Semantic Perspective on Lexical Ambiguity in English Tetxbook

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Abstract

The goal of this study is to describe the many types of lexical ambiguity and how they are used in student English textbooks. Ullman Stephen proposed the linguistic ambiguity theory. The essay combined qualitative research with a content analysis technique. The words with lexical ambiguity are the subjects of this study. The data is made up of words, and the source is an English textbook. Reading, comprehending, and coding the text book that contains lexical ambiguity is the procedure for gathering data. The data analysis technique is then organized, familiarized, and interpreted. The findings of the study revealed that the text book contained two types of lexical ambiguity, Polisemy and Homonymy. Lexical Ambiguity can be assumed to exist in everyword with several meanings.

Keywords: semantic; lexical ambiguity; textbook

INTRODUCTION

Ambiguity is a part of semantics, which is a branch of linguistics. The study of the meaning of words, phrases, and sentences is known as semantics. The traditional meaning transmitted by the usage of words, phrases, and sentences in a language is referred to as linguistic semantics. Noting is a branch of linguistics that analyzes characteristics of meaning contained in linguistic expressions and is not dependent on its use in a specific speech group. In other words, semantics is the study of meaning as it is deduced from factors such as speaker purpose, psychological condition, and socio-cultural environment.

"Semantics is the study of word meaning, and sentence meaning, abstracted away from contexts of use, is a descriptive subject," according to Griffths (2006:15). According to the theory, semantics is the study of the meaning of words or sentences in relation to their context of usage. "Semantics is the study of meaning of words and sentences or semantic is the study of meaning communicated through language," according to Saeed (1997:3), implying that semantics is the study of the meaning of words as well as the meaning of language.

A sentence with ambiguity is one in which a word, phrase, or sentence has more than one meaning. Ambiguity occurs when each verbal form has two or more possible interpretations. "Ambiguity is a linguistic situation that can occur in a variety of ways," according to Ullmann (2009:8).This agrees with the previous statement that, the notion of ambiguity is a linguistic condition that has more than one meaning, this is caused by words, phrases or sentences whose intent or meaning has one or more meanings. There are many ambiguous words or sentences are often found in written language, such as in newspapers, magazines, advertisements, or even in textbooks. And in this research the researcher will analyzing textbook. Textbooks are an important component in teaching

and learning process. Textbooks are used generally as a resource for teachers to teach and students to learn. Teachers often use textbooks as the main teaching material in order to teach well. Even so, there are many sentences which cannot be understood by students, so that it causes ambiguity.

However, there are two sorts of ambiguity: lexical ambiguity and structural ambiguity. Ullmann (1977: 128), on the other hand, divides ambiguity into three types: phonological ambiguity, structural ambiguity, and lexical ambiguity. Phonological ambiguity is a phonological ambiguity that occurs from the sound of language that is not written. As a result, it is possible since the sound can be perceived in multiple ways. People can speak too quickly, causing others who are listening to question the speaker's meaning or message. It can also cause the listener to understand the speaker's meaning in a different way or not at all.The second type is lexical ambiguity, which differs from phonological ambiguity in that it examines language at the word level.

Lexical ambiguity, according to (Ullmann, 1977:156) is a term that can have two or more distinct meanings in the same context but has the same form, and two or more different words can have the same sounds. Lexical ambiguity occurs when words have more than one Lexical meaning depending on dictionaries, according to (Ramadani, 2015:2). According to Hurford and Heasley (1984:128), a sentence is structurally ambiguous if its words are related to each other in diverse ways, even if none of the individual words are ambiguous. As a result, the focus of this study was solely on lexical ambiguity. The subject of this investigation is a textbook. Textbooks are crucial in the learning process, particularly when studying a foreign language. In schools, textbooks are utilized as a medium for teaching and learning. Furthermore, the quality of textbooks is determined by a number of aspects, including their look and lucidity.

What is meant by appearance and clarity? Appearance refers to a method of presenting information, such as utilizing a picture or diagram to accompany information, whereas clarity refers to a clear understanding of the information, particularly the meaning of the language or sentence. Teachers should examine textbooks since they play an important role in teaching topics to students in depth so that later students can easily learn and master the material, particularly when it comes to reading texts. However, not all teachers are capable of explaining the text's or book's contents. Many sentences in English are usually translated into Indonesian and have a different meaning in the genuine sense. Because it alludes to confusing terms, it will be difficult for students to comprehend.So it will be difficult for students to understand because it refers to ambiguous sentences or words and researchers have found several previous studies related to this research.

