

**SYNTACTIC AMBIGUITY IN STUDENT TEACHERS'
INSTRUCTIONS IN REAL CLASSROOM TEACHING**

THESIS

Submitted in partial fulfillment of the requirement for the degree of Sarjana
Pendidikan (S.Pd) in Teaching English



**UIN SUNAN AMPEL
S U R A B A Y A**

By:
Ni'matus Sholikhah
NIM D95214113

**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI SUNAN AMPEL
SURABAYA**

2021

PERNYATAAN KEASLIAN TULISAN

Saya yang bertanda tangan dibawah ini:

Nama : Ni'matus Sholikhah
NIM : D95214113
Jurusan/Program Studi : Pendidikan Bahasa / Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan

Dengan ini menyatakan sebenar-benarnya bahwa skripsi yang berjudul **"Syntactic Ambiguity in Student Teachers' Instructions in Real Classroom Teaching."** adalah benar-benar merupakan hasil karya sendiri, bukan merupakan pegambil-alihan tulisan atau pemikiran orang lain yang saya akui sebagai hasil tulisan atau pikiran sendiri. Segala materi yang diambil dari karya orang lain hanya digunakan sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang ditetapkan oleh jurusan.

Demikian pernyataan ini dibuat dengan sebenar-benarnya, apabila pernyataan tidak sesuai dengan fakta yang ada, maka saya selaku penulis bersedia dimintai pertanggungjawaban sesuai ketentuan peraturan perundang-undangan yang berlaku.

Surabaya, 25 Juni 2021

Pembuat pernyataan



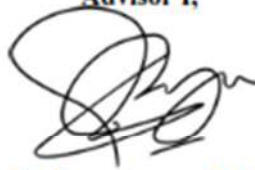
Ni'matus Sholikhah
NIM. D95214113

ADVISOR APPROVAL SHEET

This thesis by Ni'matus Sholikah entitled "*Syntactic Ambiguity in Student Teachers' Instructions in Real Classroom Teaching*" has been approved by thesis advisors for further approval by the board of examiners.

Surabaya, June 25th 2021

Advisor I,



Dr. Irma Soraya, M.Pd

NIP. 196709301993032004

Advisor II,



Fitriah, M.A., Ph.D.

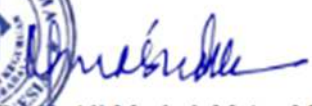
NIP. 197610042009122001

EXAMINER APPROVAL SHEET

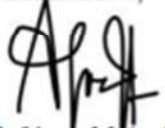
This thesis by Ni'matus Sholikhah entitled "*Syntactic Ambiguity in Student Teachers' Instructions in Real Classroom Teaching*" has been examined on August 8th, 2021 and approved by the board of examiners.



Dean,


Dr. Ali Mas'ud, M.Ag. M.Pd.I.
NIP. 196301231993031002

Examiner I,


Afida Safrian, M.A., Ph.D.
NIP. 197509162009122003

Examiner II,


Dr. M. Salik, M.Ag.
NIP. 196712121994031002

Examiner III,


Dr. Irma Soraya, M.Pd.
NIP. 196709301993032004

Examiner IV,


Fitriah, M.A., Ph.D.
NIP. 197610042009122001



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SUNAN AMPEL SURABAYA
PERPUSTAKAAN

Jl. Jend. A. Yani 117 Surabaya 60237 Telp. 031-8431972 Fax.031-8413300
E-Mail: perpus@uinsby.ac.id

LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI
KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

Sebagai sivitas akademika UIN Sunan Ampel Surabaya, yang bertanda tangan di bawah ini, saya:

Nama : NIMATUS SHOLIKAH
NIM : D95214113
Fakultas/Jurusan : PENDIDIKAN BAHASA INGGRIS
E-mail address : nikmakholid10@gmail.com

Demi pengembangan ilmu pengetahuan, menyetujui untuk memberikan kepada Perpustakaan UIN Sunan Ampel Surabaya, Hak Bebas Royalti Non-Eksklusif atas karya ilmiah :

☒ Sekripsi ☐ Tesis ☐ Desertasi ☐ Lain-lain (.....)
yang berjudul :

SYNTACTIC AMBIGUITY IN STUDENT TEACHERS' INSTRUCTIONS

IN REAL CLASSROOM TEACHING

beserta perangkat yang diperlukan (bila ada). Dengan Hak Bebas Royalti Non-Eksklusif ini Perpustakaan UIN Sunan Ampel Surabaya berhak menyimpan, mengalih-media/format-kan, mengelolanya dalam bentuk pangkalan data (database), mendistribusikannya, dan menampilkan/mempublikasikannya di Internet atau media lain secara **fulltext** untuk kepentingan akademis tanpa perlu meminta ijin dari saya selama tetap mencantumkan nama saya sebagai penulis/pencipta dan atau penerbit yang bersangkutan.

Saya bersedia untuk menanggung secara pribadi, tanpa melibatkan pihak Perpustakaan UIN Sunan Ampel Surabaya, segala bentuk tuntutan hukum yang timbul atas pelanggaran Hak Cipta dalam karya ilmiah saya ini.

Demikian pernyataan ini yang saya buat dengan sebenarnya.

Surabaya, 19 Agustus 2021

Penulis

(NIMATUS SHOLIKAH)
nama terang dan tanda tangan

ABSTRACT

Sholikah, Ni'matus. (2021), *Syntactic Ambiguity in Student Teachers' Instructions in Real Classroom Teaching*, A thesis, English Language Education Department, Faculty of Tarbiyah and Teacher Training, Sunan Ampel State Islamic University Surabaya. Advisors: Dr. Irma Soraya, M.Pd and Fitriah, PhD.

