة العامة.

ومن هذه الدراسة وُجدت ثلاثة أنواع من الغموض النحوي، وهي: *غموض التعلق، إيجاد الفجوة وسدها، وتحليل الغموض،* ثم لتوضيح غموض الكلمة الموجودة أظهرت الباحثة نوعين من المخطط الشجرية مع التفسيرات المختلفة. فتُختار المخططة الشجرية التي تتضمن أحسن التوضيح من جهة السياق.

فالنتيجة، لو أنتج الطالب كثيرا من الكلمات التي تتضمن على الغموض النحوية في كتابته، فالسبب هو أنّه حينما ترجم نصوصه إلى اللغة الإنجليزية لغرض تسهيل الفهم في المكالمة. فبناء على النتائج الواردة من هذه الدراسة، اقترحت الباحثة أن يكون البحث التالي يختار مصدرا للبيانات المشبهة ومراجعتها في مواضع مختلفة. والغرض هنا المساهمة في إيجاد شيء جديد في نطاق الترجمة اللغوية ثم تراجع في النظريات المختلفة.

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CHAPTER I
INTRODUCTION

This chapter covers the background of the study, research questions, and objectives of the study related to the topic of syntactic disambiguation on student's translanguaging texts. Furthermore, this chapter also discusses scope and limitation, significances of the study, and definitions of key terms, as well as previous studies and research methods, which extend to research design, data source, research instrument, data collection, data analysis, and data triangulation.

A.   Background of the Study

The present study aimed to investigate the syntactic ambiguity on students' translanguaging texts in the form of writing and the way to disambiguate the sentences in the text using tree diagram. The main purpose of the present study was to disambiguate the syntactic ambiguity, commonly known as syntactic disambiguation. Syntactic disambiguation is different from syntactic ambiguity. Syntactic ambiguity worked on types of syntactic ambiguity, which was classified into phrases and sentences (Radford, 1997), while syntactic disambiguation covered the syntactic ambiguity which worked on types of syntactic ambiguity and the way to disambiguate the ambiguous syntactic sentence (Hirst, 1992). The syntactic ambiguity could be disambiguated by providing different tree diagram (O'Grady et al., 1997). The syntactic ambiguity works merely with the syntactic

approach, while syntactic disambiguation works with a syntactic approach and it needs semantic help or world knowledge.

Syntactic disambiguation is sentences that has more than one parse, and usually, there is a unique parse for sentence after semantic and context of discourse be considered (Hirst, 1992). In this present study, the researcher examined the types of syntactic ambiguity using Hirst's theory and disambiguated using the tree diagram. The researcher took the data from students' translanguaging texts in the form of writing. The researcher asked students to write a text in English, but when they did not know about specific English vocabulary, they might mixed other languages (local, national, and foreign languages). The researcher used translanguaging as a source of data because the phenomenon of translanguaging have been recently practiced in this era, especially in education (Garcia and Li, 2014).

The translanguaging phenomenon have been recently practiced in the world of education. It happened because multilingualism has become a global phenomenon (Rasman, 2018). This more globalized world is shaped by a population of different societies whose language identities and practices may not be identified and categorized (Blommaert & Rampton 2011). As a result, the basic concepts in applied translanguaging in linguistics such as language, learning, native, bilingual, and code-switching speakers have mushroomed since the last few years (Firth & Wagner, 1997).

In the world of education, some of the teachers and students have practiced translanguaging, especially in foreign language subjects, because it was considered in building students' understanding of receiving the material. Canagarajah (2011) defined translanguaging as the ability of multilingual speakers to transfer between languages, treat a variety of languages, which makes their discussion an integrated system. Translanguaging involves code-switching and translation (García, 2009). The practice of translanguaging is mostly done orally, while in writing, there were a few, as well as in research on how two or more languages interact and influence the construction of knowledge in terms of limited writing (Kiramba, 2016). Only several studies offered the analysis of multilingual text in the classroom settings (Canagarajah, 2013; García, 2014), The reason for ignoring mix languages in writing included the fact that written texts have been considered normative and have tended to have a pedagogical focus (Canagarajah, 2011).

In the practice of translanguaging which was applied on English texts, the syntactic ambiguity also could be seen from its syntactic structure (Garcia and Li, 2014). Syntactic disambiguation is when a sentence has more than one possible parse (Hirst, 1992). For example cited in Hirst, 1992, "*The landlord painted all the walls with cracks*". The interpretation is like either the walls were painted with a crack- like pattern or the cracks were being used to paint the walls. The sentence has both of prepositional phrases that attaches to the verb phrase or the sentence instead of the object noun phrase.

Based on theory from Hirst (1992), he argues that the types of syntactic ambiguity into three categories, those are attachment problems, gap finding and filling, and analytical ambiguities. The present study was conducted the types of syntactic ambiguity by applying the Hirst's theory. The reason of the researcher chose the theory, because Hirst presented the categorizations and sub categorizations about the types of syntactic, and the way to disambiguate the syntactic ambiguity using tree diagram resolution which needed semantic help or world knowledge.

Syntactic disambiguation in multilingual or translanguaging writing is an important topic that has to be considered and explored. Some reasons that trigger the statement are: firstly, in the world of education, when learning a foreign language, students will have their written ideas, but some of them are not able to fully explore what will be discussed because of the limitations of foreign language knowledge. In this case, students can immediately change the vocabulary that they do not understand with their national, local, or other foreign-languages when they are in an emergent situation (Garcia and Li, 2014) .

Secondly, when students have conveyed all their ideas, even with a combination of several languages in their English writing, sometimes the writer unknowingly makes a misunderstanding in terms of meaning and structure. Such insight regarding lots of ambiguities will sharpen the basic concepts of English syntax in our minds and make us aware of ambiguous phrases, sentences, or sayings that we might avoid it any time (Hamidi, 2009).

Moreover, why this topic was significant to be discussed as there was such possibility to find an ambiguous structure in a phrase or sentence, then the way to disambiguate the sentence in the translanguasing texts. It would automatically regulate our understanding of semantics since syntax and semantics worked together (Hirst, 1992). Therefore, syntactic disambiguation needed to be investigated properly.

In the present study, the researcher examined the practice of translanguaging in students' texts in the form of writing that have syntactic ambiguity. Then, the researcher disambiguated them using tree diagram which needed semantic help related to the literal meaning. The subjects of the present study were the first-year students in Senior High School 1 Malang at language program. The first-year students of language program were claimed to have good English skills because they had two English subjects namely compulsory English and English specialization which more concentrated.

The students of SMAN 1 Malang also have learned other languages, so when in an emergent situation and they did not know a spesific English vocabulary, it was possible for them to mix with other languages. In short, when it was applied in English writing was applied to senior high school students, it was possible when the student poduced ambiguity by mixing local, national or other foreign languages which they understand in an emergent situation.

The reason for the researcher choosing the subjects in SMAN 1 Malang was due to the school's best level of foreign language skills. There was an interest

for foreign language class offered by this school with the aim of mastering more than one foreign languages. It was been proved that the school has been granted the tittle as the best foreign language school, especially in Malang City. The students of SMAN 1 Malang have gotten a numerous awards in foreign language competitions. Therefore, the researcher was interested in examining this school, by showing their ability to write in English, but in emergent situation, they might mixed the English language with another language. They might used the vocabulary from a local, national or foreign language, so the ideas that they wrote could be conveyed well.

Several researches have been conducted in the syntax area which the objects were students' texts in the form of writing come from Gedion A, Johan, Jacinta (2016) and Ngangbam (2016). These studies used the same object that was the student's writing texts, in which the first language was not English. Gerdion et al, used the ESL learners' writing while Ngangban used the writing of EFL learners as the object. Furthermore, Qotrunnado (2015) and Rohamniah (2017) who conducted syntactic disambiguation in students' writings of senior high school using tree diagram resolution. Meanwhile, Grisworld (2017) who analyzed syntactic errors focusing on verb errors in bilingual and monolingual basic writers. The last, Kiramba (2016) who examined translanguaging practice in the form of writing in which become emergent for learners.

Yet, for the present study, the researcher found the differences between this study and previous ones. Firstly, the present study took the subject from students' texts in first-year students of SMAN 1 Malang at language program. Secondly,

this study examined the students' English texts in the form of writing which practices translanguaging. The students might mixed English with other languages when in an emergent situation. Thirdly, after finding the students' text of translanguaging, the researcher chose the ambiguous syntactic sentence and analyzed the types of syntactic ambiguity regarding theory from Hirst (1992). Furthermore, the researcher disambiguated the ambiguous syntactic sentence by a tree diagram. The criterias mentioned above have become the gap in this study.

B. Research Questions

The researcher formulates the questions as follows:

1. What are the types of syntactic ambiguity found in students' translanguaging texts?
2. How are the ambiguous syntactic sentences in students' translanguaging texts disambiguated by tree diagram?

C. Objectives of the Study

From the two points of the research questions above, the research objectives are:

1. To investigate the types of syntactic ambiguity found in students' translanguaging texts.

2. To investigate the way of disambiguating the ambiguous syntactic sentences in students' translanguaging texts by tree diagram.

D. Scope and Limitation

This study was categorized as syntax area which focused on syntactic disambiguation in students' translanguaging texts. This study used the subject of the first-year students at Senior High School 1 Malang who take language program. The researcher took seven texts from 17 texts to be analyzed using the theory of syntactic disambiguation proposed by Hirst (1992). These seven texts were taken by the researcher based on their English writing, which practiced translanguaging and contained the ambiguous syntactic sentences. From these texts, the researcher analyzed syntactic disambiguation on students' writings regarding two aspects: the types of syntactic ambiguity and the way to disambiguate the ambiguous syntactic sentences by tree diagram. The researcher focused on disambiguiating syntactic ambiguous sentences in order to dessect the ambiguous structure and the meaning.

Furthermore, the researcher limited this study on not analyzing another type of ambiguities proposed by Hirst (1992), which was lexical ambiguity, as well as not using other theories of the way to disambiguate the ambiguous syntactic sentences cited in Hirst (1992) such as Ford, Bresnan and Kaplan theories of closure, and Marcus Parser. The researcher also did not explain the relationship between translanguaging and syntactic ambiguity and the reason why

it happened in detail explanation because the students' translanguaging texts just be the source of data of this study.

E. Significance of the Study

In the significance of the study, the researcher provided a theoretical and practical contribution to explain why this research is significant to be conducted. The theoretical contribution in this research was to increase the readers' knowledge regarding the types of syntactic ambiguity proposed by Hirst (1992). Besides,it was aimed to improve the reader's understanding on the way to disambiguate them by using a tree diagram. It is very significant for the readers to be able applying the tree diagram in dissecting syntactic ambiguous sentences or phrases.

Meanwhile, practical contributions in this study could be used as teaching material for English language teaching, especially in syntax subject at the university level. Further, this study was predicted to provide empirical information inside the field of linguistics, especially in the study of syntactic ambiguity found in student's texts in the form of writing.

F. Definition of Key Terms

To improve our understanding of the present study, some operational definitions of the main terms need to be provided as follows:

1. Syntactic disambiguation: a situation where a sentence has more than one parse, and there is usually a unique parse for the sentence after its semantic context and world knowledge are considered.

2. Syntactic ambiguity: the ambiguity occurs whilst a sequence of words, phrases or sentences which have multiple interpretations and may be visible from the syntactic structure.

3. Tree diagram: a diagram used in generative grammar which, shows the internal hierarchical structure of sentences produced through a set of rules.

4. Translanguaging: a process in which speakers use their bilingual or multilingual (national, foreign or local languages) to communicate with other speakers.

5. Translanguaging text: the text for practicing translanguaging, for example, a student writes a text in English and mixes English with other languages because he/she has difficulties to communicate his/her ideas in English.

G. Previous Studies

The present study referred to previous studies that examined the same topic, the same area, and as well as similar objects, among the previous studies that have been done before.

The first study was found in the research conducted by Gedion A, Johan, Jacinta (2016), and Ngangban (2016). The similarities in both studies were

examining the syntactic structure and using university students as the subject of the researches. The data used are also in written data. The written data was in form of the English language, which the status of English is not their first language. Moreover, the difference was in the research of Gerdion et al (2016) which chose the object from university students in Malaysia, where English is considered as a second language. Meanwhile, the research by Ngangbam (2016) was carried out in Saudi Arabia where English is considered as a foreign language. Although there were slight differences between these two studies, it did not seem to affect the results of those studies. The results of those studies tended to be the same where syntactic errors were caused due to impaired mother tongue, lack of grammatical knowledge, lack of vocabulary knowledge, repetition, excessive lexical choices, poor sentence formation, and developmental errors.

The second previous study was found in the research conducted by Rohmaniah (2017) and Qotrunnado (2015). The studies examined the same topic and the same object of the present study. The researches used students of senior high school as the subject. The data of the researches are in the form of writing sentences. They resolved the data by showing different tree diagrams and, each tree diagram has a description of its meaning. However, both of the studies have a different point. It appeared in theory used by each author, and it allowed differences in findings. Rohmaniah (2017) used Gorrel's theory about onset ambiguity, the ambiguous region, and the resolution of ambiguity. Then, Qotrunnado (2015) uses Hirst's theory. The result showed that Rohmaniah found all components from Gorrel's theory in her analysis, while the result of

Qotrunnado showed two of three types the theory used, these are attachment and analytical ambiguity.

Moreover, Grisworld (2017) analyzed syntactic errors focusing on verb errors in bilingual and monolingual basic writers. The study investigated the grammatical control of the verb conducted by 145 monolingual English and 1.5 generation bilingual writers in narrative essays using quantitative and qualitative methods. "Generation 1.5 students are the young immigrants born outside the US, but growing up in that country during their formative years" (Benesch 2008). The result showed that Generation 1.5 students made errors that they were multilingual in some of the verb categories investigated. The relationship of this research with the present study showed that the use of a mixed-languages would allow errors in terms of the structure of the text.

Meanwhile, Kiramba (2016) investigated the translanguaging practice in the form of written data in the multilingual of a fourth-grade classroom in Kenya. This research was supported by Bakhtin's theory of heteroglossia. The results of this study indicated that people who use various languages aim to be communicative through translanguaging. However, this study was also explained that translanguaging practice in writing as a process that is full of tension in terms of the separation and the correctness of the language. Translanguaging in writing also interfered with a hierarchy of language that is not equivalent to violating standard ideologies in academics writing.

The gap of the present study through the previous studies was from the use of different data sources. Most of the previous studies that had been discussed used students' writings as the object of the study. Then, to distinguish this present study with previous studies, this present study chose selected students' writings which practices translanguaging. Furthermore, the students' writings which practice translanguaging would be examined with the types of syntactic ambiguity proposed by Hirst (1992) and the way to disambiguate the ambiguous syntactic sentence by a tree diagram.

H. Research Methods

1. Research Design

In this study, the researcher applied a qualitative research method. Bodgan and Taylor in Maleong (2011) argued that qualitative research was a research method that produced descriptive data in the form of written or spoken words of people and behaviors that could be seen. The qualitative research method consisted of three models, namely, descriptive, verification, and grounded research. In this study, the researcher used a qualitative method with the descriptive model or descriptive qualitative method.

This research was conducted using qualitative methods due to several reasons. Firstly, the researcher analyzed the types of syntactic ambiguity using Hirst's theory (1992), before examining it, the researcher took the data on students' writing that contained translanguaging by referring to Garcia and Li Wei (2014)

theory. Secondly, the students wrote their experience that used as a source of data. Thirdly, this research dealt with the syntactic ambiguity related to meaning based on the structure. These reasons reinforced the characteristics of qualitative research.