There are five previous studies that support this research. The first is Julie Puspitasari and Ni LuhSutjiatiBeratha (2019). She analyzed a study entitled Ambiguity Lexical and Structural Founds in Article in The Jakarta Post Daily Newspaper. This research uses Ulmann's theory. Their findings indicate that there were 8 cases and 12 cases of lexical ambiguity structural ambiguity. The analysis also found the causes of each ambiguity, there are two factors that cause ambiguity; factors that cause lexical ambiguity and factors that cause structural ambiguity. Only one factor, polysemy, is

responsible for lexical ambiguity. The second previous study, titled Lexical and Structural Ambiguity Found in Zootopia Movie, was conducted by Frisca Candra Safitri in 2017. In this study, she analyzed the words that have ambiguous meaning, also known as lexical ambiguity, and discovered the most dominant type of lexical ambiguity found in the movie, as well as the structural itself. To study it, the researcher employed Stephen Ullmann's (1997) hypothesis.

Ambiguity in Soundtrack Songs Lyric of Moana Movie is the title of UnprisYastanti and AnggunDwiSetiawati's third previous study from 2018. The researcher discovered that the song has a profound meaning that is difficult to comprehend. As a result, the researcher is interested in analyzing the ambiguous meaning in each line of the lyric, as well as the different sorts of ambiguity used. The researcher used Hurford and Heasley's (2004) theory to examine ambiguity and Saeed's (1997) theory to assess the different types of ambiguity in this study.

The fourth prior study, titled Lexical and Syntactical Ambiguity in Humor, was published in 2017 by Intan Nur Charina. In this study, the researcher looked at words in newspapers and short stories with uncertain meanings, such as lexical and syntactic ambiguity, and discovered that there are 25 data, 12 of which are lexical ambiguity and 13 of which are syntactic ambiguity. Nanda Ramadani (2015) did a study to detect ambiguous terms with several lexical interpretations from the headlines of The Jakarta Post newspaper. She looked at the homonymy and polysemy in the headlines of The Jakarta Post, and the idea she utilized was proposed by Lyons (1995), Palmer (1995), and others.She looked at the homonymy and polysemy in The Jakarta Post's headlines, and the idea she utilized was proposed by Lyons (1995), Palmer (1981), and Leech (1981). (1981). This study looks at ambiguity in EnglishTetxbook language, particularly in headlines, with a focus on lexical ambiguity.

Sometimes neither the teacher nor the student realizes that a term or phrase is confusing.After reading prior studies on ambiguity, the researchers discovered that ambiguity is one of the most important difficulties to fix. The researcherwantedtodescribethetypeoflexicalambiguityandmeaningatan English Textbook. The seconds to make it easier for students to understand the material when reading textbooks, because we all know that English includes a lot of terms that have two meanings when translated. As a result, students will be perplexed. And the reason why the researcher is interested in reading ability is that there are confusing sentences or even words in reading ability. This article attempted to explain ambiguity based on the following explanations. This article examines lexical ambiguity found in English textbooks for high school students in grades 11 and 12.

LITERATURE REVIEW
1. Semantic

Linguistics has a branch called semantics. Linguistics is the science of language or the study of a language in its most fundamental form. Semantics, on the other hand, is a part of language that has meaning. So, a semantic definition is a comprehension that allows a reader to understand the meaning or content of a term without relying on the

context that a language user has on the meaning of the phrase. Semantics is a systematic study of meaning in language and how language can organize and express meaning, according to (Kreidler, 1998:3). This implies that semantic meaning must be limited to the expression of a meaning in a language. The meaning itself can be summarized as an idea or concept that can be transferred from the speaker's mind to the listener's mind.