Keywords: *Syntactic Ambiguity, Student Teachers' Instruction*

In learning a language, students need to exposure to the target language: not only when explaining the materials but also the instructions the teachers use should be in English. To be effectively understood, teachers' instructions should be clear and understandable so students know how to do the activities. This study focuses on the syntactic ambiguity that occurs in the process of giving instructions by student teachers. Specifically, the study aimed to find the types of syntactic ambiguity in student teachers' instructions and the way they correct the instructions. This research used a qualitative method by analyzing six video recordings of their teaching practices (PPL). Instructions were transcribed and analyzed to identify the types of syntactic ambiguity and ways to resolve syntactic ambiguity. The results revealed that there were three different types of syntactical ambiguity in student teachers' instructions: prepositional phrase placement, noun phrase ambiguity and adverb attachment. The study also found that student teachers attempted to resolve less than half of the instructions with syntactic ambiguity by putting juncture correctly, adding more detailed information and lengthening the sentence. This study highlights that student teachers' instructions have syntactic ambiguity and most of them are not aware of the ambiguous instructions they use. Referring on this, they should plan instructions before teaching their students and increase their linguistic knowledge of target language.

ABSTRAK

Sholikah, Ni'matus. (2021), *Syntactic Ambiguity in Student Teachers' Instruction in Real Classroom Teaching*, A thesis, English Language Education Department, Faculty of Tarbiyah and Teacher Training, Sunan Ampel State Islamic University Surabaya. Advisors: Dr. Irma Soraya, M.Pd and Fitriah, PhD.

Kata Kunci: *Ambiguitas Sintaksis, Instruksi Mahasiswa Calon Guru.*

Dalam mempelajari suatu bahasa, siswa perlu mengenal bahasa target: tidak hanya saat menjelaskan materi tetapi juga instruksi yang digunakan guru harus dalam bahasa Inggris. Agar dapat dipahami secara efektif, instruksi guru harus jelas dan dapat dipahami sehingga siswa tahu bagaimana melakukan kegiatan. Penelitian ini berfokus pada ambiguitas sintaksis yang terjadi dalam proses pemberian instruksi oleh mahasiswa calon guru. Secara khusus, penelitian ini bertujuan untuk menemukan jenis ambiguitas sintaksis dalam instruksi mahasiswa calon guru dan cara mereka memperbaiki instruksi. Penelitian ini menggunakan metode kualitatif dengan menganalisis enam rekaman video praktik mengajar (PPL). Instruksi ditranskripsi dan dianalisis untuk mengidentifikasi jenis ambiguitas sintaksis dan cara untuk menyelesaikan ambiguitas sintaksis. Hasil penelitian menunjukkan bahwa ada tiga jenis ambiguitas sintaksis dalam instruksi mahasiswa calon guru: frase preposisional, ambiguitas frase nomina dan penempatan adverbial. Studi ini juga menemukan bahwa siswa guru berusaha untuk memperbaiki kurang dari setengah dari instruksi dengan ambiguitas sintaksis dengan menempatkan jeda dengan benar, menambahkan informasi yang lebih rinci dan memperpanjang kalimat. Studi ini menyoroti bahwa instruksi siswa guru memiliki ambiguitas sintaksis dan kebanyakan dari mereka tidak menyadari instruksi ambigu yang mereka utarakan. Mengacu pada ini, mereka harus merencanakan instruksi sebelum mengajar siswa mereka dan meningkatkan pengetahuan linguistik mereka tentang bahasa target.

TABLE OF CONTENTS

DEDICATION SHEET	ii
MOTTO	iii
PERNYATAAN KEASLIAN TULISAN	iv
ADVISOR APPROVAL SHEET	v
EXAMINER APPROVAL SHEET	vi
ACKNOWLEDGEMENTS.....	vii
LEMBAR PUBLIKASI PERPUSTAKAAN	ix
ABSTRACT.....	x
ABSTRAK	xi
TABLE OF CONTENTS.....	xii
LIST OF FIGURES	xv
LIST OF APPENDICES	xvi
LIST OF ABBREVIATION.....	xvii
CHAPTER I.....	1
A. Background of Study	1
B. Research Questions.....	7
C. Objectives of the Study.....	7
D. Significance of the Study	8
E. Scope and Limitation of the Study	9
F. Definition of Key Terms	10
CHAPTER II	12
A. Theoretical Framework.....	12
1. Ambiguity	12
2. Syntactic Ambiguity	13
3. Syntactic Categories.....	14
3. Types of Syntactic Ambiguity	16
4. PS Tree.....	18
5. Instruction	19
6. Shift from Offline to Online Classroom	22

LIST OF TABLES

Table 3.1 Source of Data.....	
Table 4.2 Occurrence of Syntactic Ambiguity Found in Accordance to Type of Syntactic Ambiguity	
Table 4.3 Repair Attempts in Accordance to Type of Meeting	
Table 4.4 Repair Attempts in Accordance to Type of Syntactic Ambiguity	
Table 4.5 Student Teachers' Ways to Resolve the Syntactic Ambiguity	

LIST OF TABLES

Table 3.1 Source of Data.....	
Table 4.2 Occurrence of Syntactic Ambiguity Found in Accordance to Type of Syntactic Ambiguity	
Table 4.3 Repair Attempts in Accordance to Type of Meeting	
Table 4.4 Repair Attempts in Accordance to Type of Syntactic Ambiguity	
Table 4.5 Student Teachers' Ways to Resolve the Syntactic Ambiguity	

