

CHAPTER 2

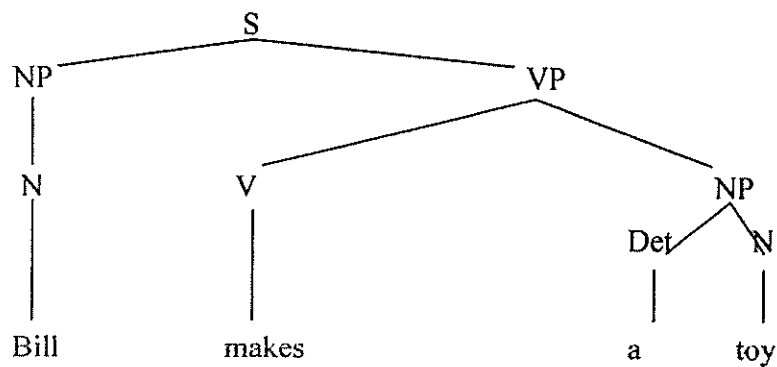
CONCEPTUAL FRAMEWORK AND METHODOLOGY

The writer uses the main theory and supported theory in her research about structural ambiguity in the articles of opinion in The Jakarta Post newspaper.

2.1 Main theory

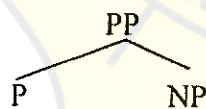
In this study, the writer would like to analyze the ambiguity by using theory of immediate constituent analysis and generating the constituent through diagramming which is labeled tree diagram. The writer would use theory of immediate constituent analysis (Van Valin, 2001)

The immediate constituent analysis is a technique of describing syntactic structure into immediate constituent. The words are organized into units which then organized into larger units. The units are called constituent and the hierarchical of larger units in a sentence is called constituent structure. Therefore, in the analysis of constituent structure of a sentence, it is importance to break sentences down into their various constituent and establish the form classes. Breaking sentences into constituents is known as parsing. So far, labeled bracketing is only used to indicate the immediate constituent, but actually there is another way to indicate the immediate constituent. It is labeled tree diagram or just known as tree diagram. Other names for tree diagram are phrase structure tree or immediate-constituent diagram. The tree diagram provides a visual representation of categorical constituent structure of a sentence. This is the example of tree diagram:



(S= sentence, NP= noun phrase, VP= verb phrase, AdjP= adjective phrase, AdvP= adverb phrase, PP= prepositional phrase, Aux= auxiliary, Det= determiner, N= noun, V= verb, Adj= adjective, Adv= adverb, P= preposition)

The components of constituent-structure tree are nodes and branches. Branches are the lines that are connecting to the nodes. In nodes, there is important dominance among nodes. For example, PP immediately dominates P and NP; it means that PP is the mother node and P and NP is the daughter nodes. In other words, it means that the mother nodes dominate the daughter node. The mother is called immediate dominance because the mother dominates the daughter. On the other side, the daughter is known as immediate constituent. Moreover, mother node and daughter node are connected with the branches.