2. Ambiguity

Ambiguity is language that occurs in spoken or written. The example of ambiguity that occurs in spoken language is misinterpretation between listeners and speakers. Sometimes listeners have different interpretations which do not match the speaker's intent. An ambiguity that occurs in written is like, sometimes we find the difficult meaning in a word or a difficult word to understand in the reading that meant by the writer. Ambiguity is related with speech that has multiple meanings and conforms to all levels of linguistic analysis, from phoneme to discourse. As a result, a word or phrase with an ambiguous meaning is language that can be construed in multiple ways. Leech in Pateda, 2021 agrees, stating that an expression is said to be ambiguous if it has more than one meaning. Also, an ambiguous sentence is a term that contradicts the genuine meaning of a language since it relates to a speech (word, phrase, or sentence) with multiple meanings. Ambiguity, according to (Ulmann, 1977:256), is a language state that can occur in a variety of ways. He specifies three types of ambiguity from a purely linguistic standpoint: phonetic, grammatical, and lexical.

a. Types of Ambiguity
Ullmannin Pateda (2001:202) divides ambiguity into three, they are: phonological ambiguity, lexical ambiguity, and Structural ambiguity
1) Phonological Ambiguity

The ambiguity at the phonological arises from the sounds of the language spoken. Sometimes people speak too fast which makes the other person or the person listening doubtful about the meaning of the speaker's speech and therefore one can interpret it in many ways. This ambiguity occurs only in spoken language such as direct conversation or a conversation consisting of a speaker and a listener).

For example:*"Ice cream" and "I scream"*

When the hearers hear the utterance above, they may have the different interpretation whether the words "Ice cream" and "I scream". The word certainly sounds similar when spoken. This includes phonological ambiguity. Even though if written, the meaning is very different, the word Ice cream: It is a soft frozen food, while the word I scream has a meaning which can be interpreted that someone is feeling scared.
2) Lexical Ambiguity

Lexical ambiguity is ambiguity that arises from a word's meaning rather than its structure. This is a group of words, such as a conversation or a speech, that can lead to multiple interpretations because each word has multiple lexical meanings. As a result, understanding the two types of Lexical ambiguity, Polysemy and Homonymy, is critical

for examining Lexical ambiguity. Polysemy is defined as a scenario in which two words have the same spelling but different related meanings (Ullman 1962). Despite the fact that homonymy is defined as the occurrence of two or more words with the same phonological shape and pronunciation but different meanings. This is in line with Leech's (1981) opinion, who stated that "Homonymy" is defined as "two or more words that have the same pronunciation and spelling but different meanings."Lexical ambiguity can be found in printed publications such as newspapers, textbooks, articles, and other types of written content. Nonetheless, Ullmann (1972, in Pateda, 2001: 203-206) states that ambiguity is caused by a number of reasons, particularly in the case of lexical ambiguity. Here's an example and explanation of lexical ambiguity.

b. The Causal factors and Example of Lexical ambiguity
1)   Polysemy

Polysemy words cause problems in translation when they appear in a sentence decontextualization. Decontextualization itself has a meaning of a sentence that arise because of differences in situation or the meaning of experienced reader in the text itself. Decontextualization arises because there is no linguistic context that is very supportive to eliminate ambiguity and determine its meaning. Basically, the words polysemy might pose a problem even in the presence of linguistic context that is very supportive, but this is the case if researchers do not consider the text and stick to the core meaning of the word. Therefore, to resolve ambiguity, researchers must consider the context. In addition, the researcher must realize that the translation or the meaning of the word makes sense according to the context.

In accordance to the statement above, it can be concluded that the meaning of polysemy is a situation which has double meaning that occurs when a word has two or more meanings. Polysemy has been defined by Ullman (1997:81) "as a word that has multiple but related meanings." According to Ullman (1997:81) polysemy is speech in the form of words or a word that has different meanings, but there are still relationships and interrelationships between variants of its meaning. This means, the word has a different meaning but its meaning is still related to other meanings. The change of meaning in a word into two or more related meanings is the change of a single meaning into polysemy.

Ullman also said that polysemy is a fundamental feature of human speech which can arise in a multiplicity of ways. There are several factors that can cause a change in meaning. This is also stated by Pateda (2001:214). He said changes in words in speech can give rise to new meanings for example the word mouse, this word is very synonymous with animals, but this word can also be interpreted as a tool to move the cursor on a computer. The words mouse in computer and animal mouse have different meanings. Mouse can be interpreted as a cursor moving tool on a computer because the shape of the tool is like an animal called a mouse, not because the meaning of this mouse allows it. Language users give ideas or feelings that are contained in their minds, it is because a new word is not yet discovered, so, existing words can be used but in other meanings. Here is an example of Polysemy.