LIST OF FIGURES

Figure 2.1 An Example of a PS Tree	19
Figure 2.2. Complete Steps to Deliver Instruction.....	20
Figure 4.1 First Interpretation of Datum B2	43
Figure 4.2 Second Interpretation of Datum B2	43
Figure 4.3 First Interpretation of Datum F1	44
Figure 4.4 Second Interpretation of Datum F1	44
Figure 4.5 First Interpretation of Datum A2	45
Figure 4.6 Second Interpretation of Datum A2.....	45
Figure 4.7 First Interpretation of Datum A3	46
Figure 4.8 Second Interpretation of Datum A3.....	46
Figure 4.9 First Interpretation of Datum C1	47
Figure 4.10 Second Interpretation of Datum C1	47
Figure 4.11 Second Interpretation of Datum F2	48
Figure 4.12 Second Interpretation of Datum F2	48
Figure 4.13 Graph of Found Syntactic Ambiguity Types' Percentage of in The Instructions	49

Appendix I	Research Instrument
Appendix II	Tabulated Data (Data Filled)
Appendix III	Transcript of Student Teachers' Instructions
Appendix IV	Documentation
Appendix V	Surat Izin Penelitian
Appendix VI	Surat Validasi
Appendix VII	Surat Tugas
Appendix VIII	Lembar Persetujuan Munaqosah Skripsi

CHAPTER I

INTRODUCTION

This chapter introduces the research's overall concerns, including the study's background, the suggested research question, the purpose, the significance, the scope, and limitations, as well as the definition of the key terms.

A. Background of Study

Language delivers people's idea personally, like person to person as in between a seller to buyer; or socially wider level like a motivator to his/her audience, as a mean of communication.¹ Knowing a language involves being able to create new sentences that have never been uttered before, as well as comprehending phrases that have never been heard before. This skill as part of the creative side of language use is mentioned by the linguist Noam Chomsky, one of the most significant people for the present revolution in language and cognitive science.² However, not all of combined words and utterance fulfill the requirements of good communication. The National Communication Association, or abbreviated as NCA, has identified communication related competence's aspects.³ Among of the competences, mentioned by NCA, are "stating ideas clearly as well as identifying and managing misunderstandings, which can arise from different interpretation between the speaker and the

¹ Sarah Lizara Sevida, Undergraduate Thesis: *Structural Ambiguity of The News Headlines “Yahoo News” (The Study of X-Bar Theory)*. (Jakarta: UIN Syarif Hidayatullah, 2015), 1

² Victoria Fromkin Et al, *An Introduction to Language*. 9th Edition. (Boston: Cengage Learning, 2010), 289

³ *A Primer on Communication Studies*. (2012). 1st ed. [ebook] Creative Commons. Available at: <https://2012books.lardbucket.org/pdfs/a-primer-on-communication-studies/s01-introduction-to-communication-.pdf> [Accessed 19 July 2018]. 50

occurs when phrases or sentences are possible to be viewed in many ways due to their unique syntactic structure.⁸

The knowledge of syntactic ambiguity needs to be mastered by everyone who carries out communication. The aim is to avoid misunderstandings in communication. One of those who need to master this knowledge is teacher. Teachers must be able to know how to convey messages and learning materials to students without creating ambiguity. Thus, students can receive the learning material as it should be. On the other hand, if the teacher is not good at using language to deliver the lesson, thus creating ambiguity, the students have the potential to experience misunderstandings. If that happened, they would most likely not understand the lesson well.

Furthermore, English Language Education Department of UIN Sunan Ampel has a mission to create qualified, competitive, and Islamic teacher candidates.⁹ Therefore, English Language Education Department (ELED) of UIN Sunan Ampel Surabaya conducts Practice Teaching program (PPL).¹⁰ The students who participate in the practice teaching program are called student teachers. Although their status are still student teachers, it is already crucial for them to make sure that they can teach well, minimizing the confusion in the classroom instruction. According to Oliver, as quoted by Pesesa in her thesis,

⁸ Rolla Das et al, “Intervening with Interjections: A Comprehensive Approach to Study Ambiguity in Natural Conversations”. *Language in India* Vol. 15 No. 7, July 2015, 251

⁹ *Visi dan Misi PBI*, Website FTK UIN Sunan Ampel Surabaya. <http://ftk.uinsby.ac.id> [accessed on 29 august 2018]

¹⁰ Fakultas Tarbiyah dan Keguruan UIN Sunan Ampel Surabaya, *Pedoman Praktik Pengalaman Lapangan (PPL) I Tahun Akademik 2014/2015 FTK UIN Sunan Ampel Surabaya* (Surabaya: Fakultas Tarbiyah dan Keguruan UIN Sunan Ampel Surabaya, 2015), 1.

Since they are expected to become professional teachers, especially in teaching English, and because the way for giving instructions must consider the achievement of the instructional goal, the student teachers must be proficient in how to give instructions when teaching English. Furthermore, they must be able to master not only how to give instructions to teach English but also how to teach using English as the language of instruction.

The results of recent studies show that students tend to learn language implicitly from teacher's utterance during the teaching process.¹³ Krashen also stated that language acquisition is largely unconscious.¹⁴ Doughly thought that instruction was beneficial and had favorable impact on learning.¹⁵ In short, giving instruction in target language can also encourages the students both to acquire vocabulary and to form their linguistic knowledge implicitly. Teachers should pay attention to the way they give instruction so that the students do not

¹¹ Khoirun Nisa Pesesa, Undergraduate Thesis: *Student Teachers' Ability in Giving Instruction During Teaching Learning Process of Practice Teaching in UIN Sunan Ampel Surabaya*. (Surabaya: UIN Sunan Ampel Surabaya, 2016), 3

¹² Evi Fatimatur Rusydiyah., et al. Pedoman Praktik Pengalaman Lapangan (PPL) II menggunakan Model Konferensi 321. 2018., 10

¹³ Khoirun Nisa Pesesa, *Student Teachers' Ability in Giving Instruction....*, 3.