Moreover, this study used descriptive method because of several reasons. Firstly, this research was a qualitative study, and this research reported descriptively the thoughts, ideas, and opinions of the researcher. Secondly, the researcher investigated the types of syntactic ambiguity found in students' translanguaging writings by determining the area of ambiguity and disambiguating the syntactic ambiguous with tree diagrams. Thus, through a descriptive method, this study illustrated the situation that existed to the phenomenon.

The present study investigated using a syntactic approach focused on syntactic ambiguity. Meanwhile, the research subject was ambiguous syntactic sentences produced by first-year students in SMA Negeri 1 Malang at language program. It aimed to find areas of syntactic ambiguity and to determine the types of syntactic ambiguity as well as to describe the interpretation related to the tree diagram used.

2. Research Instrument

The research instrument was an instrument used by the researcher to analyze data in order to make the research process done easily, systematically, and completely (Moleong, 2006). Since this study was described, the researcher used a

human instrument. The researcher used a human instrument because the researcher spent time in the field to obtain the data. Then, the data were analyzed by using the researcher's interpretation based on the theory of syntactic disambiguation proposed by Hirst (1992) to find out the answers related to the research questions.

3. **Data and Data Source**

The data source of the present study took from the first year students' translanguaging writings in Senior High School 1 Malang. The researcher chose a language program class that consisted of 27 students, but the researcher only obtained 17 texts because the other students were not willing to be the respondents of this research. From 17 texts, it was reduced to 10 texts, in which the texts praticed translanguaging by mixing English with other languages. From these 10 texts, the researcher reduced again to seven texts, in which these seven texts contained ambigious syntactic sentence and these texts also practiced translanguaging. Then, the researcher selected the data by finding out the syntactic ambiguous sentence in students' texts that practiced translanguaging. In short, it was quite enough to examine any syntactically ambiguous sentences in students' texts of translanguaging and to answer the research questions.

4. **Data collection**

In collecting the data, the researcher made several steps. Firstly, the researcher was creating a google form and asking each students to be the respondent of the research. It was aimed to observe how they took a part in the

activity and to prove the originality of their works, especially in English writing because of their willingness. Secondly, was documenting the students' texts, reading the results of students' texts one by one, reducing the texts by looking the translanguaging practice and highlighting some ambiguous sentences by looking at the syntactic structure. Furthermore, the researcher made a list about the syntactic ambiguous sentences that had such potential to be discussed.

5. **Data Analysis**

After finding the data and making a list of syntactically ambiguous sentence, the researcher started to analyze the data. There are some stages being taken in analyzing the data. Firstly was determining the ambiguous region of the sentence to be classified into the types of syntactic ambiguity. Secondly was explaining how the context conveyed. The last was describing the way to disambiguate the ambiguous syntactic sentences by tree diagram. These stages were valuable to find out the answers of the research questions.

6. **Data Triangulation**

Data triangulation was a data validity to check the technique which utilized from other sources (Moleong, 2006). The data that have been obtained was needed for checking or comparing of the data. According to Moleong, (2006) he mentioned several ways to compare the data including: 1) comparing observational data with interviews, 2) comparing general opinions with personal opinions, 3) comparing what people argue about the research situation with what they argue all the time , 4) comparing opinions and point of views from someone's

perspective, 5) comparing the results of interviews with the contents of related documents.

In this present study, the researcher used the fourth point where compared the analysis of this study to someone who had higher ability in syntax or grammar rather than the researcher. In this case, the researcher asked one of the lecturers in UIN Malang at the English Letters Department, in which taught the grammar course as the validator. The reason of the researcher chose that lecturer was because the expertise was in a line with the topic of this study. Thus, it may helped the researcher to provide another perspective of the researcher's analysis based on the data obtained.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the discussion of theories and references dealing with the focus of the study. It involves ambiguity and syntactic ambiguity in which extends the types of syntactic ambiguity, structural disambiguation, tree diagram, and translanguaging.

A. Ambiguity

According to Kreidler (2002), ambiguity occurs in which a language construction has a literal and figurative meaning. Ambiguity is defined as words, phrases, or sentences that can convey several ways in the same situation. In accordance with Hurford and Heasley (2004), ambiguity is a word or sentence that has more than one meaning. Hence, the meaning can be expressed in more than one way. Based on the theories mentioned above, the researcher concludes whether ambiguity is a word, phrase, or sentence that has one or more interpretations in which may be caused a misunderstanding.

Yuzhannikova (2015) classifies the types of ambiguity in linguistic and extra-linguistic linguistics. Linguistic ambiguity is divided into two types, which include lexical and syntactic ambiguity. Lexical ambiguity is a word that can be interpreted in different ways but still in one construction. The lexical relationship causes ambiguity in terms of a homograph, homophone, and polysemic. These are

focused on the lexical meaning in words, phrases, or sentences. Furthermore, syntactic ambiguity is the structure of words, phrases, or sentences that have different functional roles or categories.

Moreover, extra-linguistic ambiguity may be called pragmatic ambiguity. Pragmatic ambiguity has an intention to emerge when the speaker or the intention of the writer is not perlocutionary. In pragmatic ambiguity, it provides a gap between locutionary and perlocutionary actions (Ezekulie, 2015).

Meanwhile, Hirst (1992) divides ambiguity into two types, consisting of semantic or lexical ambiguity and syntactic ambiguity. Semantic ambiguity is an ambiguity that occurs when the statement has more than one meaning. Meanwhile, the syntactic ambiguity in this point becomes the focus of this study and will be discussed in detail on the next point.

B. Syntactic Ambiguity

Syntactic ambiguity has another meaning, which is also referred to as structural ambiguity or grammatical ambiguity (Hirst, 1992). Syntactic ambiguity is needed whenever a sentence has more than one possible parse. According to Hirst (1992), syntactic ambiguity is divided into attachment ambiguity, gap finding filling, and analytical ambiguity.

Syntactic ambiguity is necessary whenever a sentence has more than one possible parse. Thus, there are many classes of the ambiguous syntactic sentence. The syntactically ambiguous sentence has an ambiguous region (Gorrel, 1995).

The ambiguous region refers to the area of ambiguity that occurs in the sentence. This ambiguous region determines the type of ambiguity of the sentence. According to Hirst (1992), there are three classes of syntactic ambiguity.

1. **Attachment Ambiguity**

The first class of structural ambiguity is that of attachment ambiguity: there being one node to which a particular syntactic constituent may legally be attached. Attachment problems are mostly problems with modifier placement. The most common example is that of a prepositional phrase that may either modify a verb or an immediately preceding noun phrase.

For example:

He hit the man with a stick.
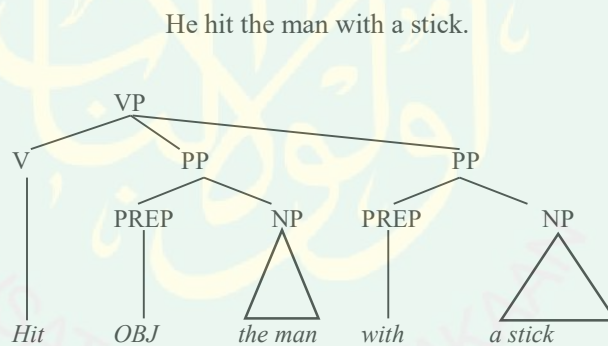
Figure 2.1 Parse of *Hit the man with a stick*

Based on the sentence, the final PP is attached to the NP, "*the man* as modifier: it is the man who has a stick, and the preposition *with* flags an attribute of the man.

There are some other occasions on which attachment ambiguities may occur based on Hirst (1992: 132-136) theory.

a) **A prepositional phrase may have more than one noun phrase available to attach it to (as well as, possibly, a verb)**:

For example:

The door near the stairs with the "Members Only" sign had tempted Nadia from the moment she first entered the club.

The noun phrase "Sign" could be on the door or the stairs

b) **Relative clauses have similar attachment ambiguities:**

For example :

The door near the stairs with the "Members Only" sign had tempted Nadia from the moment she first entered the club.

(Again, there are two possible locations for the sign.)

c) **A prepositional phrase can also be attached to an adjective phrase:**

For example:

He seemed nice to her.

Depending on the parse, this could mean he seemed to actnicely towards her (attachment to the adjective phrase), or he seemed to her to be nice (attachment to the verb phrase). These parses are shown below:
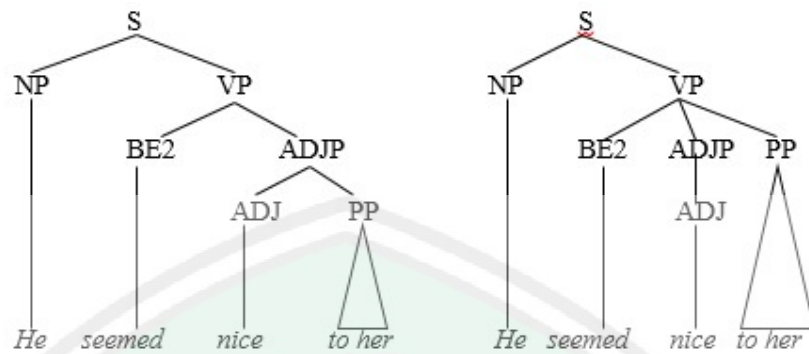
Figure 2.2 Alternative parses of *He seemed nice to her*

d) **When a sentence contains a subsentence, both may contain places for the attachment of a prepositional phrase or adverb:**

He told me that he was waiting for me yesterday.

The word *yesterday* may qualify the saying action of the matrix sentence or the taking action of the subsentence.

Another example:

Nadia knew that Ross fried the chicken with garlic.

The preferred attachment for "with garlic" is "fried", not "knew" or "chicken."

e) **An attachment ambiguity also occurs when an adverbial may modify the sentence verb or the whole sentence:**

Happily, Nadia cleaned up the mess Ross had left.

The adverb *happily* could be attached to the sentence, meaning that the event was a fortunate occurrence, or it could be attached to the VP, meaning that Nadia was quite happy to clean up the mess.

f) **Certain participles may be attached to either the surface subject of the sentence or to the sentence node itself.**

Participle used in a sentence is to modify verb phrase and noun phrase.

For example:

- Considering his situation likely to go from bad to worse, he decided to offer his resignation.
- Considering the deficiencies of his education, his career has been extraordinary.

g) **On occasions, an adverbial placed between two clauses can be attached to the verb of either:**

For example:

The lady you met now and then came to visit us.

The interpretation could be: We were visited by the lady you met now and then, or We were visited now and then by the lady you met.

The stress would disambiguate the sentences in spoken English, as may the insertion of commas in the written form. The ambiguity is restricted by permissible adverb movements.

2. **Gap-finding Ambiguity**

` Gap finding ambiguities occur when a moved constituent has to be returned to its pre-transformational starting point, and there is more than one place that it might go.

For example:

"There are the boys that the police debated about fighting."

In this sentence, there are two possible gaps in the relative clause (which is denoted by "*") that the relative pronoun (whose referent is underlined) might fill:

Those are the boys that English students debated *about fighting*.

Taking the first gap gives the meaning that the police debated with the boys on the topic of fighting. Meanwhile, the second gives the police debated (among themselves) about fighting the boys. The constituent is moved into a gap; it could be tested with wh- question. As in the example: Which boys did the police debate*about fighting*?

The corresponding parses are shown below.
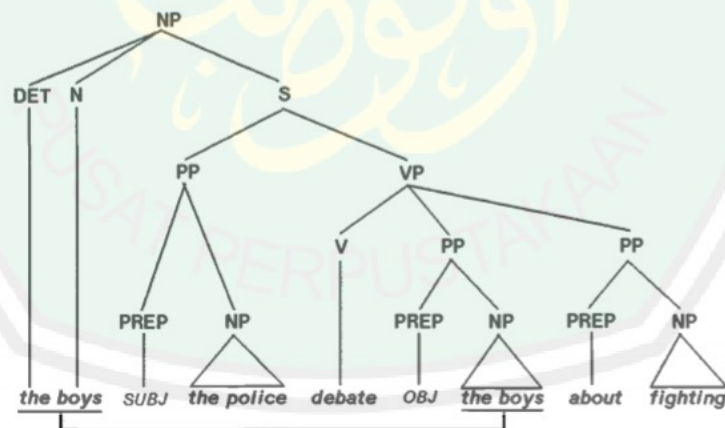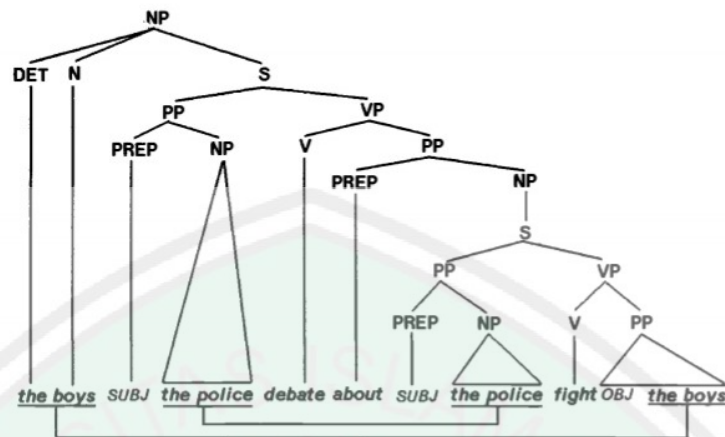
Figure 2.3 Alternative parses of *the boys the police debated about fighting*

Some of the principles that use for attachment to prepositional phrases will also function to find gaps in relatively limited clauses. The location of the gap is limited by reasonable and preferences to avoid unsatisfied prejudice, as does the PP attachment, and testing can be done in the same way, with the example Principle and the Success reference principle (Hirst, 1992).

If the distance is in the position of the subject, it will be immediately visible, and English requires that it is taken without question, for example:

- the cat that * sat on the mat

- the cat that sat* on the mat

After the verb, finding a gap becomes more complicated. Either there are noun phrases following the verbs or there are not.

3. Analytical Ambiguity

The analytical ambiguity occurs when the nature of the constituency itself is doubted, that is, when there is more than one possible analysis of it (which is included as local ambiguity). Two uncertainties can occur together, although often resolving one will resolve the other (Hirst, 1992).

There are many opportunities for analytical ambiguity as follows:

a) **Particle detection -- is a preposition functioning as a verb particle or as part of a prepositional phrase?**

For example, is (cited in Hirst,1992):

A good pharmacist dispenses with accuracy.

(i.e., The way a good pharmacist dispenses is with accuracy, or *What a good pharmacist dispenses with is accuracy.)*
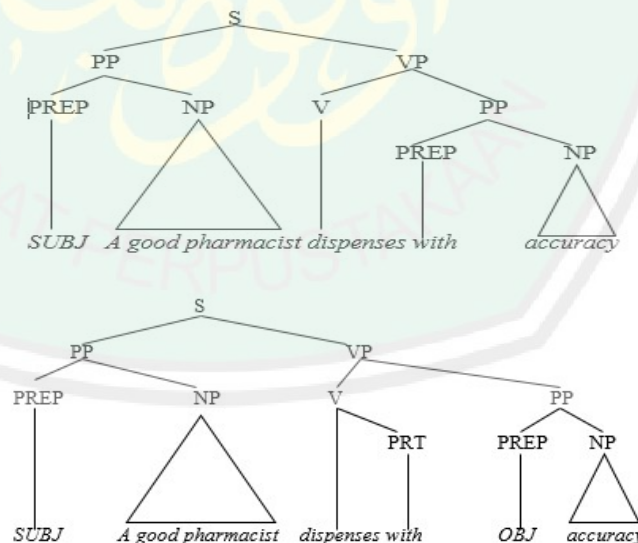
Figure 2.4 Alternative parses of *a good pharmacist dispenses with accuracy*

b) Different simple prepositional phrases from phrases that are adjective phrases left after raising and to be deleted have been applied to the complementary verbs:

For example:

You can have the music box that's in the closet or the one that's on the table," said Ross. "I want the music box on the table," said Nadia.