"Yesterday, I saw she went to the bank with her husband"

Bank (n)

Based on the definitions, the word "bank" above is ambiguous because it can be interpreted more than one meaning. The readers may interpret the sentence into:

"Yesterday I saw her and her husband went to the bank to save money" or

"Yesterday I saw her and her husband went to the bank for fishing"

The word "bank"in the first interpretation means to save a money, and the word "bank"in second interpretation means a bank *(riverbank)*

2)   Homonymy

Homonymy is two different words with the same form. Moreover, Bloomfield (2003:45) states that the homonymous reference to the different linguistic forms that have the same phonetic form (and therefore differ only in the sense). Example :

"A can of sardines costs five thousand rupiahs"

"She can speak languages fluently"

As already explained, homonymy is defined as a case where two or more words that have the same phonological form and pronunciation, but whose meanings are not related. The word can in the two sentences certainly has very different meanings, even though they have the same phonological form and pronunciation. In the first sentence the word "Can" means"*Satu kaleng"*, while in the second sentence the word "Can" means "*dapat".* Homonyms are divided into two types (Bloomfield, 2003), there are:

a)   Homographs

Homograph is a word that are spelled the same but have different meanings and they may be pronounced differently. Example :

"If you were to tear my new shirt you would see a tear roll down in my cheek."

The word "tear" has different meaning and it looks very clear. The words do not sound alike. Anyhow, because they are written in the same way the word is homographs.

b)   Homophones

Many linguists agree that homophones are two or more words that sound alike but are written differently and have different meanings. Example :

"I want to sell this cell phone"

The word "sell" and "cell"have the same sound but different spelling and meaning. The other example in homophones is the word "threw/through, sight/site and the word rite/right/write/wright" The homophones words make people often tend to have trouble with the meaning. Also the word "their", "there" and the contraction "they're". Similarly, "whose" is often confused with the contraction "who's", and "your" is confused with "you're". Someone's spoken usage can be perfect despite struggling to remember the correct homophone to write.

3. English Student Textbooks

Textbooks are books that contain facts about a particular subject that are used by people who study that subject. Many publishers attempt to provide textbooks to aid teachers and students in their learning. Not all textbooks are written to meet the needs of students and are of high quality. According to Cunningsworth (1995: 4), "no textbooks designed for the general market will be absolutely ideal for certain groups of students." This implies that textbook analysis is required to evaluate the textbooks have been published. Analysis of textbooks will provide evaluation and publishers can create a better edition. Currently, Indonesia uses Curriculum 2013. According to government policy (*Permendikbud,* 2013).

METHOD

The researcher used qualitative research. According to Cresswell (2009:4), qualitative research is essentially interpretive. It indicates that the researcher is capable of interpreting the data. It entails shaping a personality or a setting, collecting data, and then interpreting its significance both personally and theoretically. The author employs content analysis as a qualitative article approach in this case. Furthermore, content analysis is simple to replicate and inconspicuous, implying that the observer's presence has no bearing on what is observed.

Because this essay focuses on lexical ambiguity in English textbooks, the author's function in this study is that of a thorough observer. As a result, the author worked on this essay from beginning to end, collecting, analyzing, interpreting, and expressing data. The author chose Textbook as the article's subject because he believes it is the greatest option in light of the COVID-19 epidemic that is rampant in Indonesia.

Words in Textbooks with Reading Comprehension, which means two or more words, are the sources of data in this article. The data for this article are words found in the textbook entitled *"Buku Bahasa Inggris Kelas XII SMA/MA/SMK/MAK".* In this case, the author uses document analysis as a data collection procedure. The data analysis used is to organizing & familiarizing, coding &reducing and interpreting& representing. The writer also uses investigator triangulation to assess the reliability of the data from the results of this article.

RESULTS AND DISCUSSION

1. Result
a. LexicalambigutyTypesonEnglishTetxbook

This section describes the identification of types of Lexical ambiguity in English textbooks with tittle *"Bahasa InggrisKelas XII SMA/MA/SMK/MAK".*In this research, the researcher chose lexical ambiguity that is classified by Stephen Ullman. Ullman classified lexical ambiguity into 4 types, namely Polysemy, Homonymy, Homophones and Homographs. The data from this study are words that are included in lexical ambiguity in a book published by the Ministry of Education and Culture with a 2013 curriculum

and it is a revised edition of 2018 with the title *"Bahasa Inggris Kelas XII SMA/MA/SMK/MAK"*.