¹⁴ Massoud Rahimpour and Asghar Salimi, "The Impact of Explicit Instruction on Foreign Language Learners' Performance". *Procedia Social and Behavioral Sciences* 2, 2010, 1741

¹⁵ *ibid*

to attract readers' attention. The following studies are some of the examples of researches with similar topics in written form.

There is a thesis written by Sarah Lizara Sevida entitled “*Structural Ambiguity of News Headlines "Yahoo News" (the Study of X-bar Theory)*”, wherein she uses X-bar theory of Noam Chomsky to analyze structural or syntactic ambiguity. Another thesis was written by Chumairoh, entitled “*The Structural Ambiguity Found in The Laugh A Day Book Of Bloopers Quotes And Good Clean Jokes By Jim Kraus*”. Then, there was also a thesis that analyzes lexical and structural ambiguity in a movie. This thesis is written by Frisca Candra Safitri entitled ‘Lexical and Structural Ambiguity Found in Zootopia Movie’.

The last two are in form of article. One was by Mohammad I. Khawalda and Emad M. Al-Saidat, entitled ‘Structural Ambiguity Interpretation: A Case Study of Arab Learner’ which investigate how Arabic learners interpret structurally ambiguous sentences by giving them sentences and asking them to analyze it. the aim of this study differs from Khawalda’s study. Khawalda investigated how Arabic learners interpret structurally ambiguous sentences. They gave students sentences and ask them to analyze them. This study aims to find syntactic ambiguity in student teachers’ instructions and whether or not student teachers perform disambiguation by repairing the instructions.

Another was entitled ‘Tolerating Structural Ambiguity in Grammar Learning’ by Monika Dini Kurniasari, which explains different types of structural ambiguity, how they differ, and how to resolve them so that

2. Describing the student teachers' self-repairing the syntactic ambiguity that they make in the process of teaching.

D. Significance of the Study

This research is expected to know what type of syntactic ambiguity in student teachers' instruction and how student teachers repair it. By finding out the result, the writer hopes the study can contribute in English Language Teaching field to readers and future research.

1. For the lecturers, this research will provide a chance to examine the types of syntactic ambiguity most commonly uttered by student teachers in their instruction. The data may be used as a reference in the future to enhance students' syntactic awareness, since the lecturer can learn about the students' knowledge of their error and how far they can correct it on their own by looking at their results.
2. For the student teachers of ELED, this research can be utilized as reflection material for students to improve their understanding of structure in speaking, especially in instruction giving in Foreign Language Teaching. Moreover, this study uses Victoria Fromkin's PS tree to show differences of the construct of syntactically ambiguous utterances, hence the writer expects that it will contribute to knowledge and understanding about English linguistic especially on syntax structure.
3. For future researcher, this work can be utilized as a reference point for future research in a similar subject, particularly in terms of another form of

The scope of this research is divided into two parts. The first concern is about syntactic ambiguity in instruction. The study describes what types of syntactic ambiguity, using theory of syntax by Fromkin and classifying them into Khawalda's type of syntactic ambiguity, arising during classroom interaction: offline classes before pandemic and online classes during the pandemic. The second scope is regarding self-repair, of Levelt's theory that is done by the speakers in question while giving syntactically ambiguous instruction. This study will analyze self-repair and describe student teachers attempt to resolve ambiguity.

[illegible]

CHAPTER II

The study's associated literature review is presented in this chapter. The following will be discussed: syntactic ambiguity in student teacher teaching and self-repairing speech.

A. Theoretical Framework

1. Ambiguity

Ambiguity is a term used to describe a word, phrase, or statement that may be interpreted in several ways.²⁷ Semantic is a study about logic concerned with meaning.²⁸ Semantic ambiguity occurs when a word, phrase or sentence, taken out of context, has more than one interpretation. For example, the term "hard" might specify "not soft" or "tough. In general, there are two forms of ambiguity in relation to semantic: lexical ambiguity and structural ambiguity. The very common ambiguity is lexical ambiguity shows that there is more than one meaning in the term itself. lexical or word-meaning ambiguities, as in ‘did you notice our waitress’s nose rings?’²⁹ (‘rings’ in this case can mean a piece of jewelry, or a verb). This type of ambiguity is not caused by the relationship between words or phrases, it is genuinely semantically ambiguous. Syntax ambiguities on the other hand, are results of different connection

²⁷ Rosa Wuri Amurti, Undergraduate Thesis: *An investigation of Structural Ambiguity in Phrases Found in Indonesian Authors' Fan-Fiction Products*, Sanata Dharma University Yogyakarta 2012

²⁸ Victoria Fromkin Et al, *An Introduction to Language*....., 19

²⁹ Victoria Fromkin Et al, *An Introduction to Language*....., 188

3. Syntactic Categories

Below is a brief explanation of them:

Words indicating people, objects, qualities, phenomena, creatures, places and abstract ideas.³⁶ Phrase of this categories will mean a combination of words with noun as the head, as in ‘your cute cat’.

Words indicating actions, as in ‘pat, hug’ or states that involve people and things in an occasion, exemplified by ‘be and have’ in ‘She is unwell and have headache’.³⁷ A verb phrase always has a verb, and it may contain other categories³⁸ as in ‘found a cat’.