(i.e., I want the music box that is on the table, or I want the music box to be on the table.)

The parses can be seen below

Figure 2.5 Alternative parses of *I want the music box on the table*

c) Distinguishing a present participle from an adjective:

- Ross and Nadia are singing madrigals.

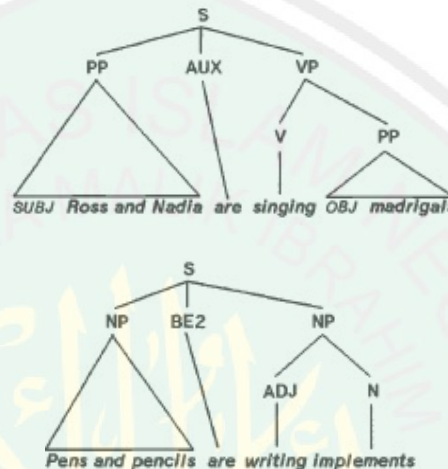- Pens and pencils are writing implements.

These are the different parses:

Figure 2.6 Contrasting parses of *Ross and Nadia are singing madrigals and Pens and*
pencils are writing implements.

d) Distinguishing between a present participle and a noun:

- We discussed running.

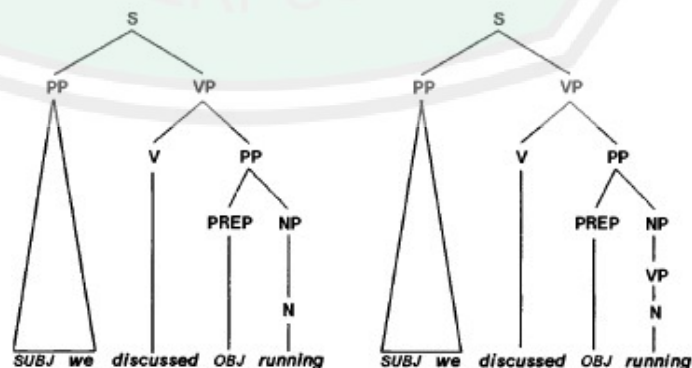*(i.e., We discussed the sport of running,* or *We discussed the possibility of our*
running.)

Figure 2.7 Alternative parses of We discussed running

e) Detecting the end of a noun group.

Two contiguous noun phrases can appear to be a single one. Compare:

- Ross gave the dog some water, and Nadia gave the cat food.

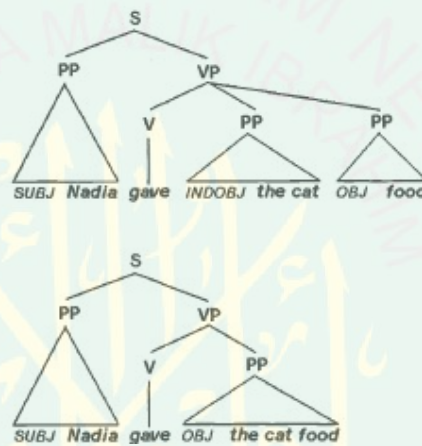- Ross gave the shampoo, and Nadia give the cat food.

Figure 2.8 Alternative parses of Nadia gave the cat food

f) A reduced relative clause can appear to be the VP of the matrix sentence. This leads to the "classic" garden path sentence.

- The book put on the cupboard fell.

(i.e., The book that was put on the cupboard fell.)

g) Determining the structure of a complex noun group, including modifier scope. It is well known that noun groups can have a complex internal structure.

An example:

- Airport long term car park courtesy vehicle pickup point

This has the structure shown [[[airport [[long term] [car park]]] [courtesy vehicle]] [pickup point]] with a very complicated semantic relationship holding between the elements:

h) **Participles and adjestivals can be particularly troublesome when they occur at the end of a clause.**

It is not even clear exactly when they engender an ambiguity, and there seem to be wide idiolectic differences. Consider the following examples:

- The manager apPROACHED me, SMILing.
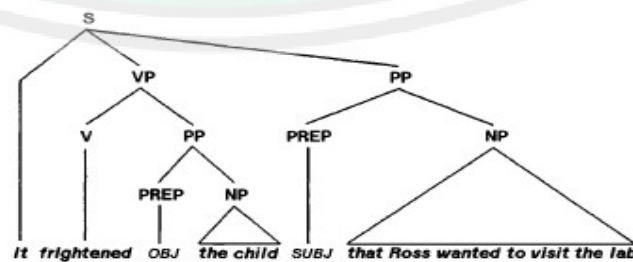
- The manager approached me SMILing.

In both sentences, it is the manager, not the speaker, who is smiling. These seem best treated as a supplementive clause.

i) **Apparent cleft sentences may also admit a non-cleft subject-verb-object analysis.**

For example,

- It frightened the child that Ross wanted to visit the lab.

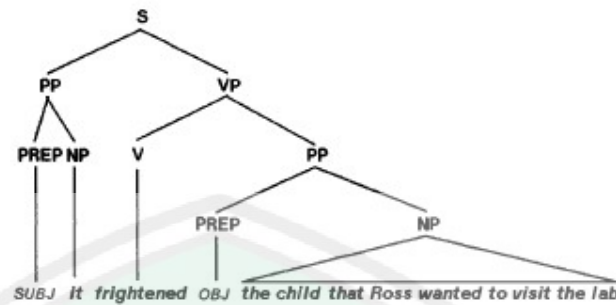Thus, it has two parses shown below.

Figure 2.9 Alternative parses of *It frightened the child that Ross wanted to visit the lab*.

The corresponding meanings are that Ross wanted to visit the lab frightened the child (the cleft analysis), and the child, whom Ross wanted to visit the lab, was frightened by X, where X is some entity in the discourse focus (the subject-verb-object analysis).

j) **In a few cases, a past participle can look like a gapped VP, rendering a question indistinguishable, but for punctuation or intonation, from a command:**

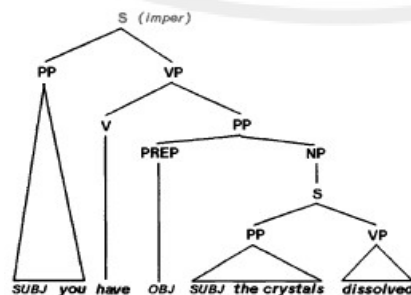- Have the crystals dissolved?

- Have the crystals dissolved.

Figure 2.10 parses of *Have the crystals dissolved?* And *Have the crystals dissolved.*

k) There are at least four different structures that can underlie sentences of the form *NP be ADJ to V,* reflecting various ways that predicate may have been formed.

- Ross is eager to please.

(i.e., Ross is [eager [Ross please Ø]]; Ross is eager that he please someone.)

C. Syntactic Disambiguation

Although many sentences of English have more than one parse, there is usually a unique preferred parse for a sentence after semantic and discourse context are considered. The English language often exhibits particular preferences (or syntactic bias) in choosing among several possible parses. To find which parse is the one preferred in each particular case, a parser needs help from world knowledge, semantic, and discourse context, as well as knowledge about preferred attachments.

For example:

Nadia left the university on the wrong bus.

We do not take *the university on the wrong bus* as a single noun phrase; rather, we apply the knowledge that universities seldom ride buses. That is, there is a semantic bias to one of the parses. Bias may also come from context. The parse of a sentence such as:

They are cooking apples.

It depends on whether it answers the question *What are they doing in the kitchen?* or *What kind of apples are those?*

Hirst (1992) proposes that there is also a situation where an ambiguous syntactic sentence cannot be disambiguated without the inference of the context. It means that when the sentence arises two underlying structures, there is a way to disambiguate them by relying on the context. In other words, we have to know what the context conveys to disambiguate them. Therefore, semantic help or world knowledge concerns with how it relates to the meaning or natural sciences. It usually disambiguates the ambiguous sentences by looking up the meaning. Grammatical structure is used when the sentence has grammatical confusion. For example, the place of an adverb of time is confusing in the sentence, which has two predicates. It can disambiguate by gearing the grammar towards the verb.

O'Grady et al., (1997) also believes that some sentences which have components that can be combined in several ways are syntactic ambiguity. He explains if the syntactic structure that is grouped from a collection of words reflects how the meaning can be combined semantically. He also concludes that syntactic ambiguity can be disambiguated with a different tree diagram.

D. Tree diagram

Fromkin et al. (2011) argue that tree diagrams with syntactic category information are called phrase tree structures or constituent tree structures. This tree shows that a sentence is a series of linear words and a hierarchical structure with phrases arranged in phrases. The phrase structure tree (PS tree, in short) is a

graphical representation of the speaker's explicit knowledge of the structure of language sentences.

In Formkin et al. (2011) stated that the PS tree represents three aspects of the speaker's syntactic knowledge; these are:

a. The linear sequence of words in a sentence

b. Identify word categories and syntactic word groups

c. The syntactical category hierarchy structure (e.g., S consists of NP followed by VP, VP consists of V which can be followed by NP, or others).

The syntactic category itself includes phrasal categories such as NP, VP, AdjP (adjective phrase), PP (prepositional phrase), and AdvP (adverb phrase), and lexical categories such as noun (N), verb (V), preposition (V) P), adjectives (Adj), and adverbs (Adv). Each lexical category has a corresponding phrasal category. Within the syntax category, there are types of lexical and functional categories (Formkin et al., 2011).

The PS tree is a formal tool to represent the speaker's knowledge of sentence structure in their language, as expressed by our linguistic intuition. Information represented in the PS tree can also be represented by another formal set: sentence structure rules (PS). PS rules capture the knowledge that the speaker has about the structure of language that allows. To express the structure given above, we need the following PS rules:

1. **S → NP VP**

The first rule states that the label sentence, (S) contains NP and VP in that order. The tree can be seen bellow:
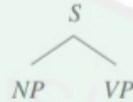

Figure 2.11 Phrase structure of S

2. **NP → Det N**

This rule conveys two facts. These are a noun phrase can contain a determiner followed by a noun in that order, and a determiner followed by a noun is a noun phrase.
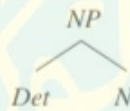

Figure 2.12 Phrase structure of NP

3. **VP → V NP**

Rule 3 states that the verb phrase consists of verbs (V) followed by NP. These rules are general statements and do not refer to specific VP, V, or NP.
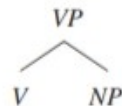

Figure 2.13 Phrase structure of VP

4. **VP → V**

The following sentences may be contain prepositional phrases following the verb, for example: *The puppy played in the garden.*
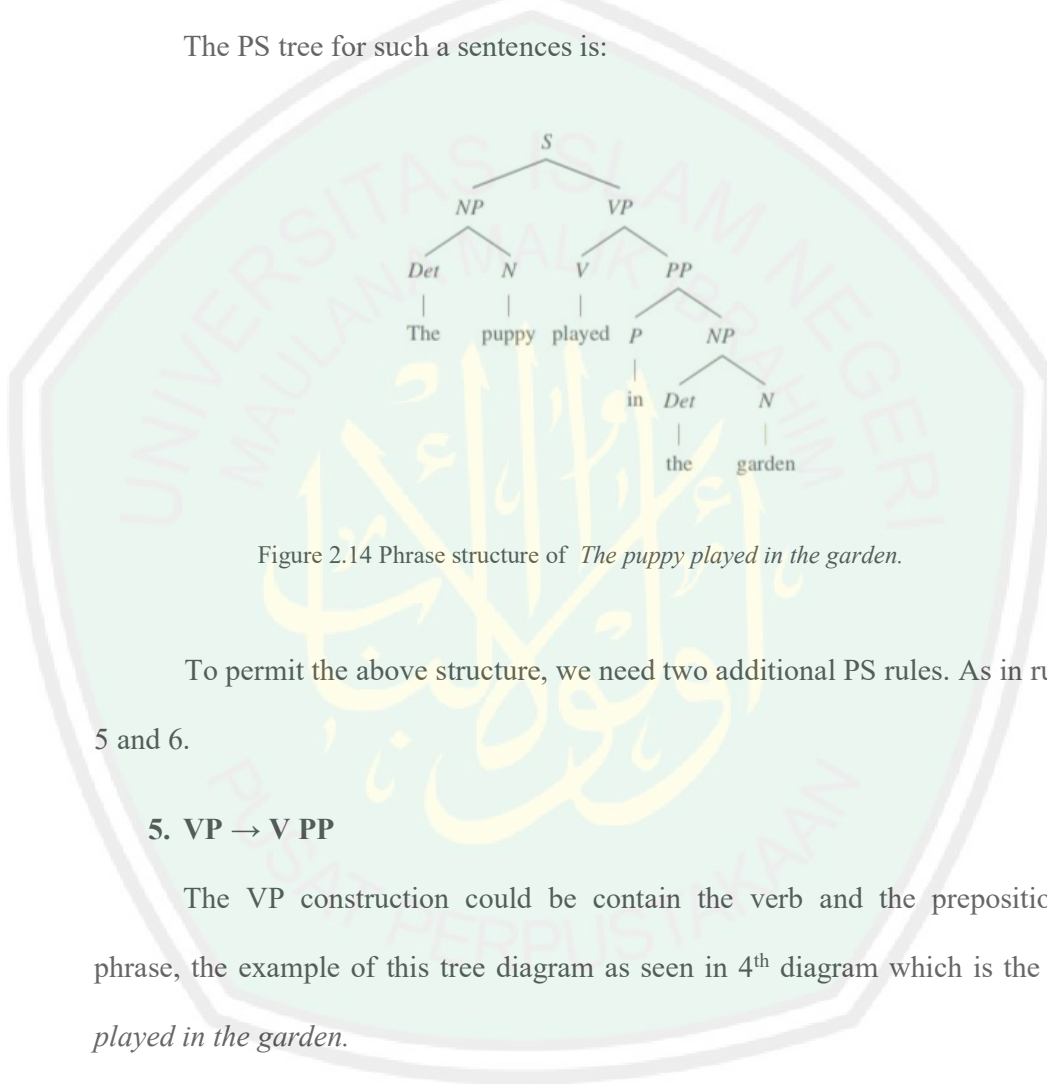
The PS tree for such a sentences is:

Figure 2.14 Phrase structure of *The puppy played in the garden.*

To permit the above structure, we need two additional PS rules. As in rules 5 and 6.

5. **VP → V PP**

The VP construction could be contain the verb and the prepositional phrase, the example of this tree diagram as seen in 4ᵗʰ diagram which is the VP *played in the garden.*

6. **PP → P NP**

Another option open to the VP is to contain or *embed* sentence. The *embedded* sentence is the complementizer (C) which is included into functional

category. For example, *The proffessor said that the student passed the exam.* Preceding the embended sentence is the word "that".
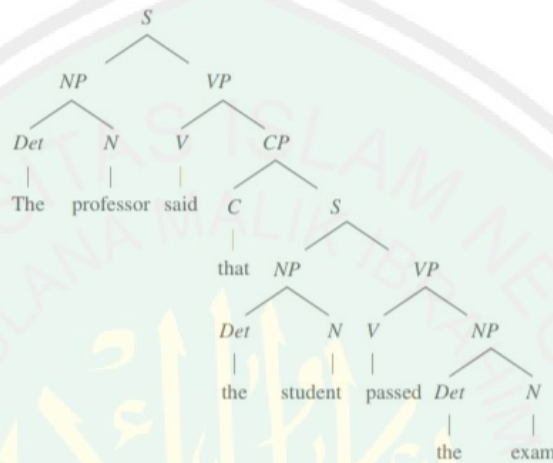
The PS tree for such a sentences is:

Figure 2.15 Phrase structure of *The proffesor said that the student passed the exam*

7. **VP → V CP**

The VP construction also could be contain the verb and the complementicer phrase (CP), the example of this tree diagram as seen in 6th diagram which is the CP *said that the student present the exam*.