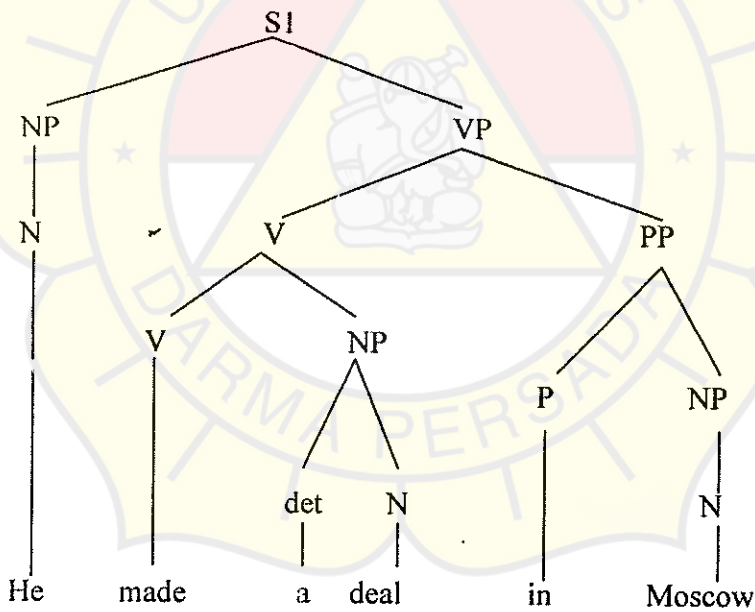
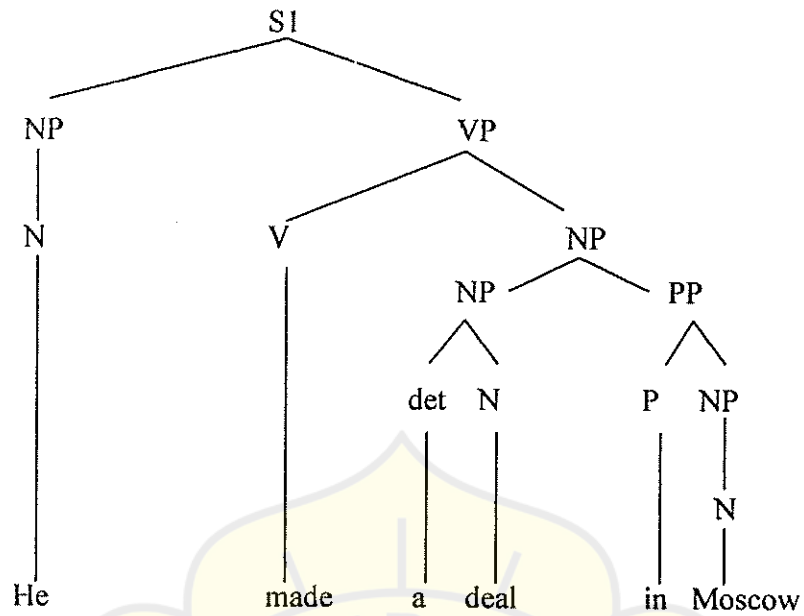


PP= mother node

P & NP= daughter node

—— = branches

While this research is about structural ambiguity, the sentence will have two tree diagrams. For instance:



In S1, the PP, *in Moscow*, functions as modifier of the noun phrase, a deal, in the sentence. In S1, it means that a deal which takes a place is in Moscow. In S2, the PP, *in Moscow*, functions as modifier of the verb phrase. It means that while he was in Moscow, e made a deal.

The form of tree diagram shows the speaker's intuition about the structure relations between constituents in a sentence. In the tree diagram, there are two level-categories. They are word level categories and phrasal categories (Radford, 1988: pp. 56-88):

2.1.1 Word Level Categories

Words belong to various categories of different types, like noun, verb, adjective, adverb, and preposition. There is morphological evidence that support the fact that words belong to those categories. The morphological evidence concerns the fact that certain types of inflection attach only to specific categories.

2.1.1.1 Noun

Only Noun that can take a plural morpheme (-s).

2.1.1.2 Verb

Verb has up to five distinct forms; they are uninflected base form and may have four different inflections (the present tense -s, past tense -d, participle -n, gerund -ing). However many verbs have irregular past or participle forms, and in some cases either or both these form may not be distinct from the base form. The morphological property of having 5 forms differently verb from modal, which have no participle (-n) or gerund (-ing) forms.

2.1.1.3 Adjective and Adverb

There are the only categories which have a comparative form in -er for adjective and adverb that are no longer than one syllable. Adverbs generally carry a distinctive -ly inflections, however, some irregular adverb, like fast, hard, etc do not end with -ly.

2.1.1.4 Preposition

Preposition always remains completely uninflected.

2.1.2 Phrase

The major word level category can be expanded into the corresponding phrasal category by the addition of other constituents.