The researcher got the data by reading the student textbooks which was found on the chapter marked with reading comprehension. To make it easier to analyze the data, the researcher classifies words that have lexical ambiguity into each type in the table. The researcher found several words that consist of the type of lexical ambiguity according to Ullman. After classifying the data, the researcher found 25 words that were included in the word lexical ambiguity. Furthermore, to make the classification clear, the researcher has drawn the findings in the graph below.
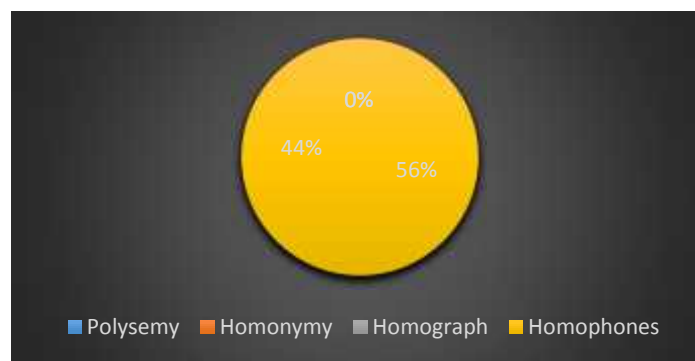

Figure 4.1 Lexical ambiguity in the textbook entitled
"Bahasa InggrisKelas XII SMA/MA/SMK/MAK"

From the 4 types of ambiguity that have been classified by Stephen Ullman, in this English textbook, the researcher only found two types of Lexical ambiguity. There are Polysemy and Homonymy. The researcher found 14 words that were included in lexical ambiguity, namely type polysemy and found 11 words that were included in Homonymy, while words that had type homographs and Homophones were not found in this study. Each type of lexical ambiguity has been drawn in four colors (see figure 4.1). The blue parts are represented as polysemy, and orange parts are represented as Homonymy presuppositions, grey parts are represented as Homographs, and yellow parts are represented as Homophones.In Figure 4.1, the frequency of each type of Lexical ambiguity is shown in a pie chart. The blue part which is included in the lexical ambiguity of polysemy has reached 56% and is the largest part. That is, polysemy is the most dominant type of lexical ambiguity. This is in accordance with the notion of polysemy, which is a word that has two or more different but related meanings. And the orange part which is included in the lexical ambiguity of the Homonymy category reaches 44%. While in this research, the researcher did not find lexical ambiguity with the type of Homograph and Homophones.

b. The Implementation of Lexical Ambiguity in English Textbook with title *"Bahasa InggrisKelas XII SMA/MA/SMK/MAK"*

The second problem statement of this research is "How is Lexical ambiguity implemented in English textbook with the title *"Bahasa InggrisKelas XII SMA/MA/SMK/MAK"*. In this section, the researcher explains about how to implement it

an English textbook entitled *"Bahasa InggrisKelas XII SMA/MA/SMK/MAK."* To answer the two research problem questions, the researcher analyzed the data by understanding the context of the data, it is the words which has ambiguous words that refer to lexical ambiguity. Furthermore, the following analysis will be described below.

1) Polysemy

Polysemy is a speech in the form of words with different meanings, but there is still relation with other meanings. It means that the word has multiple meanings, but each meaning is connected to other meanings. The lexical ambiguity that is categorized as Polysemy can be seen below:

CH 2/TS 1/LN 03/17

*Arrive with this list in **hand***

It is classified as Polysemy because the word **hand** has two different meanings but still related so that it contains Lexical ambiguity, especially in polysemy. Based on Merriam webster dictionary the word **hand** has two meanings; the first meaning is the part of body at the end of the arm of a human or the second meaning is something resembling a hand. So that the sentence above can be said to be ambiguous because it can be interpreted as arrive and bring a list that has been written in hand or arrive and bring a list that has been written on a note. And in this data, the word **hand** has meaning something resembling a hand.

CH 2/TS 1/LN 08/17

*Feel the fresh air on your **face** as you sail to Bainbrige Island*

It is Classified as polysemy because the word **face** has two different meanings related. The first meaning of the word is **face** as the front of the head and the second meaning is a surface of a thing or countenance. And in this data the word **face** has meaning as the front of the head.

CH 2/TS 1/LN30/18

*Make sure you **take time** to spot these beloved icons*

The word **take time** is ambiguous but it still related. This is the reason why it can categorized as polysemy. The word **take time** is ambiguous because it can mean that spare a time to spot these beloved icons or it can mean that you need a more time to spot these beloved icons. Actually, both of the meaning have the same meaning according to the understanding of polysemy. But the writer here chooses the first meaning refer the word **take time**.