8. **CP → C S**

Rule 8 states that complementicer phrase (CP) contains as a complementizer such as *that, if,* and *whether* followed by embedded sentence. For example: *I don't know whether I should to talk about this.*

In short, the PS rules cited in Formkin et al (2011; 133), are concluded to:

1. S → NP VP

2. NP → Det N

3. VP → V NP

4. VP → V

5. VP → V PP

6. PP → P NP

7. VP → V CP

8. CP → C S

E. Translanguaging

The concept of translanguaging is derived from phenomena in the educational environment in the West, where the first language of immigrant children (L1) and other languages is used to facilitate student learning and to foster positive multicultural and multilingual identities (Creese & Blackledge, 2010). The term translanguaging first appears in Welsh, where in its first use, it refers to the pedagogical practice of students who are asked to change the language for receptive or productive use (García & Li, 2014).

William (2002) states in which students are asked to switch between one language to another language with the aim of receptive or productive is part of translanguaging practice. Translanguaging shows the ability of multilingual speakers to transfer between languages, treating a variety of languages, which makes their discussion an integrated system (Canagarajah,2011). In the teaching and learning process, students are asked to switch between one language with another, for example, reading text in one language but discussing it in another

language (Sayer, 2013). This is in line with Baker's (2006) opinion which states about class change as a situation where input such as reading or listening tends to be in one language, and output (speaking or writing) in another language.

The example of translanguaging in writing is cited in Kiramba (2016;11), Kiramba investigated translanguaging practice in the writing of emergent learners and undergirded by Bakhtin's heteroglossia. Kiramba took the subject from Kenya's learners. The example as follow::
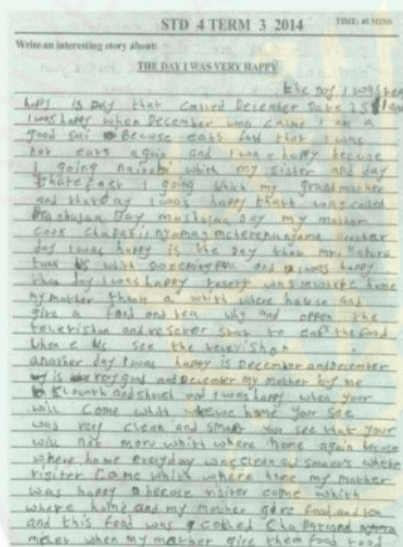
THE DAY I WAS VERY HAPPY
The day I was very happy I was happy when December was came date 25 and good …because eats food that I was not ears again and I was happy becuse I going Nairobi with my sister and that fast I going with my grandmather and that day I was happy that was called *mashujaa day* my mother cook *chapati, nyama, mchere na nyama*. Another day I was happy is the day that mr kaburu tank (took) us whith sweeming pull (swimming pool) and I was happy that day I was happy resety (name of a person) was in where (our) home my mother thank a (her) whith where house and give a (her) food and tea why and open the televishon and reseter stat to eat the food when he see us see (watch) the televishon. Anather day I was happy is December and December is very good and December my mother buy me klouth (clothes) and shoush (shoes) and I was happy your will come whith where home your see was very clean and smart you see that your will not moru? whith where home again becuse (because)where home everday was clean and smaets where visiter came whith where home my mother was happy becuse visiter come whith where home and my mother give food and tea and this food was colled (called) chapati and nyama maet when my mother give them food food

In the text above, the author uses Kiswahili and Kimeru language in the English text. The author has used the following words:

*mashujaa d*ay heroes day (Kiswahili)
chapati flat bread
nyama beef (Kiswahili/Kimeru)
mchere na nyama rice and beef (Kiswahili/Kimeru)

Moreover, by practicing translanguaging, Garcia and Li wei (2014) argue that translanguaging can be used as a teaching strategy because it is used to "develop both languages successfully and also the results, ineffective cognitive learning." Translanguaging seems to be anchored in the field of education.

CHAPTER III

FINDINGS AND DISCUSSION

This chapter presents the analysis of data based on the 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-year students' writings of Senior High School 1 Malang at language program using the theory of syntactic disambiguation proposed by Hirst (1992).

A. Findings

This sub-chapter covered the findings and discussion based on the research questions. The researcher obtained this data through the process of reduction The researcher chose a language program class that consisted of 27 students, but the researcher obtained 17 texts because the other students were not willing to be the respondents of this research. From 17 texts, it was reduced to 10 texts, in which the texts praticed translanguaging. From 10 texts, the researcher reduced again to seven texts, in which these seven texts contained ambiguous syntactic sentence and these texts also practiced translanguaging. Then, the researcher selected the data by finding out the syntactic ambiguous sentence in students' texts that practiced translanguaging.

The researcher found 15 sentences in which became a data of this study. The following research findings would be examined into two points, according to the research question.

1. **Types of Syntactic Ambiguity in Students' Translanguaging Writings**

In this section, the researcher presented the types of syntactic ambiguity found in students' translanguaging texts in the form of writing. As highlighted based on the limitation of this study, the researcher focused on the ambiguous syntactic sentence in the students' translanguaging texts. The students' translanguaging texts were a data source that was used by the researcher in analyzing the syntactic ambiguity. In short, the ambiguous syntactic setences in translanguaging texts were being the data in order to examine more about the research questions proposed by the researcher. The findings of this point would be presented briefly in diagram 1.
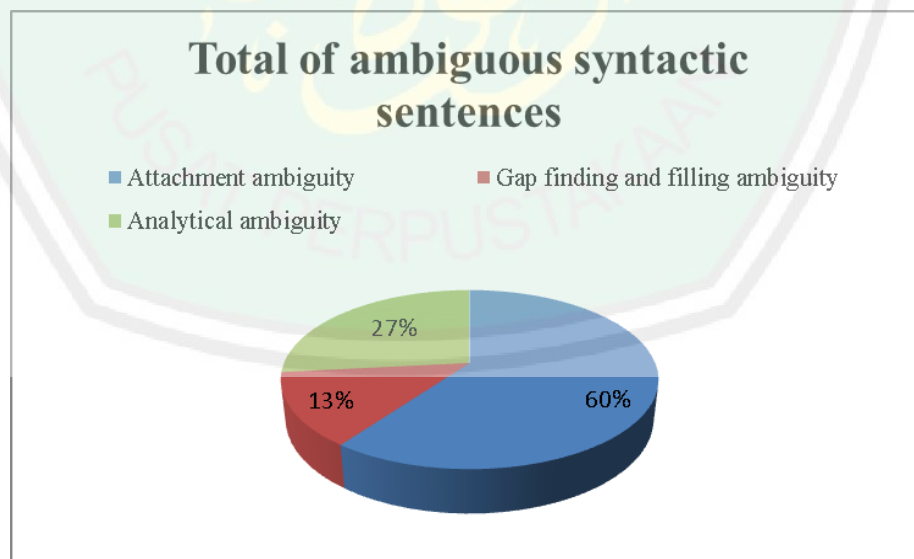

Diagram 1: Types of syntactic ambiguity in student's translanguaging writing

From the table above, there were three types of syntactic ambiguity found in the students' translanguaging texts based on Hirst's (1992) theory. There were 15 sentences of syntactic ambiguity found in students' translanguaging texts. The most common types were attachment ambiguity with 60%, then analytical ambiguity with 27%, and gap-finding and filling ambiguity with 13%. Furthermore, the ambiguous syntactic sentences found mostly found in English language, but there were some sentences in which syntactically ambiguous by mixing the other languages. In short, these languages used in those sentences were in monolingual and bilingual, but these sentences included in students' translanguaging texts.

In order to sum up, the researcher found 15 sentences based on the findings about the types of syntactic ambiguity in students' translanguaging writings. From these sentences, the researcher found three types of syntactic ambiguity (attachment, gap-finding, and analytical) based on Hirst's theory (1992) in which the attachment ambiguity frequently appeared in students' translanguaging writings.

2. **Disambiguating The Types of Syntactic Ambiguity by Tree Diagram**

In this sub-chapter, the researcher disambiguated the ambiguous syntactic sentences found in the previous sub-chapter by classifying them based on the each type of syntactic ambiguity. After the researcher classified the sentences which was based on the type of syntactic ambiguity, then the sentences would be described by using a tree diagram and disambiguated them. For simplicity, when the researcher showed a PS tree, it was only for the part of the sentence that

contained the ambiguity and mentioned the ambiguous region. It was intended that the PS tree was focused on the syntactic side of the ambiguity. The data analysis was discussed in detail as follows:

a) **Attachment ambiguity**

Attachment ambiguity was occured when there were more than one node to which a particular syntactic constituent might legally be attached, attachment problems were mostly problems of modifier placement (Hirst, 1992; 131). The first category of attachment ambiguity found in the text was caused by the prepositional phrase. The prepositional phrase might either modify a verb or an immediately preceding the noun phrase. This category appeared in the text of students' writings that practiced translanguaging. The example would be discussed along with the PS tree below:

Datum 1

In there, we ate grilled fish with sambal.

The sentence above came from a text with the topic holiday to Karimunjawa. The sentence had syntactic ambiguity with the ambiguous region "with *sambal*." The sentence was categorized as attachment ambiguity because the PP "with sambal" might either modified a verb "ate" or immediately preceding the noun phrase "grilled fish." In this case, there were two PS tree models which would be described below:
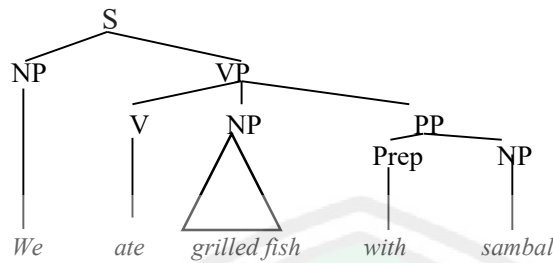
Figure 3.1

Figure 3.1 showed that the PP "with *sambal*" modified the verb "ate". The interpretation was [we] [ate grilled fish with sambal].
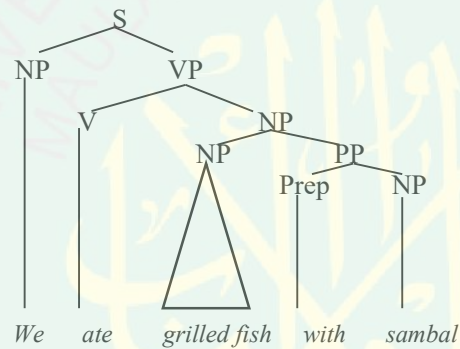
Figure 3.2

Figure 3.2 showed that the PP "with *sambal*" modified the NP "grilled fish" so that the interpretation was [we] [ate][grilled fish with sambal].

Based on the PS tree above, in order to disambiguate the sentence, the researcher chose the second PS tree (figure 3.2) in which PP "with *sambal*" modified the noun phrase "grilled fish." The second PS tree was the appropriate model to disambiguate the sentence based on world knowledge of the researcher, in Indonesia, grilled fish was usually eaten together with the *sambal*. For that reason, the PP "with

sambal" also supported it. In short, the interpretation was, "we ate grilled fish with *sambal,* in which the *sambal* and grilled fish were in one component when eaten.

Datum 2

I skipped the school with my brother

The sentence above came from the text with the topic skipping school. The ambiguous region of the sentences was the prepositional phrase "with my brother." The PP had two possible parses, which were the PP "with my brother modified" the verb phrase "skipped the school" or the noun phrase, "the school."

The parses could be seen below

Figure 3.3

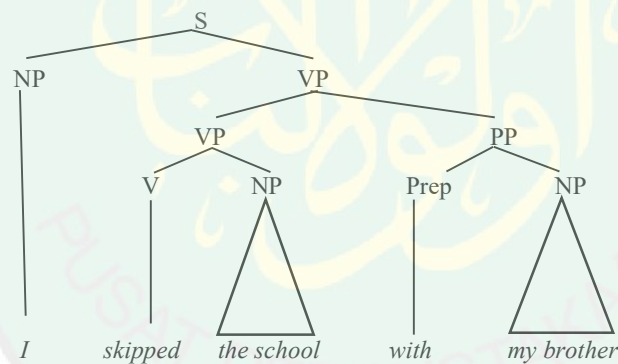Figure 3.3 showed that the PP "with my brother" modified the verb phrase skipped the school. The interpretation was [I] [skipped the school] [with my brother].
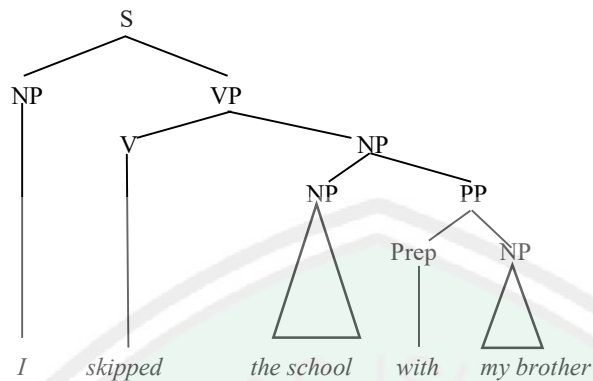
Figure 3.4

Figure 3.4 showed that the PP *with my brother* modified the noun phrase the school. The interpretation was [I] [skipped] [the school with my brother]

Based on the PS tree above, in order to disambiguate the sentence, the researcher chose the first PS tree where PP "with my brother" modified a verb phrase "skipped the school" was the appropriate model to disambiguate the sentence. The reason of the researcher chose the first PS tree was because skipping school was an activity, and the author did it with her brother. A verb "skipped" above was a transitive verb that required additional objects or informations to clarify the meaning. Nevertheless, the interpretation after the sentence was disambiguated was [I] [skipped the school] [with my brother].

Datum 3

I mengayuh the pedals with more excitement
Translate: *I was pedaling the pedals with more excitement*

The sentence above came from a text with the topic riding boat in Mendit. The sentence was syntactically ambiguous with the ambiguous region "with more excitement." The PP "with more excitement" might be modify a verb "was pedaling" or just preceded the noun phrase "the pedals." The parses could be described below:

Figure 3.5

Figure 3.5 above showed that the PP "with more excitement" modified the verb phrase "was pedaling." The interpretation was the subject "I" and the PP "with more excitement" were pedaling the pedals.