³⁸ Victoria Fromkin Et al, *An Introduction to Language*, 195

d. Prepositional and Prepositional Phrase

Words indicating information about time, place and connections involving actions and things.³⁹ The example of them consecutively are as such, ‘on January’, ‘in the kitchen’, and ‘with a scissors’

e. Adjective and Adjectival Phrase

Words depicting information about things it refers to, usually to nouns⁴⁰. Here is an example: ‘a very cute cat’. ‘very cute’ provides information about cat, while also is a combination of words with adjective as the head, i.e.: adjectival phrase.

f. Adverb and Adverbial Phrase

Words depicting more information about events, states and actions such as ‘slowly’, and ‘yesterday’. Some adverbs also modify adjectives such as ‘really’ and ‘very’. Crystal defines an adverbial phrase as a phrase having an adverb as its head⁴¹

3. Types of Syntactic Ambiguity

There are 7 types of syntactic ambiguity in regard to the source or cause, based on Khawalda⁴²

³⁹ George Yule, *The Study of Language*..., 248

⁴⁰ Ibid.

⁴¹ Yudith Aprilia Krisinda Kristian, *Lexical and Structural Ambiguity Found in The Jakarta Post Articles on The E-Id Graft Case*. Undergraduate thesis, Universitas Sanata Dharma Yogyakarta 2018, 17

⁴² Mohammad I. Khawalda et al. *Structural Ambiguity Interpretation: A Case*, 4

passive or active meaning, as in ‘I have an assignment to do’ this will either mean ‘an assignment for someone to do’ or ‘there is an assignment that I need to do’.⁴⁷ this also happens when the subject of what it attaches is unclear subject, as in ‘he kicked the cat crossing the street’.⁴⁸ This will trigger a question ‘who is crossing the street? Is it the cat or the man?’

e. Attachment of Relative Clause

When a relative clause is attachable to different parts of noun phrase it follows, it creates an ambiguity.⁴⁹ The example of this would be ‘the rope of my bag which is red is ripped.’ The ambiguity will result in such questions: ‘what is red? The rope or the bag?’

f. Second Clause's Ellipsis

This ambiguity results in NP + VP + more than + NP. The second NP in the construction may refer to whole sentence or the NP of VP. Exemplified as such: 'I love my cat more than my friend'. The meaning of which will vary as 'I love my cat more than my friend loves my cat,' or alternatively, 'I love my cat more than I love my friend'.

⁴⁷ Yudith Aprilia Krisinda Kristian, *Lexical and Structural Ambiguity Found in*, 26

⁴⁸ Mohammad I. Khawalda et al. *Structural Ambiguity Interpretation: A Case* ..., 4

⁴⁹ Mohammad I. Khawalda et al. *Structural Ambiguity Interpretation: A Case*, 4

of overuse, as students and teachers may get used to the comfort of instructions in the L1; while using the original tongue to offer instructions may be beneficial for beginning-level pupils, if done for an extended period of time, it becomes a hindrance rather than an aid.⁵⁶

Instruction, according to Hanh, is the purposeful guiding of the learning process.⁵⁷ This implies that instruction is told by teachers to be accomplished by the students. Some terms which are similar to the term of instruction are direction and command. Since instruction has great influence in teaching in learning process, to avoid students' confusions, the student teacher must give clear and understandable instructions. Writing out your instructions for an activity while you prepare your lesson plan is an excellent approach to ensure they are concise.⁵⁸

Orlich, as quoted by Pesesa⁵⁹, states that the teacher must take note that there are steps to deliver effective instructions. He suggests these 5 steps on delivering instructions⁶⁰:

⁵⁶ Sowell, Jimalee. "Good Instruction-Giving in the Second-Language Classroom." English Teaching Forum. Vol. 55. No. 3. US Department of State. Bureau of Educational and Cultural Affairs, Office of English Language Programs, Washington, DC 20037, 2017. 11

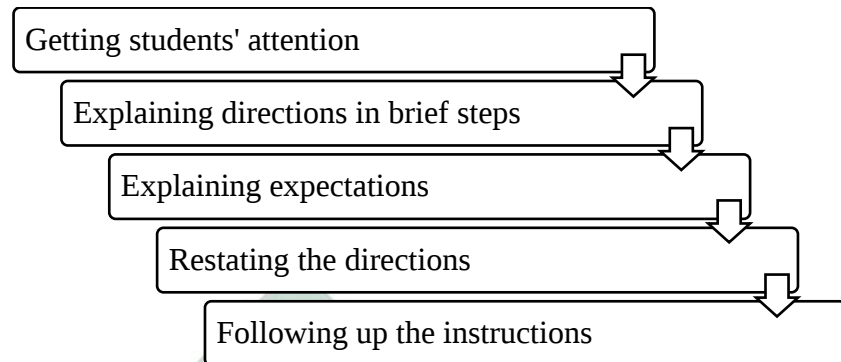
⁵⁷ Nguyen Thi Hanh, *A Study of Instructions for . . .*, 6.

⁵⁸ Robert D. Woodberry and Howard E. Aldrich. *Planning and running effective classroom-based exercises*. (Teaching Sociology, 28(3), 2000) 3-4

⁵⁹ Khoirun Nisa Pesesa, *Student Teachers' Ability in Giving Instruction....*, 12

⁶⁰Khoirun Nisa Pesesa, *Student Teachers' Ability in Giving Instruction*..... 16

Figure 2.2. Complete Steps to Deliver Instruction



First step: A teacher needs to get students' attention before instructing them to complete the task that teacher will give.⁶¹ few examples of this step will be greeting and clapping.

Second steps: A teacher will have to explain directions in in brief steps. Example: “I have a picture. I will give you this picture one by one. Observe the picture. Discuss what is in the picture with your friend. I give you one minute, not more than one.