CH 2/TS 1/LN45/19

***See** exciting and experimental works at Chihuly Garden and Glass*

The word **see** is categorized as polysemy. Because it has two meaning but still related. Based on Merriam Webster dictionary, the first meaning of **see** is to perceive by the eye, or it can means to imagine as a possibility. Then, it can be concluded that seeing Chihuly Garden and Glass. directly with the eyes or just imagining it.

CH 2/TS 1/LN47/19

*See exciting and experimental works at Chihuly Garden and **Glass***

The word **Glass** is categorized as lexical ambiguity and it is Classified as Polysemy because it has two meaning but still related. In Merriam Webster dictionary, the word **Glass** has two meaning which is the first meaning is Glass or a cup for drinking and the second meaning is a mirror. In this data the word **Glass** have a meaning mirror or *(kaca)*

CH 6/TS 1/LN39/85

__Head__ of the Jakarta Education Agency

It is categorized as polysemy because the word **Head** has two meanings but it still related. Based on Meriam webster dictionary, the word **Head** has two meanings. The first meaning is to talk about the upper part of the human body. And the second meaning is a leader the Jakarta Education Agency. In this data, the word **Head** have meaning the leader.

CH 6/TS 1/LN52/85

Meanwhile, __acting__ Jakarta governor Basuki Tjahaja Purnama said that the parents should be patient

The word **acting** is categorized as lexical ambiguity especially in polysemy because the word has two related meaning. Based on Merriam Webster dictionary, the word **acting** has two meaning which is the first meaning is a someone that holding a temporary rank or position and the second meaning is a someone that suitable for stage performance. And in this data, the word **acting**has meaning someone that holding a temporary rank or position.

CH 7/TS 1/LN2/99

Indonesia has opened a regional recycling conference __aimed__ at increasing awareness of waste management

The word **aimed** is categorized as polysemy because it has two related meaning. Based on Merriam Webster dictionary, the first meaning is intended to direct to a specific goal. And the second meaning is to aimed specifically means to point the weapon at an object. And in this data the word **aimed** have meaning intended to direct to a specific goal.

CH 7/TS 1/LN19 /100

The mayor said that the city also __runs__ a program

The word is categorized as Polysemy because the word **runs** has two meaning related. Based on Meriam webster dictionary is the first meaning of runs is to go faster than a walk, and the second meaning is to continue an operation or production. And this data, the word **runs** have meaning to continue an operation.

CH 10/TS 1/LN7/140

You need to understand how the five most important photoshop __tools__ work

The word **tools** categorized as polysemy because the word has two meaning related. Based on Merriam Webster dictionary the word of **tools** can mean as a handled device that aids in accomplishing a task and it is an element of a computer program, and the second meaning is machines tools. In the data, the meaning of the word **tools**is an element of a computer program.

2) Homonyms

Homonyms or Homonymy is defined as the case where two or more words that have the same phonological form and pronunciation, but the meaning is unrelated.

CH 2/TS 1/LN 07/17

*Feel the fresh **air** on your face*

The word **air** is classified as Homonyms because it has two meaning unrelated. Based on Merriam Webster dictionary the word **air** can mean a light breeze or a mixture of invisible odorless tasteless gases (such as nitrogen and oxygen) that surrounds the earth. And the second meaning is appearance or bearing of a person especially as expressive of some personal quality. And this data, the word **air** means a light breeze or a mixture of invisible odorless tasteless gases (such as nitrogen and oxygen) that surrounds the earth.

CH 2/TS 1/LN 24/18

*Its entire district is full of shopping, attractions, and favorite **sight***

The word Sights is categorized as Lexical ambiguity which classified in Homonymy because the word **sight**has two meaning and it is unrelated. The reason why this word has two meaning unrelated is, because the first meaning of sights is, it can be something that is seen or a view. And then the second meaning is a rifle. And in this data the word **sight**has meaning something that is seen or a view.