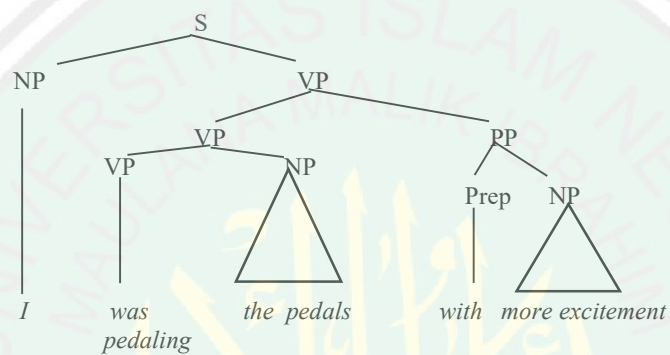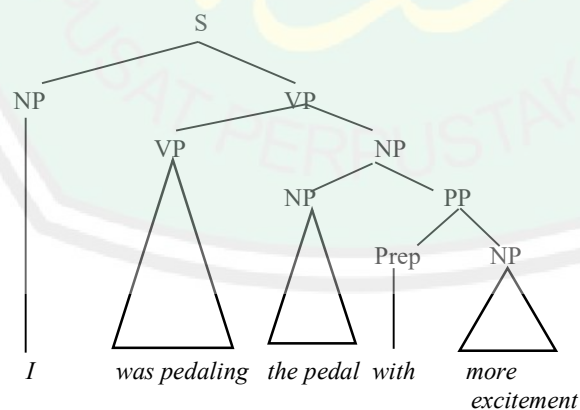*Figure 3.6*

Figure 3.6 showed that the PP "with more excitement" modified the NP "the pedals." The interpretation was the subject "I" was pedaling the pedals, which the pedals were more exciting.

From the PS tree of the sentence above, the researcher could disambiguate by selecting the first structure. It was the subject "I" and the PP "with more excitement" were pedaling the pedals. The researcher chose the first structure because, the PP "with more excitement" refered to the subject in which the subject "I" did something which was pedaling.

Actually, from the translation of the sentence above also comprised analytical ambiguity, with the ambiguous region "pedaling" or in the Indonesian language was "*mengayuh*", it could be presented by participle or a noun. In this case, it could be immediately disambiguated by looking up the meaning of *mengayuh* from Kamus Besar Bahasa Indonesia or KBBI. Based on KBBI, the word *mengayuh* had a root *kayuh* that meant pedaling.

Datum 4

I could get a more delicious meal with the same price there.

The sentence above came from a text with the topic "visiting Macau." This sentence was syntactically ambiguous with the ambiguous region "with the same price." The sentence was attachment ambiguity because the prepositional phrase might either modify a verb or an

immediately preceded the noun phrase. The PP "with the same price there" was modified a verb "get" or just preceded the noun phrase "a more delicious meal." The way to disambiguate the sentence used a tree diagram with two possible parses. The parses can be described as follows:
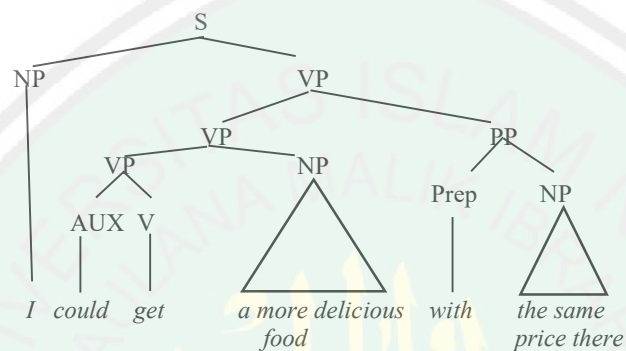

Figure 3.7

Figure 3.7 showed that PP "with the same price there", might be modify the verb phrase. The interpretation was the subjects "I" and PP with the same price can get better food there.
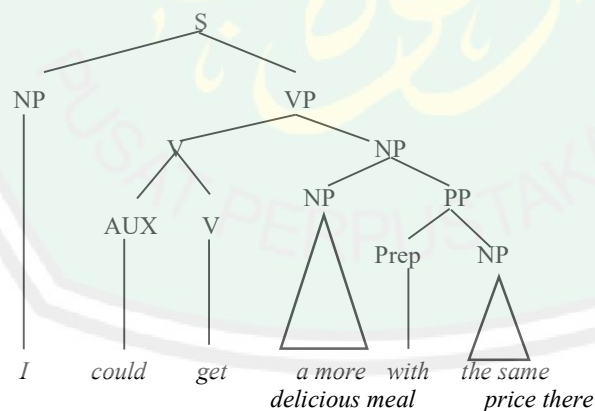
Figure 3.8

Figure 3.8. Showed that PP "with the same price there" modified the NP " more delicious food." The interpretation was that my subject can

get more delicious food, which is more delicious food has the same price there

Based on the tree diagram above, the researcher disambiguated the sentence by choosing the second structure, with the PP modified NP. The researcher chose the first structure because PP "with the same price there" refered to the NP of delicious food there.

Other findings based on this study in which attachment ambiguity also occurs when an adverbial may be modified the sentences verb or the whole sentence (Hirst, 1992: 134). There were five sentences included in this subcategory. These sentences would be presented along with the tree diagram below:

Datum 5

Honestly, I was very pessimist and I was not sure with myself.

The sentence above came from a text with the topic "joining pageant contest." Based on the sentence above, the ambiguous region was the adverb "honestly." The sentence was categorized as attachment ambiguity because an adverbial "honestly" may modified the sentence's verb "was very pessimist" or the whole sentence "I was very pessimist, and I was not sure with my self." The tree diagram could be seen as follows:

Figure 3.9

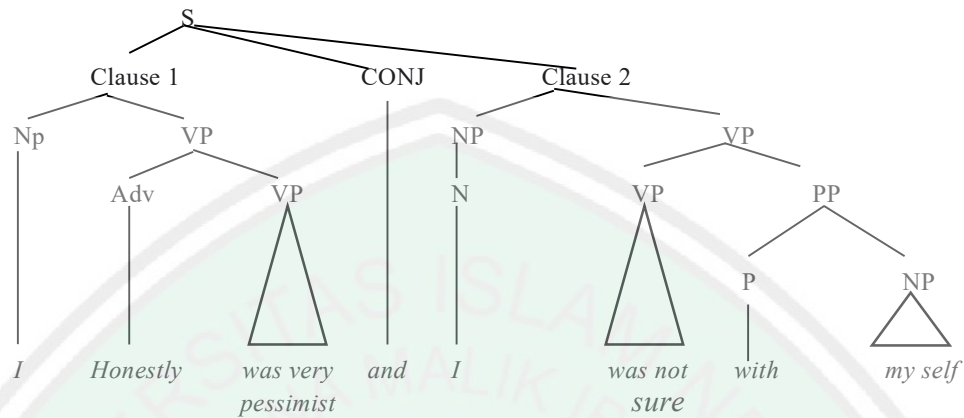Based on figure 3.9, the adverb "honestly" could be attached to the VP which meant the adverb "honestly" was at the beginning of the sentence and only modified the clause afterward "I was very pessimist" when the adverb attached to VP, then the results of the interpretation became [I honestly was very pessimist] [and] [I was not sure with my self]
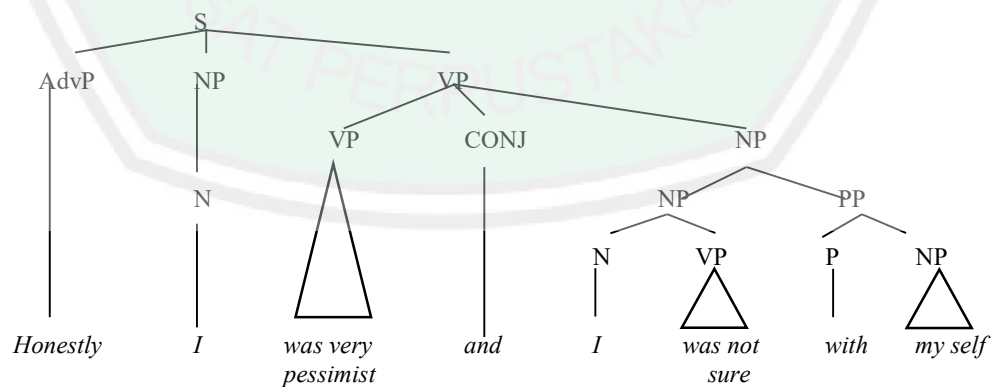
Figure 3.10

Based on figure 3.10, the adverb "honestly" modified the whole sentence in which the interpretation was [honestly,] [I was very pessimist, and I was not sure with my self].

In that example, the researcher disambiguated this sentence by choosing the second pattern, in which the adverb modified the whole sentence. The reason of the researcher chose the second pattern was because the state of the first clause and the second clause occurred together, in the same period according to the context. In short, the interpretation of the sentence above was, honestly, I was very pessimist, and honestly, I was not sure with my self.

Datum 6

> *Unexpectedly, the master ceremony announced me as the winner and I got that beautiful crown as the Puteri Pendidikan Remaja 2020.*

The above sentence came from a text with the topic "joining pageant contest." Based on the sentence above, the ambiguous region was the adverb "unexpectedly". The sentence was categorized as attachment ambiguity because an adverbial "unexpectedly" might modify the sentence's verb "announced me as the winner" or the whole sentence "the master ceremony announced me as the winner, and I got that beautiful crown as the Puteri Pendidikan Remaja 2020 ". The researcher described the sentence in the tree diagram below:
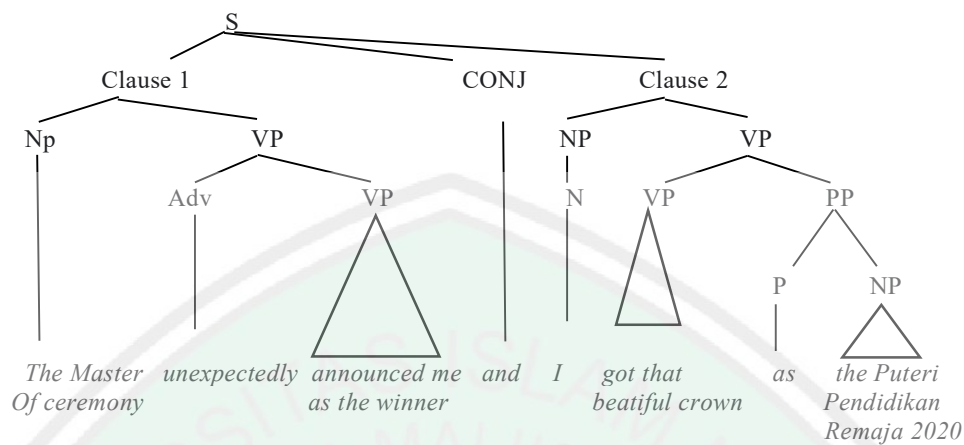
Figure 3.11

The tree diagram above described if the adverb "unexpectedly" could be attached to the VP which the adverb located at the beginning of the sentence and only modified the clause "the master of ceremony announced me as the winner" When the adverb attached to the VP then the results of the PS tree became [the master of ceremony unexpectedly announced me as the winner] [and] [I got that beautiful crown].
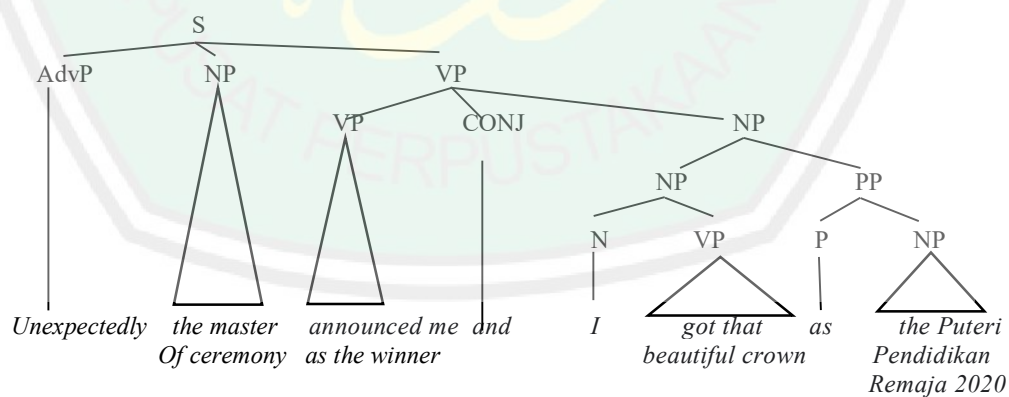
Figure 3.12

Based on the above PS tree, the adverb "unexpectedly" modified the whole sentence, which the interpretation was [unexpectedly,] [the

master ceremony announced me as the winner, and I got that beautiful crown as the Puteri Pendidikan Remaja 2020].

Here, the researcher disambiguated this sentence by choosing the first pattern. The adverb "unexpectedly" modified sentence verb or first clause. The reason for the researcher chose the first pattern was because the meaning of the adverb in the sentence was unexpected (Oxford Dictionary 4th edition, 2008). If the meaning connected in the sentence, the interpretation of the sentence was that I did not expect it when the master of ceremony announced me as the winner, and I got a beautiful crown as the Puteri Pendidikan Remaja 2020.

Datum 7

Finally, I had to take 3 injections and two weeks bed rest.

The above sentence came from a text with the topic joining pageant contest. Based on the sentence above, the ambiguous region was the adverb "finally". The sentence was categorized as attachment ambiguity because an adverbial "finally". might modify the sentence's verb "had to take 3 injections" or the whole sentence "I had to take 3 injections and two week bed rest". The researcher described the sentence in the tree diagram below:
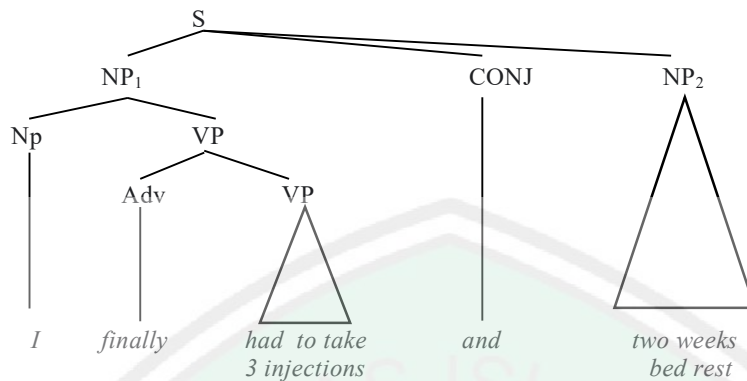
Figure 3.13

The tree diagram above showed that the adverb "finally" could be attached to the VP which meant the adverb which located at the beginning of the sentence only modified the clause after "I had to take 3 injections" when the adverb attached to VP then the interpretation of the PS tree became [I finally had to take 3 injections] [and] [two week bed rest]
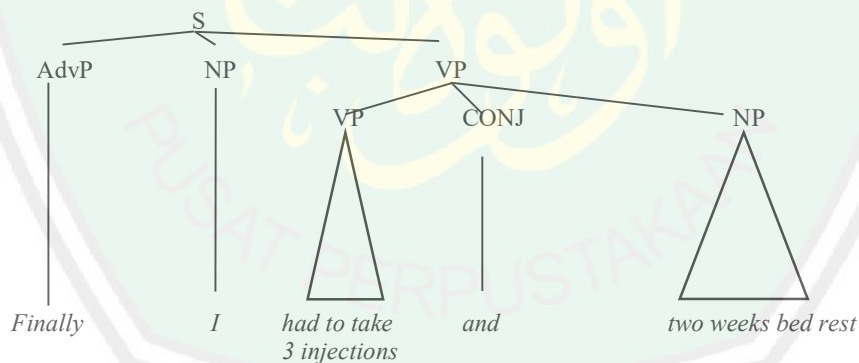
Figure 3.14

Based on the PS tree above, the adverb "finally" modified the whole sentence. The interpretation of the diagram above was [finally] [I had to take 3 injections and two week bed rest].