Third step: a teacher will have to explain what she or he expects of the students. For example: “Please observe the picture and try to understand what is it about.”

Fourth step: The teacher needs to restate the directions so students will not get lost in track.⁶² An example in this case would be: “Please read it.”

⁶¹ Ibid.

⁶² Ibid.

Fifth step: Following up the instructions by asking whether the students understand know what their teacher expects of them.⁶³ Here is an example: “What should you do?”

However, although not all teachers may apply all of the steps, the buildup steps are also part of classroom instructions.

6. Shift from Offline to Online Classroom

The COVID-19 epidemic has had an influence on many parties, including the realm of education; the government has called for the closure of all educational institutions. To keep COVID-19 transmission from spreading, schools began to shift their learning approach to online learning or distant learning.

Learning is more than merely exchanging learning resources on the internet. Interaction that occurs throughout the learning process is the primary distinction between online learning and merely exchanging online learning resources.

Several teachers utilize the Zoom Cloud Meeting tool to explain new and challenging topics, they use this program to understand students' knowledge, provide immediate feedback, and track student activities.⁶⁴ Another objective is for students to be more passionate about learning

⁶³ Ibid

⁶⁴ Andri Anugrahana,. "*Hambatan, Solusi Dan Harapan: Pembelajaran Daring Selama Masa Pandemi Covid-19 Oleh Guru Sekolah Dasar.*" (Scholaria: Jurnal Pendidikan dan Kebudayaan 10.3, 2020) 286.

since they are inspired by their peers who are there; this may also help decrease the sensation of monotony that comes with learning alone.⁶⁵

to convey and then the message is replaced by a different one. Usually the speaker would stop and restructure his utterances. Next category is error repair. This repair happens when the speaker consider he made error during the utterance produced in term of grammatical, phonological, or lexical.⁷⁶ The last type is appropriateness repair. It occurs when the speaker considers his utterance brings potential ambiguity.⁷⁷ It aims to avoid the undelivered message caused by lack of context. Thus, ambiguity in the instructions is possible to be resolved by making context of information clearer.

Monika offered ways to make structurally ambiguous sentences unambiguous.⁷⁸ Those are:

- a. Using different intonation patterns
- b. Putting punctuation in writing and juncture correctly in spoken utterance.
- c. Adding additional information and context which is lacking in the construction of the sentence.
- d. Lengthening the utterance by adding information missing due to ellipsis.

9. Phases of Self-Repair

Self-repair can be spotted because there are phases preceding the repair. According to Levelt, there are 3 phases of self-repair.⁷⁹

a. Interruption of the original utterance

This happens when the utterance contains item(s) that need to be repaired (reparandum). The reparandum might be a whole stretch of utterance or as little as a single syllable. When the speaker identifies an error, they will cease the speech flow.⁸⁰

b. Editing term

The second phase can be identified with the apparent hesitation. The common utterances signaling this phase are: “uh...”, “err...”, “um...”, “well...”, “I mean...” and “you know...”⁸¹

c. Repair

This phase can be narrowly interpreted as the correct version of what was wrong before, in other words, the phase of making the repair proper.⁸²

B. Previous Studies

The first research related to the object of the research is Sarah Lizara Sevida's thesis, under the title of "Structural Ambiguity of News Headlines

⁷⁹ Willem JM Levelt, "Monitoring and Self-Repair in Speech," *Cognition*. Volume 14 Issue 1983, 41-104

⁸⁰ Ibid.

⁸¹ Ibid.

⁸² Ibid.

"Yahoo News" (the Study of X-bar Theory)",⁸³ employing x-bar syntax theory and finding the reason of structural ambiguity in Yahoo News headlines, It found the structural ambiguity occurring in the headlines of Yahoo News, and they are caused by the placement of modifiers such as prepositional phrase, relative clause, adjective phrase, and noun phrase, which can be employed as an adjunct or a complement in the headline. As a result, Yahoo News headlines are prone to structural ambiguity, causing readers to have (at least) more than one interpretative meaning in their minds.

The second thesis is done by Chumairoh in 2016 under title ‘The Structural Ambiguity Found in The Laugh A Day Book of Bloopers Quotes And Good Clean Jokes By Jim Kraus’.⁸⁴ This thesis aims to evaluate Structural Ambiguity as seen in Jim Kraus's The Laugh a Day Book of Bloopers Quotes and Good Clean Jokes. The analyzed book is about the collection of foreign jokes, and contains of 365 days of jokes. This thesis is focused on the type of structural ambiguity and how the structural ambiguity appears in the object. This thesis applies the Tree Diagram theory by Noam Chomsky for analysis.

The third previous study, also a thesis, belongs to Frisca Candra Safitri. Titled ‘Lexical and Structural Ambiguity Found in Zootopia Movie’, reveals 3 problems. The issues are as follows: what is the lexical ambiguity in Zootopia Movie, what the structural ambiguity in Zootopia Movie is, and what the most

⁸³ Sarah Lizara Sevida, *Structural Ambiguity of The News Headlines....*,

⁸⁴ Chumairoh, *The Structural Ambiguity Found in*

prevalent types of ambiguity in Zootopia Movie are.⁸⁵ The author employs Stephen Ullmann theory to examine the many types of lexical and structural ambiguity. The findings demonstrate that lexical ambiguity is the most prevalent sort of ambiguity in this study, accounting for 41 instances (or 86 percent) of the 47-total data. In contrast, structural ambiguity only appeared 6 times out of 47 instances, or 14 percent of the time. The ambiguities analyzed were in the form of phrases; Noun Phrase, Verb Phrase, Adverbial Phrase, Adjectival Phrase and Prepositional Phrase. 4 out of 6 being ambiguities resulting from Noun Phrases and 2 others from Adjectival Phrase.