2.1.2.1 Noun Phrases

A noun phrase is a group of words when the head word is a Noun or pronoun. The noun phrases can consist of a single noun or pronoun, or a noun or pronoun with modifiers.

Examples: new English teacher

Teacher is a noun with those modifier, new and English.

2.1.2.2 Verb Phrases

A verb phrase is a group of words when the head is a verb with the modifiers.

Example: win the competition

Win is a verb that is followed by modifier, the competition.

2.1.2.3 Adjective Phrases

Adjective word can be expanded into adjective phrase by the addition of a complement.

Example: beautiful young lady

Beautiful and young are the adjectives words and followed by noun, lady.

2.1.2.4 Adverb Phrases

Adverb word can be expanded into adverb by the addition of a modifier of the adverb word.

Example: much like the public figures.

Much like is adverb with noun phrase, public figures.

2.1.2.5 Prepositional Phrase

Prepositional can be expanded into prepositional phrase by the additions of a complements.

Examples: under the black table

Under is prepositional with a complement, the black table.

2.2 Supporting theory

In supporting theory, the writer would use the theory of ambiguity to see what ambiguity is to support the main theory that the writer used.

As the writer encounters the problem about ambiguous sentences, it is important to know about ambiguity itself, so the writer cites from <http://en.wikipedia.org/wiki/Ambiguity>. Ambiguity is the property of being ambiguous, where a word, term, notation, sign, symbol, phrase, sentence, or any other form used for communication, is called ambiguous if it can be interpreted in more than one way. There two types of ambiguity. They are:

2.2.1 Lexical Ambiguity

Lexical ambiguity is ambiguity in the form of a morpheme or word. It results from the existence of homonyms, cases in which a single form has two or more meanings.

1. Homophones: a single pronunciation with two or more meanings, e.g. (*to/two/too; flower/flour*)

2. Homographs: a single spelling with two or more meanings: *tear, read, win!*, *use*. Some homographs are also homophones: *club, bank, bat, hide*.

2.2.2 Structural Ambiguity

Structural ambiguity exists when a phrase or sentence has two or more meanings because of structure, either of grouping or function. ★

For example: I saw a man with a telescope.

This example has two interpretations structurally. First meaning is *I saw a man who holds a telescope* and second *I am using a telescope to see a man*.

This theory supports this research to describe what the ambiguity is and what the types of ambiguity are.

In analyzing the ambiguous sentences, it is important to know the competence, the competence enables him or her to produce and understand sentences or the knowledge of reader about his or her language. In grammatical competence, the reader has intuition about the well formedness and structure of

sentences. The reader has the ability to judge sentences as grammatical or ungrammatical. Reader should have ability to know or recognize the ambiguous sentences. It includes the reader's competence (Radford, 1997).

2.3 Data Collection

In collecting the data, the writer used the techniques of document observation. The subjects are ambiguity and the data collection is carried out in 25 articles of opinion in The Jakarta Post by Indonesian writers. The writer numbered each article. Then the writer would read and identify the ambiguous sentences, which have two or more interpretations by using the writer's competence and intuition about them in each article and applied the tree diagram to show that sentences have tree or more tree diagrams. After identifying the ambiguous sentences that have two or more tree diagrams, the writer would give number the ambiguous sentences and list all of the ambiguous sentences in table 1.

2.4 Data Analysis

After gathering the data, the writer began to analyze them. The writer would analyze the ambiguous sentences in the list in the table 1 and categorize them based on their position in the sentences in table 2. Finally the writer would count the frequency of ambiguous sentences based on their categorization.

Table 1: The types of structural ambiguity in the articles of opinion in "The Jakarta Post" newspapers

Art. no	No.	Ambiguous sentences	Types of structural ambiguity		Explanation.
			NP	PP	

Table 2: The frequency of each structural ambiguity type in the articles of opinion in The Jakarta Post newspapers

Types of structural ambiguity	Total	Percentage
NP		
PP		

Note: $(\%) = \frac{n}{N} \times 100$

n : total of each types

N : total of the ambiguous sentences.