Here, the researcher disambiguated this sentence which by selecting the second pattern. The adverb "finally" modified the whole sentence. The reason the researcher chose the second pattern was becsuse the sentence above had one subject that was associated with the conjunction "and" which meant the sentence occurred in one period, and it was continuity based on that reason. In short, the interpretation was, [finally] [I had 3 injections and two week bed rest].

Datum 8

I am so excited waiting behind the fence,waving to my mother.

The above sentence came from the text with the topic "riding a boat in Mendit." The ambiguous region of the sentence was the adverbial phrase "so excited." The sentence was included in the category of ambiguity attachment due to an adverbial might modify the sentence verb or the whole sentence. In short, the AdvP "so excited" could just modify the first verb phrase "waiting behind the fence", "or modify the whole sentence included waving to my mother.
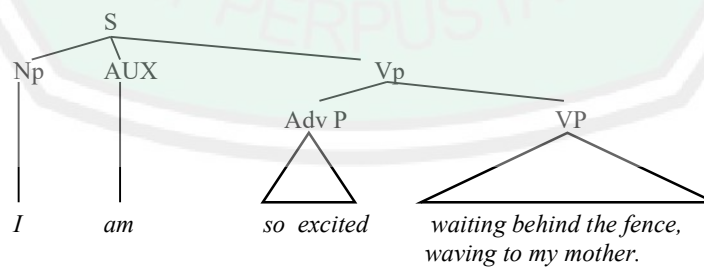
Figure 3.14

Based on the tree diagram above, the adverbial phrase "so excited" was modified the whole sentence. The interpretation was [I] [am] [so excited waiting behind the fence, waving to my mother].
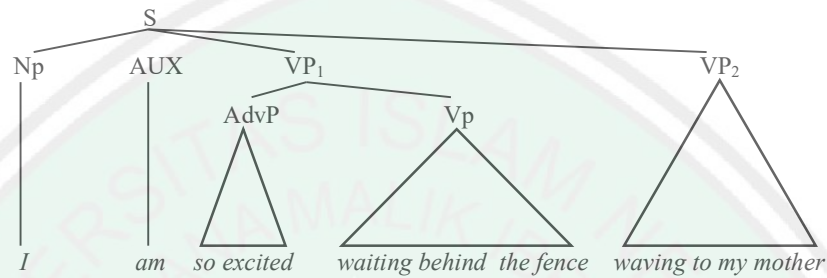
Figure 3.16

Based on the tree diagram above, the adverbial phrase "so excited" was modified the verb of the sentence which marked with VP[1]. The interpretation was [I] [am] [so excited waiting behind the fence] [waving to my mother].

Based on the tree diagram and interpretation of the sentence above, the researcher disambiguated the sentence by choosing the second tree diagram where the adverbial phrase "so excited" modified the first sentence verb "waiting behind the fence." The reason for the researcher chose the diagram was because it happened at the same time, a comma could be interpreted as a conjunction, not a separator. Thus, the interpretation after the sentence disambiguated was [I] [am] [so excited waiting behind the fence] [waving to my mother].

Datum 9

Honestly, I don't really like to transit first, but after we arrived in

Macau, I was very speechless.

The sentence above came from a text with a topic visiting Macau. Based on the sentence above, the ambiguous region was the adverb "honestly." The sentence classified as attachment ambiguity, since an adverbial "honestly" might modify the sentence's verb "I donn't really like to transit first" or the whole sentence "I don't really like to transit first, but after we arrived in Macau, I was very speechless". The tree diagram could be seen as follows:
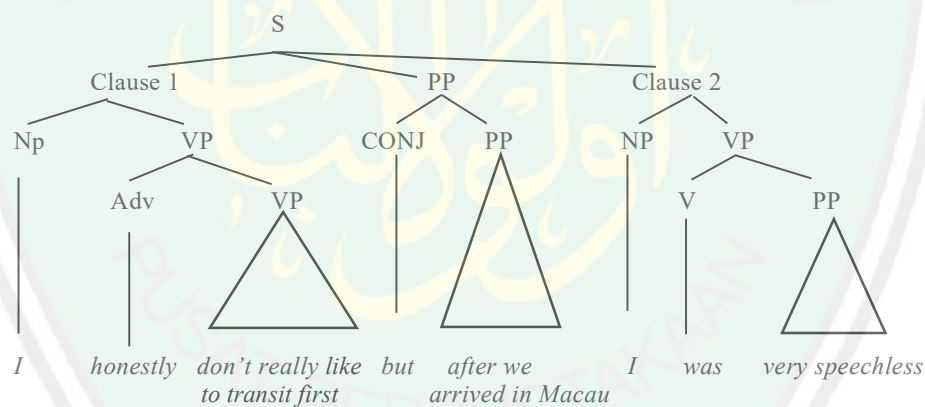
Figure 3.17

The tree diagram above showed that the adverb "honestly" could be attached to the VP which meant the adverb located at the beginning of the sentence only modified the clause afterward "I don't really like to transit first" when the adverb was attached to VP then the interpretation

became [I honestly don't really like to transit] [but after we arrived in Macau] [I was very speechless].
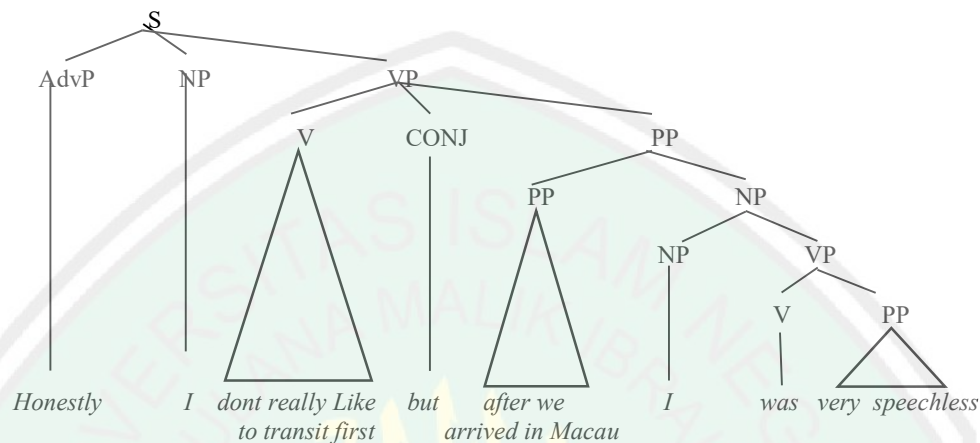
Figure 3.18

The adverb "honestly" modified the whole sentence, which the interpretation was [honestly] [dont really like to transit first, but after we arrived in Macau, I was very speechless].

Here, the researcher disambiguated this sentence by selecting the first tree diagram, where the adverb modified a verb. The reason for the researcher chose the first tree diagram was because the adverb "honestly" based on the context showed an emphasis if I don't really like to transit first. In short, the interpretation of the sentence above was, to be honest, at first, I did not like the transit, but after we arrived in Macau, I was very speechless.

b) **Gap-finding and filling ambiguity**

Gap finding and filling ambiguity occured when a moved constituent has to be returned to its pre transformational starting point, and there is more than one place that it might go (Hirst, 1992; 136). In this type of gap finding and filling ambiguity, the researcher found two sentences derived from two students' writings that practiced translanguaging. This type was the least category that appeared in students translanguaging writings. The sentence could be seen below:

Datum 10

> *Then, I still have two weeks more for school break that causes by the Covid 19 spread.*

The sentence above came from a text with the topic joining pageant contest. The sentence was classified as Gap-finding and filling ambiguity, because a moved constituent had returned to its transformational starting point, and there was more than one place that it might go. Based on the sentence above, there were two possible gaps in the relative clause (which denote by *) that the relative pronoun (whose referent was underlined) might fill::

> *I still have two weeks more for <u>school break</u> that * causes * by the Covid-19 spread.*

Taking the first gap gave the meaning that I still had two weeks more for school break that the school break causes by the COVID-19. The

second gap gave the meaning that I still had two weeks more for school break that I caused the school break by the COVID 19. The figure of the interpretation could be seen below:
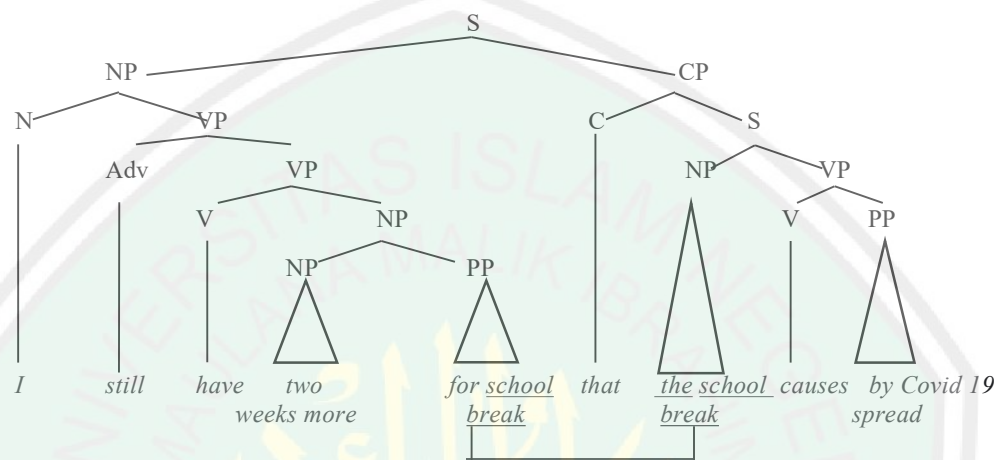
Figure 3.19

The figure above had an interpretation if "I still have two more weeks for school break, where the school break was caused by the spread of Covid-19". COVID 19 here standed for Corona Virus Disease-2019. Based on the information from World Health Organization (WHO), Covid-19 is a new disease caused by the Coronavirus, which attacks the respiratory tract. The interpretation of the figure could be seen as [I still have two weeks more for school break] [that] [school break causes by COVID 19 spread]

Moreover, the second tree diagram of the sentence described below:
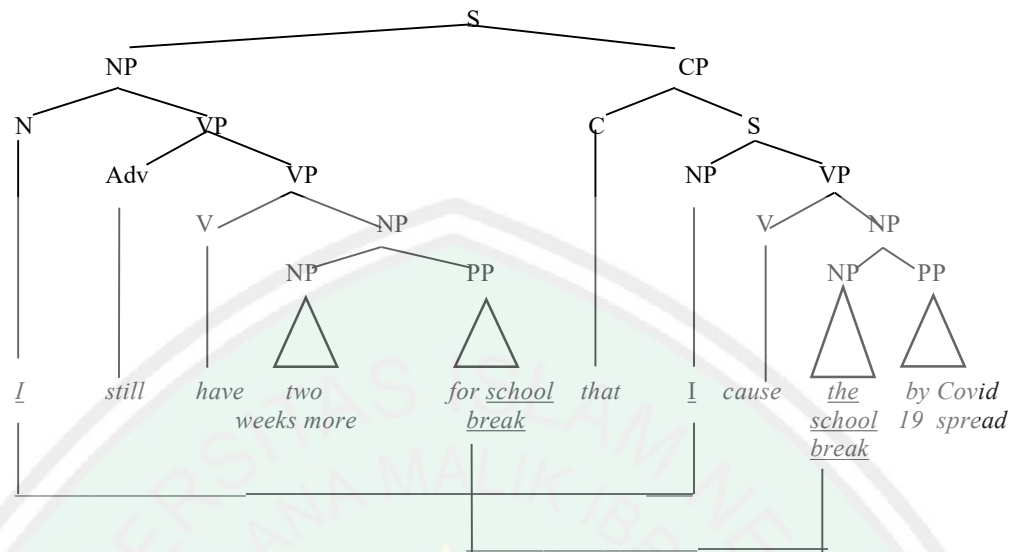
Figure 3.20

The figure above had an interpretation if I still have two more weeks for schoolbreak, where I caused the school break due to Covid-19 spread, so the perpetrators of Covid-19 dissemination was the subject subject "I".

Based on the pattern of the two diagrams above, the researcher disambiguated with the tree diagram, which needed semantic help concerning the world knowledge. Here, the researcher chose the first pattern, according to the situation of the students, when the student wrote the texts during the pandemic of Covid-19. Because of the Covid-19 pandemic, Indonesia applied online lessons, which initially took two weeks (the middle of March 2020) until an undetermined time. The study from the home activity was due to Covid-19, which was designated by WHO as a global pandemic. Based on the current

situation, the researcher disambiguated the syntactic type of ambiguity in the sentence by selecting the first tree diagram, which [I still have two weeks more for school break] [that] [the school break causes by Covid 19 spread].

Datum 11

We arrived at school when the gate is already closed.

The sentence above came from a text with the topic skipping school. The sentence was classifiedas Gap-finding and filling ambiguity. Based on the sentence above, there were two possible gaps in the relative clause (which denote by *):

We arrived at <u>school</u> when the gate is already closed*.*

Taking the first gap gave the meaning that we arrived at school when the gate of school had already closed. The second gap gave the meaning that we arrived at school when the gate of us had already closed at home. The figure of the interpretation could be seen below:

The constituent that was moved into a gap is a *wh-* question

Which the gate is already closed*?*
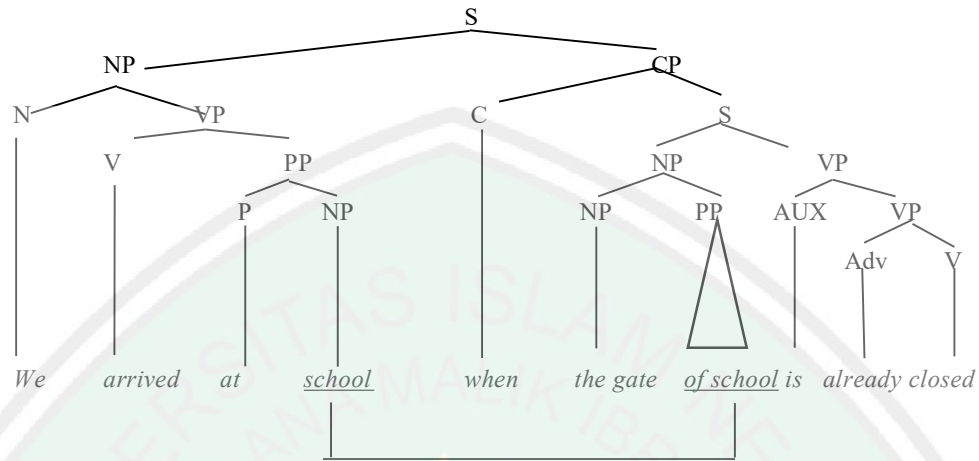
Figure 3.21

The interpretation of the figure above was, we arrived at school when the gate of the school is already closed. The gate here meant the school's gate.
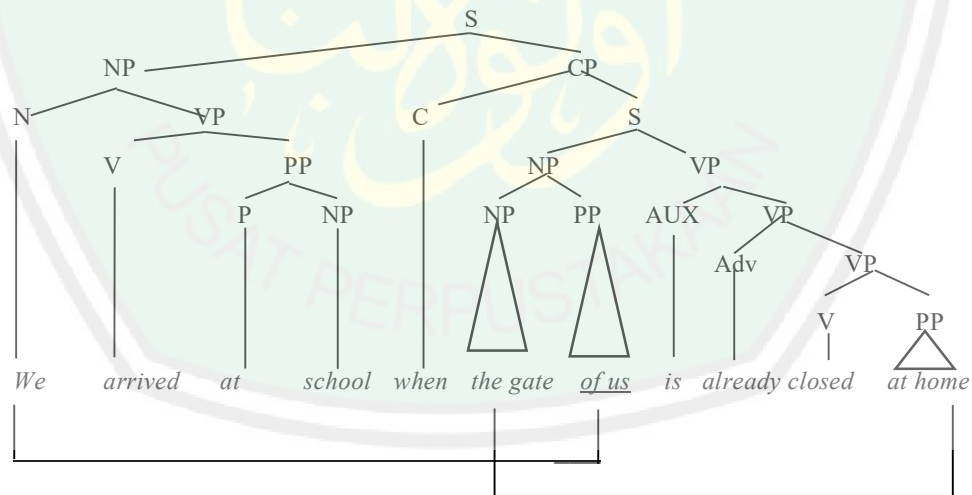
Figure 3.22

The interpretation of the figure above was we arrived at school when the gate of us is already closed. The gate here meant the gate of

our home. In short, the interpretation was when we went to school and arrived at school, the gate of our house has already closed.