CH 2/TS 1/LN 25/18

*The area is festival of sounds, **tastes** and smells and its part of the reason*

The word **tastes**is categorized as Homonyms because it has two meaning and the meaning is unrelated. Based on Merriam Webster dictionary the first meaning of **tastes** is to ascertain the flavor by taking a little into the mouth or the second meaning is to become acquainted by experience. And in this data, the word **tastes**has meaning of getting acquainted with experience

CH 2/TS 1/LN29/18

*Unless you have allergic to **noises***

The word **noises** I categorized Homonyms because has two interpretation and unrelated. Based on Meriam webster dictionary is the first meaning is about a sounds that is undesired or interferes and the second meaning is electromagnetic radiation. In this data, the word noise has the meaning of unwanted or disturbing sound

CH 2/TS 1/LN32/18

***Book** a night at one*

The word **book** is categorized as Lexical ambiguity which is classified in Homonyms, because it has two meaning unrelated. Based on Merriam Webster dictionary, The word book has two meaning, which is the first meaning is a word that underline is a set of written text or it can means to reserve in advance. And in this data the word **book**has meaning reservation.

CH 4/TS 1/LN4/50

*As you can see from my enclosed resume, my experience and qualifications **match** this position's requirements*

The word **match** is categorized as Lexical ambiguity that classified in Homonymy because the word has two meaning unrelated. Based on the Merriam Webster, the first meaning of **match** is a something similar or appropriate. And the second means is associated or a pair suitable associated. And in this data, the word **match** has meaning something that similar or appropriate.

CH 4/TS 1/LN5/50

*Managing the local **branch** of a national shoe retailer*

The word **branch** is categorized as Homonymy because it has two unrelated meaning. The word **branch** has two meaning that unrelated. Based on Merriam Webster dictionary the first meaning is it can mean as division, and the second meaning is a natural subdivision of a plant stem. and in this data the word branch has meaning as division

CH 4/TS 1/LN11/50

*I look **forward** to the opportunity to personally discuss why I am particularly suited for this position.*

The word **forward**is categorized as homonym because it has two unrelated meaning. The word **forward** has two meanings. The first meaning is to wait, and the second meaning is to forward a message (email, letter, or else). In this data, the word **look forward** is to wait.

CH 7/TS 1/LN18 /100

*So, you can see the reduction, which goes to composting center, also in the community, and **waste** management.*

The word **waste** has two meaning unrelated, so it can be seen that the word is Lexical ambiguity that classified in Homonymy. Because the first meaning of **waste** is an unwanted by-product of a manufacturing process. And the second is a broad and empty expanse or uncultivated land. And in this data the word **waste** has meaning something that an unwanted by-poduct of a manufacturing process.

CH 7/TS 1/LN25 /100

*They even don't use drinking **straws.***

The word **straws** has two meaning which is unrelated, so it can be seen as lexical ambiguity that is classified ashomonyms. The first meaning of **straws** which can mean a stalks of grain after threshing, or it can mean a tube (made of paper, plastic or glass) for sucking up a beverage. In this data, the true meaning of **straws** something in the form of a tube (made of paper, plastic or glass) for sucking up a beverage.

CH 10/TS 1/LN26 /140

*You can also do all sorts of **cool** things.*

The word **cool** is categorized as lexical ambiguity that is homonymy in which the word has two meaning which is unrelated. **Cool** has two unrelated meaning, the first meaning is a something awesome, and the second meaning is lacking in warmth. In this data, the word **cool** has meaning namely something that is awesome.

2. Discussion

This section presents a discussion based on the findings. It couldbe discussed into two parts in the findings above. These sections are types of Lexical ambiguity and how lexical ambiguity is implemented in the book entitled *"Bahasa Inggris SMA/MA/SMK/MAK Kelas XII".*

1. **Types of Lexical Ambiguity in English Textbook entitled** *"Bahasa Inggris SMA/MA/SMK/MAK Kelas XII"*

This section explains how the correlation between the first problem formulation in this research, namely "What are the types of Lexical ambiguity found in English Textbook entitled "English SMA/MA/SMK/MAK Class XII" and data finding. In this research, the researcher will focus on analyzing the types of lexical ambiguity based on the theory of Stephen Ullman (1997). According to Ullman, there are four types of lexical ambiguity, namely polysemy, homonymy, homograph and homophones.

Based on the findings, the researcher found that 25 words that are included in lexical ambiguity have been represented in several colors on the pie chart in Figure 4.1. The figure shows the frequency of each type of lexical ambiguity, and the data is in percentage form. Based on Figure 4.1, it can be seen that at least some words are included in lexical ambiguity. As explained above, the researchers found 14 words that are included in lexical ambiguity, namely Polysemy. This happens because the data is in accordance with the definition of polysemy that has been explained, namely a word that has two meanings but the meaning is still related.It is related to Ullman statement (1997:81) that polysemy is speech in the form of words or a word that has different meanings, but there are still relationships and interrelationships between variants of its meaning. This means, the word has a different meaning, but its meaning is still related to other meanings.