From the first to the third previous study, the analyzed data were of native speakers. While what being analyzed in this study are the utterances expressed by non-native speaker. Furthermore, the third study framed the types of lexical ambiguity, while the current research explores the types of syntactic ambiguity.

The fourth study is a research article conducted by Mohammad I. Khawalda and Emad M. Al-Saidat, titled 'Structural Ambiguity Interpretation: A Case Study of Arab Learner'.⁸⁶ The study examines how Arabic native speakers (non-native English speakers) comprehend ambiguous English sentences. Sixty subjects took part in the study, all of them were university students with a specialization in English. The subjects were given ambiguous prepositional phrases, such as "the girl smacked the boy with the book," where

⁸⁵ Frisca Candra Safitri, *Lexical and structural ambiguity found in Zootopia movie*. (Undergraduate thesis, UIN Sunan Ampel Surabaya, 2017)

⁸⁶ Mohammad I. Khawalda et al. *Structural Ambiguity Interpretation: A Case ...*,

the prepositional phrase (PP) can be attached to either the verb phrase (VP) or the preceding noun phrase (NP). It has been noted that students have difficulties reading ambiguous structures and, as a result, they tend to pick the most generic interpretation that can be deduced from the sequence of words. Although the writer uses types of ambiguity compiled in this study, the aim of this study differs from Khawalda's study. Khawalda investigate how Arabic learners interpret structurally ambiguous sentences, by giving them sentences and ask them to analyze it, while this study aims to find syntactic ambiguity in student teachers' instruction.

The fifth study is by Yudith Aprilia Krisinda Kristian. The Jakarta Post articles were examined for lexical and structural ambiguity in this study. The researcher discovered 23 articles with 30 lexical ambiguities spread across 25 sentences, and only 5 structural ambiguity; One is caused by modifying scope, while the other four are caused by prepositional phrase. Afterwards, the researcher set one of each category and performed surface analysis on them.⁸⁷ This previous study differs from the current study in terms of subject of the research, instead of news headline that oftentimes purposefully made ambiguous to attract readers, this study analyzed student teachers' instruction that should not be ambiguous. This current study does not focus on lexical ambiguity either.

⁸⁷ Yudith Aprilia Krisinda Kristian, *Lexical and Structural Ambiguity Found in*, 27.

In general, the current study differs from the previous ones because this study tries to reveal the ambiguity uttered by non-native speakers. Moreover, it will analyze the types of structural ambiguity which only has been used in Khawalda's research. Therefore, the results and finding might differs. Furthermore, this study will also try to find whether or not there are any attempts of self-repair by the student teachers to resolve the ambiguity.

[illegible]

CHAPTER III

RESEARCH METHOD

This section presented and discussed certain aspects of the research approach. It covered research design all the way to research stages.

A. Research Design

According to Creswell research design is plans and the procedures for research to detailed methods of data collection and analysis.⁸⁹ The function of a research design is to ensure that the evidence obtain enables us to answer the research questions. Based on the aims of the study, this study employed qualitative analysis, particularly content analysis. This design allows the researcher to describe the analysis of the syntactically ambiguous instructions and their self-repair to resolve the ambiguity.⁹⁰

Content analysis is employed to find and explain the types of syntactic ambiguity in instructions and the self-repair they entail. Video recordings are one of the artefacts or documents which is analyzed by content analysis method.⁹¹ Content analysts typically use some guidelines for inference and coding rules to move from unstructured text to answers to their research questions.⁹²

⁸⁹ John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches* Third Edition (SAGE Publications, 2009), 3

⁹⁰ John W. Creswell, *Research Design Qualitative*,, 22.

⁹¹ Steven E. Stemler, *Content analysis. Emerging trends in the social and behavioral sciences: (An Interdisciplinary, Searchable, and Linkable Resource)*, 2015), 1.

⁹² Niels Gheyle & Thomas Jacobs, *Content Analysis: a short overview*. [10.13140/RG.2.2.33689.31841](https://doi.org/10.13140/RG.2.2.33689.31841). 2017. 1

In order to reach goal of the study, the writer needed subjects who instructed their students in English. There were six student teachers who had teaching practices. three student teachers' classroom practice was recorded in 2019, before the pandemic began in a school with dormitory in Surabaya. The student teachers were selected based on the consideration that they are teaching using English as the language of instruction. The school in which the student teachers are teaching were known to apply English and Arabic language in the school environment. In that year, they were still teaching offline because the pandemic had not begun.

Another three student teachers were then added to renew the data in accordance to the changing situation of teaching and learning during the pandemic. The 3 student teachers were selected by recommendation of their supervisor lecturer because they carry out the lesson in English. Their online classroom activities were recorded in 2020 and submitted to their supervisor lecturer. All video recordings obtained will later be observed, transcript and analyzed in accordance to research questions.

[illegible]

D. Data Collection Technique

About data gathering, Creswell categorizes varied techniques: observations, interviews, audiovisual materials and documents.⁹⁴ Data collection technique used in this research is document analysis. The document used is unwritten document, recordings. Photographs, artwork, games, video or audio recordings were considered included as some of unwritten the documents.⁹⁵ Data to answer research questions in this study were video recordings of classroom activities. From the transcript of instruction-giving from video recording, the researcher classified the types of syntactic ambiguity into 6 types of syntactic ambiguity based on Khawalda. The researcher then pay attention to the utterance following the syntactic ambiguity to look for the phases of self-repair based on Level.