Based on tree diagram above, the researcher disambiguated by chosing the first tree diagram which needed the world knowledge. The researcher chose the first tree diagram which was the NP "the gate" referred to the school's gate. The reason of the researcher chose the first gap because in the text written by student with the topic of skipping school, referred to the education system in Indonesia, when the school hours have started, so that the school's gate was closed. If there was a student who were late without a logical reason, then the student did not allow to present the learning process. This case was the same context as what students experienced when writing the topic about skiipping school.

c) **Analytical ambiguity**

This type of attachment ambiguity appeared several times in students' translanguaging writings after attachment problems found. Analytical ambiguity occurs when the nature of the constituent is itself in doubt (Hirst, 1992; 137). In this type, there were four sentences found in students' translanguaging writings. The sentences of analytical ambiguity found in this study would be discussed in the following data:

Datum 12

I got so many pressures there but I still kept trying.

The above sentence came from a text with a topic joining pageant contest. The ambiguity phrase of the sentence was "I still kept trying", and the ambiguous region was the word "trying". The phrase was categorized as analytical ambiguity since distinguishing between a present participle and a noun. The word "trying" in the Oxford 4th edition (2008) dictionary could be categorized as a verb or a noun. If the word was categorized as a verb, it meant make as an attempt to do or got something. Meanwhile, if the word categorized as a noun, it meant as an attempt. These possible parses described as follows:

```
                NP
           /         \
          N           VP
          |          /  \
          |       AdvP   VP
          |        |     / \
          |        |    V   NP
          |        |    |    |
          |        |    |    N
          |        |    |    |
          I      still kept trying
```
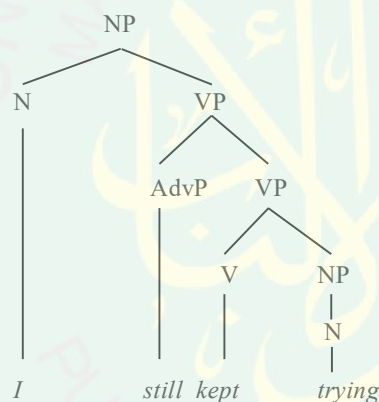
Figure 3.23

The figure above showed that the category of the word "trying" was a noun in which "trying" meant an attempt.

```
                    NP
          ┌──────────┴──────────┐
          N                     VP
          │            ┌────────┴────────┐
          │          AdvP               VP
          │            │         ┌───────┴───────┐
          │            │         V              NP
          │            │         │               │
          │            │         │              VP
          │            │         │               │
          │            │         │               N
          │            │         │               │
          I        still  kept        trying
```
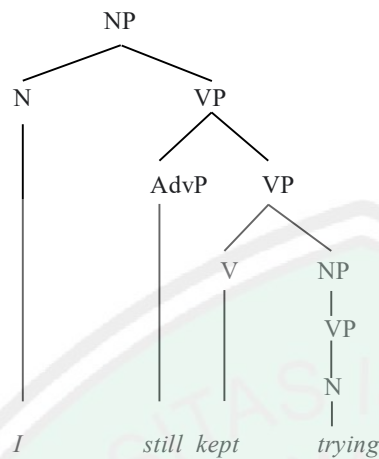
Figure 3.24

The figure above showed that the category of the word "trying" was a present participle which the word "trying" meant to make an attempt to do or get something.

Based on the diagram above, the researcher disambiguated the sentence by selecting the second diagram, where the ambiguous region "trying" was categorized as a present participle. The reason of the researcher chose the second diagram because the context of the topic was about joining the pageant contest, the author still tried to give her best performance to be a winner in the pageant contest. In short, the word "trying" here categorized as a present participle in which to take action if she will make an attempt to win the pageant contest.

Datum 13

I did it without knowing anything

The sentence above came from the text on the topic of skipping school. The sentence was belonged to the type of analytical ambiguity caused by differences in a present participle from an adjective. The ambiguous region of the sentences was the word "knowing". The word "knowing" had two possible categories, which could be categorized as a present participle verb or an adjective.

The parses can be seen bellows:
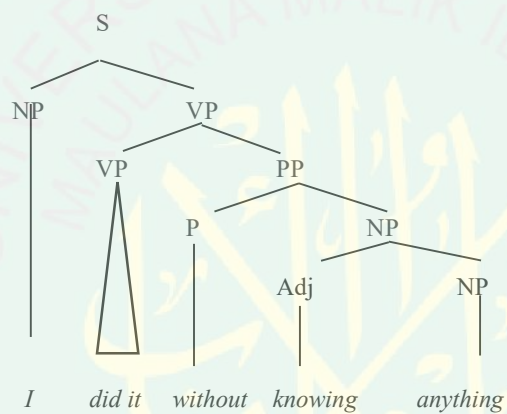
Figure 3.25

The figure above showed that the word "knowing" categorized as an adjective. It meant that the writer had a secret information or a situation.
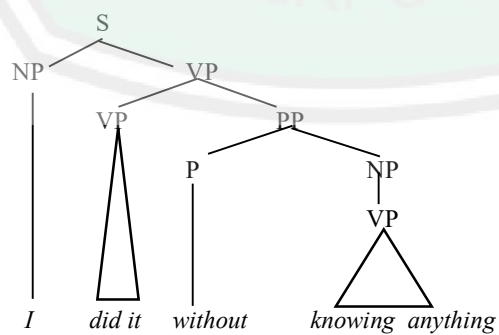
Figure 3.26

The figure above showed that the word "knowing" categorized as a present participle, it meant that the writer had information or situation.

Based on the tree diagram and its interpretation in the sentence, the researcher disambiguated by choosing the second PS tree in which the word "knowing" categorized as a present participle. The reason of the researcher chose the pattern because "knowing" showed a verb that meant to know the situation or information, because in that sentence, it was followed by the preposition "without". In short, the interpretation was that "I did it (it referred to the activities of skipping school with her siblings) without knowing any information or situation.

Datum 14

I wanted to leave from school in the morning

The sentence above came from the text with the topic of my appendicitis. The sentence was grouped as analytical ambiguity caused by the distinguishing between a present participle and a noun. The ambiguous region of the sentence was the word "leave." The word "leave" could be positioned as a noun or as present participle, where the previous word "to" became an infinitive marker. For simplicity, the researcher showed a PS tree. It was only for the part of an ambiguous sentence. Let's see the structure in the tree diagram bellows.

```
              S
         ┌────┴────┐
        NP         VP
         │      ┌───┴────┐
         │     VP        PP
         │      │    ┌────┴────┐
         │      │    P        NP
         │      │    │         │
         │      │    │         N
         │      │    │         │
         I    wanted to      leave
```
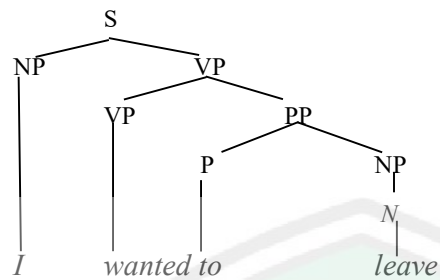
Figure 2.27

The word "leave" here was a noun in which the interpretation was I want to take time off. So, based on the context of the information above, the interpretation was "I was sick in the morning before leaving for school", so the author already planning to take time off from school when feeling unwell.

```
              S
      ┌───────┼───────────┐
      N      VP1          VP2
      │       │        ┌───┴────┐
      │       │       AUX       V
      │       │   (Infinitive maker)
      │       │        │        │
      I     wanted     to     leave
```
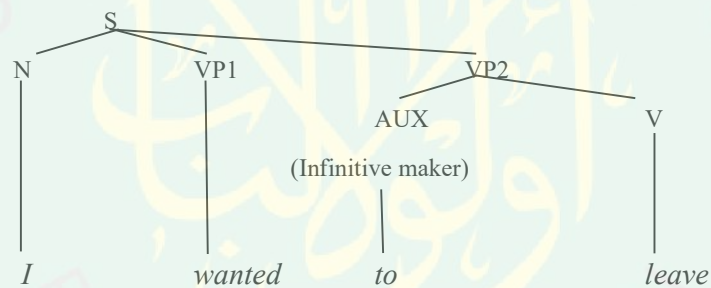
Figure 2.28

Based on the above sentence, the word "leave" categorized as a present participle where the word "to" as an infinitive marker. The tree diagram had an interpretation if the author wanted to leave from school in the morning, the author was sick with appendicitis when at school and then she left from school in the morning after she felt the symptoms of appendicitis.

From the interpretation and tree diagram above, the researcher disambiguated the sentence by selecting the first diagram, in which the word "leave" was categorized as a noun. The reason for the researcher chose the first tree diagram was because the researcher looked at the context based on the explanation included at the topic of my appendicitis. The author of the text experienced some symptoms, and her mother immediately took her to the nearest hospital. In this case, the researcher got the point, before she came to school, she had symptoms of appendicitis and planned furlough because she had to undergo treatment for his appendicitis at the hospital.

Datum 15

Meskipun, we are not winning, we enjoyed the championship

Translate: *Although we are not winning, we enjoyed the championship*

This sentence came from the topic of joining the championship. The sentence was grouped as analytical ambiguity caused by the distinguishing between a present participle and a noun. The ambiguous region of the sentence was the word "winning." The word "winning" could be positioned as a noun or as a present participle. For simplicity, the researcher showed PS trees or the tree diagram. It was only for the part of the sentence comprised of the ambiguity.

```
                           S
              ┌────────────┼────────────┐
           CONJ           NP            VP
            │              │         ┌───┴───┐
            │              │         V       NP
            │              │         │       │
            │              │        AUX      N
            │              │         │       │
         Although         we      are not  winning
```
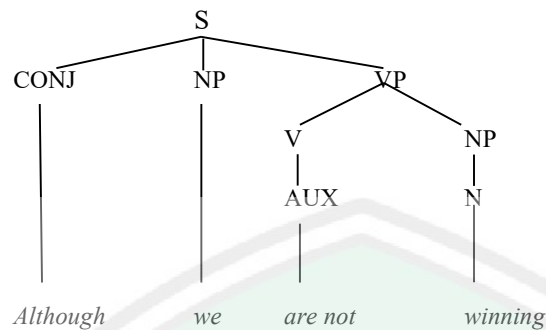
Figure 3.29

Based on the tree diagram above, the word "winning" was categorized as a noun, which meant victory. Based on the description of the diagram above, the interpretation of the sentence was that although we did not get a victory, we still enjoyed the match.

```
                           S
              ┌────────────┼────────────┐
           CONJ           NP            VP
            │              │         ┌───┴───┐
            │              │        AUX       V
            │              │         │        │
         Although         we      are not  winning
```

Figure 3.30

Based on the tree diagram above, the word "winning" categorized as a present participle in which the meaning was getting something as a result of a competition; or achieve the results that the writer's want (Oxford 4th edition). Thus, based on the description of the diagram above, the interpretation of the sentence was, although we did not achieve the results that we want, we still enjoy the championship.

From the explanation above, the researcher disambiguated the sentence by choosing the second tree diagram. The researcher disambiguated the sentence by searching the category of the word "winning". The word "winning" was categorized as a present participle. The reason of the researcher chose the category was the information of this writing mentioned that the author got 4th position in that championship. Thus, it could be concluded that the sentence was an expression of the writer who did not achieve the target at the championship. So more precisely, the meaning of the word "winning" was the achieving result that the author wanted, which positioned as a present participle.
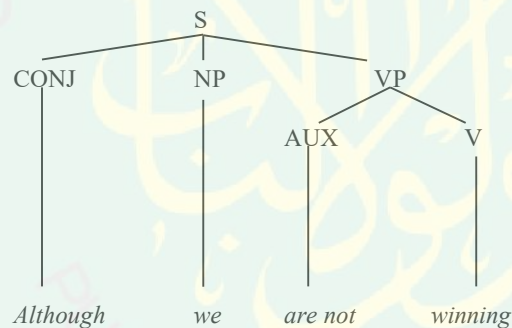
B. Discussion

This research highlighted the syntactic ambiguity on students' translanguaging texts in the form of writing and how it was disambiguated by tree diagrams. In order to clarify and answer of these research questions, the discussion needed to take place after the findings presented. Based on the concerns of this study, the researcher had found seven texts from different students, which had syntactic ambiguity and practiced translanguaging. From these seven of the writing texts, the researcher found 15 syntactically ambiguous sentences.

From these 15 data in the form of sentences, all of them had one of the types in syntactic ambiguity, based on the theory proposed by Hirst (1992). Thus,

in students' translanguaging texts, the researcher found the types of attachment ambiguity, gap-finding and filling ambiguity, and analytical ambiguity. Meanwhile, this case was contrasted from the findings in the Qotrunnado (2015). She examined syntactic disambiguation in English monolingual student text in the form of writing. Qotrunnado (2015) only found two of the three types with the same theory used, namely analytical and attachment ambiguity. The findings was supported by Grissworld's (2007) study in which the mix-language writers had a many syntactic errors rather than monolingual practiced. These syntactic errors may occur the syntactic ambiguity.

Another researcher's analysis in students' translanguaging writings was, when the students practiced translanguaging, the result of the sentence was very complicated, and some of the sentences found to be a dependent clause. The reason for the students produced the dependent clause because the students desired to communicate through their writing was their primary goal. Kiramba (2016) stated that this practice helped a multilingual reader to understand the text, then the students had practiced translanguaging in order to meet their communicative goals in writing, but due to language restrictions, they received low scores. For the reason, in students' translanguaging texts, the researcher found the type of gap-finding and filling ambiguity since the gap-finding and filling ambiguity occured because of one of the dependent clauses, which signed by the relative clauses or pronoun. From those explanations, it might be one of the reasons in Hirst's (1992) theory because he claimed that the types of gap finding and filling ambiguity was difficult.

Furthermore, among the three types of syntactic ambiguity proposed by Hirst (1992), the type of attachment ambiguity was the most common problem which was occured in students' translanguaging writings. The findings of this study was in accordance to Hirst's theory. Hirst (1992; 131) argued that the attachment ambiguity was mostly a common problem of modifier placement. The placement of modifiers were often confused by students in composing a sentence.

In addition, the tree diagrams or PS tree's analysis of the researcher were clearly understood about constituent structures or grammatical categories that caused syntactic ambiguity. Formkin et al. (2011) stated that certain kinds of ambiguous sentences had more than one phrase structure tree and each corresponded to a different meaning. The statement was followed the findings of the researcher, where the constituent in the area of ambiguity could influenced the structure and the meaning of the sentence. Therefore, the researcher formulated two different PS tree structures in order to describe the differences in the constituent structures that triggered the syntactic ambiguity. Furthermore, to decide which appropriate tree diagram related to the context, the researcher decided it by referring the writing context as a whole that had been written by students, then the researcher was also looked for the meaning related to the area of ambiguity, and some of world knowledge.