The change of meaning in a word into two or more related meanings is the change of a single meaning into polysemy. There are 11 data terms in homonymy or homonymsin addition to Polysemy. The data classed as Homonymy also include data that are in line with the definition of Homonymy which is a word with two meanings that are not connected. The researchers did not find words that are included in Homographs and Homophones. This is because Homographs and Homophones are both classified as Homonyms; the difference is that these two classes are more common in spoken language than in written language. Even if there may be several, this category has a small number of terms. The statement above is related to Bloomfield statement (2003:45) that the homonymous refer to the different linguistic forms that have the same phonetic form (and therefore differ only in the sense).

2. **The way Lexical ambiguity implemented in English textbook entitled** *"Bahasa Inggris SMA/MA/SMK/MAK Kelas XII"*

Lexical ambiguity is an important analysis that must be carried out, especially in this English textbook, it because by understanding the words that are included in the lexical ambiguity contained in this book, it is hoped that students, teachers, or further researchers can understand the multiple meanings and can understand them well.

In this section, the researcher discusses the relationship between the second problem formulation, namely the way Lexical ambiguity implemented in English textbook entitled "English SMA/MA/SMK/MAK Class XII". Here, the data analysis explains how lexical ambiguity is implemented in this book entitled "English SMA/MA/SMK/MAK Class XII". The researcher analyzed this textbook using the theory from (Ullman, 1962), Furthermore, the data analysis in finding will explain more of each presupposition types in below.

a) Polysemy

Data analysis shows that there are some data of word that includes lexical ambiguity which indicates polysemy. That is because Polysemy is a word that has a double meaning, but the meaning of the word is still related. As has been analyzed, there are 14 words included in Polysemy. This happens because in this English textbook, especially in the reading comprehension section, there are several words that have multiple meanings but are still related. And this is in accordance with the meaning of polysemy.

b) Homonymy

In the analysis of the data, the researcher found 11 words that were included in homonyms, this was because homonymy refers to the presence of two or more words which have the same pronunciation but different meanings and origins. "For example, the words "lie" and "lie". Both have different meanings but produce the same sound and spelling. The word "Lie" can have meaning *"Terlentang"* or *"Berbohong"* it depends on the sentence.

c) Homophones

Homophones is a word that have the same sound but have different spellings and meanings. Basically, homonyms and homophones are not much different. Because homophones are part of homonyms. For example, the word "see" and "sea", and then the other examples of homophones are "to", "too", and "two". These three words do have different spellings and meanings. "To" is one of the prepositions, "too" means *"Juga",* and the word "two" means *"dua"*. However, all of them produce the same sound but have different spelling and meanings. Therefore, these three words are classified as homophones. And in this research, the researcher did not find the word that categorized as Homophones

d) Homograph

Homograph is also the part of Homonyms but the different is in the spelling. As explained before, Homonyms is a two or more words which have the same pronunciation but different meanings and origins. Meanwhile Homographs is a word that words that have the same spelling, different pronunciation, and different meanings. And in this research, the researcher did not find the word that categorized as Homograph.Example:

   Desert (DEH-zert) :*Padang pasir/Gurun*
   The Sahara Desert
   Desert (de-ZURT) :*Meninggalkan*
   She was deserted by her boyfriend

CONCLUSION

According to the findings of the preceding chapter's research, there are 25 words in an English text book titled English Textbook "English Book for SMA/SMK MA/MAK" that are included in lexical ambiguity. This study employs Ullman's 1997approach, which divides lexical ambiguity into polysemy, homonym, homophone, and homograph. Polysemy and Homony my were discovered in 25 terms in this investigation. There are 14 words that belong to Polysemy and 11 words that belong to Lexical ambiguity with Homonymy type. Homographs and homophones are both homophones, but there are some variances in meaning, such as differences in pronunciation and spelling, because this study is based on an English textbook, and the researchers discovered that many words in the Polysemy and Homonymy categories. Because it can be important for understanding words with different meanings, readers can increase their comprehension of lexical ambiguity to other objects.

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