Another analysis found by the researcher, when the students mixed their sentence with national language or local language and the sentence became the area of ambiguity, then the result of ambiguous syntactic sentences could be

disambiguated itself by searching the meaning of other language's vocabulary used. This case was in accordance with Hirst's (1992) argument about syntactic disambiguation, since syntactic disambiguation could not be separated from semantic help, or world knowledge. It happened because, by looking up the meaning, it might become the way to disambiguate syntactically ambiguous sentences that had been produced.

To sum up, the findings that had been analyzed by relevant theories and some several previous studies contributed to the novelty of the topic about syntactic ambiguity that was examined in students' translanguaging texts. This was proven by the findings of this study, in which the syntactic analysis of ambiguity was mostly found in translanguaging texts rather than in the monolingual texts that had been previously studied by Qotrunnado (2015). From this study, it was found when the students wrote the texts by practicing translanguaging, their main goal was to convey their ideas through their writing regardless the grammatical mistakes they made in the compositions.

CHAPTER IV

CONCLUSION AND SUGGESTION

This chapter provides conclusion which discusses summary based on the answer of the research question and recommendation for further study.

A. Conlusion

This study had examined syntactic disambiguation on students' translanguaging texts in the form of writing, which covered the types of ambiguity and the way to disambiguate them by tree diagram based on the theory proposed by Hirst (1992). In this study, the researcher found three types of syntactic ambiguity, where the attachment problems was a type that often appeared in students' translanguaging writing. Those students practiced translanguaging was the gain the goal of communication through their writing. For the purpose of communication, the students sometimes applied complex sentences and produce dependent clauses in the structure of their writing. Therefore, this affected the syntactic error that caused syntactic ambiguity.

Furthermore, in disambiguating ambiguous syntactic sentences using tree diagrams, the researcher described by showing two different patterns in each ambiguous syntactic sentence. Then, the role of parsing showed the differences in structure that caused creating differents meanings. From this role, the researcher tried to chose the appropiate structure based on the tree diagrams in which referring the context and the world knowledges based on the texts

B. Suggestion

After analyzing the structural disambiguation on students' translanguaging writings, the reseracher would like to give several suggestions for English learners and further researchers. For the English learners, they can apply translanguaging practice in foreign language subject because it makes easy for students to understand the context of communicating. Translanguaging practice is very interesting to be applied especially in this technology era, such as by telling their experience through the social media. However, it will be better if practicing translanguaging by noticing to the sentence structure produced. Thus, when they practice translanguaging and do not produce ambiguous syntactic sentence, so that the reader can understand the context of the student's writing properly.

Moreover, for further researchers who want to conduct a research on the same subject but different topics, the researcher suggests to examine lexical disambiguition or focus on syntactic error. By examining the two topics in the same subject, it will contribute on how the phenomenon of translanguaging practice is applied by foreign language learners. The subject used is not only in the form of writing, but it can be in the form of speech or dialogue between teachers and students when practice translanguaging.

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CURRICULUM VITAE

Khoirotun Nisa was born in Gresik on September 27, 1998. She graduated from SMAN 1 Sidayu Gresik in 2016. During her study, she was actively participated in the pers organization at her school. She likes writing in non-fiction genres, especially about a culture, then she puts in writing an essay and published on a school's magazine. She started her higher education in 2016 at the English Letters Department of Maulana Malik Ibrahim UIN Malang and finished in 2020. During at the university, she was active in social communities engaged in literacy at Malang. She also tried to contribute as a news writers. Towards the final semester, she was looking for a new experiences by undergoing the profession as a part time customer service. She believes that effort and pray will not betray the results.

APPENDICIES

APPENDIX 1: Data Tabulation

No	Student's topic of writing	Types of	syntactic	ambiguity	Translanguaging practice *(English with__)*
		Attachment problems	*Gap finding and filling*	*Analytical ambiguity*	
1	Holiday to Karimun Jawa	a. In there, we ate grilled fish **with sambal.**	-	-	English with Indonesian and Chinese language
2	Joining pageant contest	a. **Honestly**, I was very pessimist and I was not sure with myself. b. **Unexpectedly,** the master ceremony announced me as the winner and I got that beautiful crown as the Puteri Pendidikan Remaja 2020. c. **Finally**, I had to take 3 injections and two weeks bed	a. Then, I still have two weeks more for school break **that causes** by the Covid 19 spread	a. I got so many pressures there but I still kept **trying.**	English with Indonesian language
3	Skipping school	b. I skipped the school **with my brother**	a. We arrived at school **when the gate** has already closed.	a. . I did it without **knowing** anything.	English with Indonesian language

4	Riding a boat in Mendit	a. I *mengayuh* the pedals **with more excitement** Translate: I was pedaling the pedals with more excitement a. **I am so excited** waiting behind the fence,waving to my mother.	-	-	English with Indonesian language
5	My Appendicitis	-	-	a. I wanted **to leave** from school in the morning	English with Javanese and Indonesian language
6	Visiting Macau	a. I could get a more delicious meal **with the same price** there. b. **Honestly,** I don't really like to transit first, but after we arrived in Macau, I was very speechless.	-	-	English with Javanese and Indonesian language
7	Joining Championship in sport	-	-	a. *Meskipun,* we are not **winning,** we enjoyed the	English with Indonesian language

				champions hip. Translate: Although we are not winning, we enjoyed the championship	

APPENDIX 2: Students' Writings

Text 1: Holiday to Karimun Jawa

when I was in eighth grade I went holiday to Karimunjawa. Karimunjawa is a tiny island, if you want to go there you should cross the sea through Jepara island, it took 1.5 hours with 装运. When we arrived there, we picked up by a tourguide and we went to the hotel. At the first day we just play near the hotel. The hotel was located near the sea , you can play canoe karena hotel menyiapkan canoe board so that we can play canoe there. At the first night there was a thunderstorm so that the sea water went inside the hotel. At the second day we went diving again and we took a break in an island and I don't know the island's name, in there we ate grilled fish with sambal and I love the taste it was so good. At the next day we went diving ,I love diving because I can see under water view , sometimes I met a shark and it's so scary. On the next day we went home. Even though it was such a short trip but it was such an interesting moment I've ever had.

Text 2: Joining pageant contest

March 2020, a month that so very special for me because I got so many lessons from this month. When I was preparing for a pageant contest, Putera Puteri Pendidikan Remaja 2020 I got a Gastritis disease. I hold it until two days before I went to Surabaya for having the quarantine and grandfinal of that contest. Honestly, I was very pessimist and I was not sure with myself. I tried to do my best but there are so many things that successfully made me up and down. I got so many pressures there but I still kept trying. I didn't want my support system, especially people around me who already helped me for preparing this competition, feel disappointed to me. I didn't know what should I do when I heard my name was announced as one of the finalist who turn the TOP3. After that, I was controlling myself to stay calm and not panic. But however, I got a question which is very difficult and for me it isn't fair for me to get that kind of question. I managed to answer the question even though it was quite a mess. Unexpectedly, the master of ceremony announced me as the winner and I got that very beautiful crown as the Puteri Pendidikan Remaja 2020. Sadly, two days after I got that happily moment, I got a very painful stomachache. My doctor said to me that my Gastritis already stepping the acute level. Maybe it causes because I force myself to still continue the contest. But I believed myself that I can stand in my will and bangkit dari cobaan . Finally, I had to take 3 injections and two weeks bedrest. Then, I still have 2 weeks more for school break that causes by the COVID-19 spread. So I can take all of my makeup test and tanggungan tugas in this long school break. Beside that, I also have to prepare for the next National contest because I have to be the representative of East Java for Putera Puteri Pendidikan Indonesia 2020.

Text 3: Skipping school

I had an unforgettable experience that happened a few months ago. I skipped the school with my brother. It sounds nakal but in reality I did it without knowing anything. It happened because we went to school 15 minutes before the gate is closed meanwhile the jarak between my home and school is far enough. We arrived at school when the gate is already closed. so we don't have any choice instead of skipping the school. So instead of going home, he took me to rental PS and we played game together. After that, he took me to a fast food restaurant so that we could have lunch together. We stayed there until around 3 P.M. and then we go home. Although it's only that, but it was really fun. Fortunately that semua pelajaran jamkos on that day so I don't ketinggalan on my lessons.

Text 4: Riding a boat in Mendit

When I was in 3rd or 2nd grade,I went to the airport with my uncle et my aunty to pick up my mother.I am so excited,waiting behind the fence,waving to my mother.After my mother get in to the car,we head back home.But to get home,our car melewati Mendit,so we decided to visit Mendit.I was scared with the monkeys,but I am still excited.I insisted to ride the boat.But,the boat isn't only operated by paddles,also pedals.I was sitting with my uncle in the front,mengayuh pedals with my uncle.I became more excited when I saw people sitting in gazebos on the othr side of the lake,"Let's go sit in there!"I said.I mengayuh the pedals with more excitement,trying to use all my energy.But,me and my uncle are opposites.My uncle is big and tall,meanwhile I was small at the time.So our boat was just moving in circles,and my mother is the one that realizes it first.We do nothing else other than keep moving the boat and laugh together.Because I wasn't strong enough even though I moved to the backseat to use the paddle.So we decided to go back,and I moved to the backseat."Woah,the paddle is sure is heavy"I said.But I still enjoyed it,because I thought the underwater scenery is beautiful.We finally get back,and go home.I will never forget his experience.

Text 5: My Appendicitis

Unforgettable experience that I ever experienced was when I had contracted appendicitis and had to be operated on that daythe initial symptoms that I experienced were that my stomach was cramped, and it was difficult to move, then vomited everything I ate, the symptoms I experienced when I wanted to leave for school in the morning. after several symptoms that I experienced, my mother immediately drove me to check to the nearest hospital, so that it was handled appropriately. After being examined by the doctor, I was finally diagnosed with appendicitis, and had to undergo several tests before entering the operating room, which included: ultrasound, several injections. after completing several tests at the end of the day at 3 pm I run an appendectomy. thank God the operation went smoothly, and I just woke up around 9 pm. I experienced this experience when I was in kelas gangsal sekolah dasar

Text 6: Visiting Macau

I had an unforgettable experience when i was visiting Macau for about a year ago. At that time, actually I and my family sedang berencana pulang ke Indonesia after visited my grand grand mother in Taiwan as a new year holiday. But unfortunately tiket langsungan untuk ke Indonesia was sold out. So we decided to brought the tickets yang bukan langsungan, but a transit tickets to Macau first. Honestly I don't really like to transit first, but after we arrived in Macau, I was very speechless. Macau was a very beautiful country with a typical oriental atmosphere. Yang sebelumnya I don't really like to transit, berubah immediately like "ok I should have to transit to Macau first next time ". In Macau, we visited it closest landmark first before we melanjutkan perjalanan to Indonesia. We visited a really great casino there. The casino was very stunning. There were colorful lights, patung es, a room that full with diamonds and crystal clear, and a pretty bar. People there also very friendly, I rarely found a people who did racism. And the mind-blowing thing there, was the McDonald. I could get a more delicious meal with the same price there. The taste of the food was really different from Indonesia's McDonald . Is that why i prefer Macau's McDonald than Indonesia's. Unfortunately we don't have much time there. So we should went back to the airport untuk melanjutkan perjalanan to Indonesia. This is really an unforgettable memory of my life and I wish that I could go there again someday.

Text 7: Joining Championship in Sport

I had an unforgettable experience when I was young. There was I just get a kesempatan for mengikuti sebuah championship in sport. Disana I was attending marathon sejauh 2000 meter. Sadly, I got the 4th place or juara harapan satu. But, I was enjoy that championship because, I mengikutinya with my friends. There was 5 people yang mengikuti that championship. Meskipun we're not winning, we enjoyed the championship. Waktu perjalanan back to school, it was rain. Daripada we're meneduh, we're choose to play with the rain. That is the reaso why that experience is unforgettable for me. Aftr that, we're sampai in school. In the school we're playing around with the rain again. Sampai my sport teacher mengomel to we. So, yeah, it's was fun, and also amazing experience for me.

APPENDIX 3: Data Instrument

PENGAMBILAN DATA SKRIPSI TENTANG "SYNTACTIC DISAMBIGUATION ON STUDENTS' TRANSLANGUAGING WRITINGS"

Nama saya Khoirotun Nisa, Mahasiswi UIN Malang Jurusan Sastra Inggris. Saya melakukan penelitian skripsi tentang analisis sintaksis ambigu dalam tulisan Bahasa Inggris siswa dimana mengaplikasikan translanguaging. Disini saya mengambil data siswa kelas 19 Bahasa di SMAN 1 Malang tahun ajaran 2019/2020.

Translanguaging secara sederhana bisa diartikan sebagai upaya para penutur multibahasa baik secara praktik bicara maupun tertulis dengan mengkombinasi penggunaan bahasa satu ke bahasa lain. Praktik ini dapat dilakukan dalam proses menulis terlebih ketika dalam situasi mendesak. Hal ini diperbolehkan karena adanya hak berbahasa atau language right.

Pencampuran bahasa yang dilakukan dalam poses translanguaging bisa dalam bahasa lokal (Jawa, Sunda, Madura, dsb), bahasa nasional (Indonesia) atau bahasa asing lain selain Bahasa Inggris, lebih tepatnya yang telah dipelajari oleh siswa SMAN 1 Malang sesuai minat masing masing seperti (Jepang, Jerman, Mandarin, Prancis, Arab).

Seperti contoh praktik trangslanguaging dengan topik pengalaman.

I had an amazing experience. It happened several months ago. I berkesempatan for an amazing agenda in Malaysia. I got a partially scholarship for teaching an illegal Indonesian children who stayed at Malaysia since they was born. They were students in Pusat Pendidikan Warga Negara Indonesia at Klang-Malaysia. Kebetulan there, I taught 3rd and 4th grade of elementary school. Yang membuat unik disana, although sekolah iku was just for Indonesian but pendiri sekolah iku was Malaysian.

Berdasarkan contoh diatas, mengaplikasikan tulisan Bahasa Inggris dengan mengkombinasi Bahasa Jawa sebagai bahasa lokal dan Indonesia sebagai bahasa nasional.

* Wajib

Nama Lengkap *

Jawaban Anda

Nomor Induk Siswa *

Jawaban Anda

Kelas *

○ 19-Bahasa

Nomor Whatsapp (aktif) *

Jawaban Anda

Please write a text in English with the topic is about your unforgettable experience. You can combine with other languages (Indonesian, Javaneese, German, France, etc) if you do not know the specific English Vocabulary. You can write about 175–200 words in 15 minutes. *

Jawaban Anda

Give the title of your writing! (optional)

Jawaban Anda

Setelah menyelesaikan kuisioner ini, apakah anda berminat mengikuti pengundian ovo dengan nominal Rp. 100.000 untuk 5 orang pemenang? (*masing masing pemenang Rp. 20.000) *

○ Ya

○ Tidak

Kirim

Jangan pernah mengirimkan sandi melalui Google Formulir.

Formulir ini dibuat dalam Universitas Islam Negeri Maulana Malik Ibrahim Malang. Laporkan Penyalahgunaan

Google Formulir

The data instrument above can be accessed on the link:

http://gg.gg/PENGAMBILAN-DATA-PENELITIAN-19-BHS