E. Research Instrument

As this is a qualitative study, the writer is the key instrument.⁹⁶ The researcher collected and transcript the video recordings of the student teachers' classroom activities. Afterwards, the writer analyzed data based on the theory explained in the previous chapter. It is impossible to investigate the data without the interpretation from the researcher herself.

⁹⁴ John W Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research*, 4th Edition, (Boston: Pearson Education, Inc, 2010), 212

⁹⁵ Donald Ary et al., *Introduction to Research in Education*, 8th ed (Belmont, CA: Wadsworth, 2010), 431

⁹⁶ Sugiyono. *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif dan R&D*. (Bandung: Alfabeta, 2012) 305

F. Data Analysis Techniques

⁹⁷ Niels Gheyle & Thomas Jacobs, *Content Analysis: a short overview*. 10.13140/RG.2.2.33689.31841. 2017, 1

[illegible]

the markers of syntactic ambiguity in the instruction. The writer then repeatedly interpreted the sentence of the instruction in several ways, whether or not it contains multiple meanings from the syntactic ambiguity. The data then put into a table to be concisely put together. *see Appendix II.*

4. Coding to analyze self-repair

Afterwards, the data from the first research question were analyzed again by the writer to identify self-repair of syntactically ambiguous instructions during student teachers' teaching. The guideline to answer the second research question is based on Levelt's phases of self-repair. The self-repair utterance then be put into the mentioned table, in line with the instruction containing the syntactic ambiguity it tried to disambiguate.

5. Interpreting the findings

Finally, the researcher put the information from analysis result in findings of the research to be discussed. It would ensure whether the research questions are answered or not.

G. Trustworthiness

After analyzing the data, the researcher was needed to validate the study's results. The three approaches of validation are described by Creswell: triangulation, audit and member checking.¹⁰⁰ Sugiyono states

¹⁰⁰ John W Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research*, 259

three ways of triangulation; sources, data collection techniques and time.¹⁰¹

This study chooses to conduct triangulation of time. In the process of transcribing, the recordings were played and listened to carefully to meet data validity. Sugiyono also states that rechecking while investigating the data in different time makes the data more credible.¹⁰²

H. Research Stages

The researchers have carried out the following steps in this current research:

1. Preliminary research

In this step, the writer decides which subjects should be recorded to later be analyzed. Due to the limitation of this study which analyzes instruction uttered in English, the criteria of the subjects were those who teach and give instruction mostly in English.

2. Designing research design

Based on the research problem, the writer constructed research question which led into the descriptions of the issues and its limitation. Looking through the previous studies studied at same field and considering researcher goal deal with the context, descriptive qualitative research was considered as the suitable design.

¹⁰¹ Sugiyono. *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif dan R&D*, 372-374

¹⁰² Ibid, 374

3. Conducting the research

The writer decided to record 3 student teachers who were teaching in a school with dormitory. The school selected emphasizes the use of targeted language in the school environment. The later 3 other videos were not recorded by the writer, the videos of student teachers were recommended by lecturers because they carried out the teaching and learning process in English. The data were the video recordings of student teachers conducting their classes.

4. Analyzing data

The already mentioned research instruments were prepared to analyze instructions with syntactic ambiguity and the self-repair they entail.

5. Concluding data

The analyzed data were reported and interpreted in the form of descriptive qualitative.

CHAPTER IV

RESULTS AND DISCUSSION

In this chapter, the writer analyzed syntactic ambiguity in instruction uttered by student teachers during the classes and self-repair attempts made by the student teachers during the lesson to resolve the ambiguity.

A. Research Finding

According to the data gained from analyzing the transcript of student teachers extracted from their video recordings, the writer found instructions with syntactic ambiguity and how student teachers attempted to resolve them.

1. Types of Syntactic Ambiguity Found in The Student Teachers' Instruction in Teaching

This research question is aiming to investigate whether classroom instructions might contain syntactic ambiguity, and if it does, what types of syntactical ambiguity that is exhibited. Data in this study was obtained by analyzing the transcripts of 6 student teachers' classroom instruction taken from video-recording during their teaching. The first 3 student teachers were teaching face-to-face, meanwhile the following three were teaching online through zoom. The types found are prepositional phrase placement, adverb placement and noun phrase coordination and summarized as follows:

Table 4.1 Occurrence of Syntactically Ambiguous Instructions in Accordance to Type of Meeting

Type of Classroom	Total
Offline (face-to-face) classes	11
Online (Zoom) classes	7
Total	18

Table 4.1 depicts the total number of syntactically ambiguous instructions per type of how the classes were conducted. It can be seen that instructions in both offline meetings and online meetings are susceptible to syntactic ambiguity.

Table 4.2 Occurrence of Syntactic Ambiguity Found in Accordance to Type of Syntactic Ambiguity

Type of Syntactic Ambiguity	Total
Prepositional Phrase Placement	8
Noun Phrase Coordination	5
Adverb Placement	5
Total	18

Table 4.2 shows the numbers of instruction with syntactic ambiguity that was found during offline and online classroom activities. Sentences or phrases which have more than one grammatical interpretation are acknowledged as structural or syntactic ambiguity. Among 6 student teachers, the writer found 18

instructions containing ambiguity resulting from its syntactic structures. There are 8 instructions with prepositional phrase placements as the source of ambiguity. Additionally, there are 5 noun phrases that can be read in more than one meaning, also there are 5 instructions with ambiguity resulting from adverb placement.

First of all, the writer will explain the finding into description below and put some of the findings in the form of PS tree of Fromkin to distinguish how the meaning can be interpreted differently.

a. Syntactic Ambiguity with Prepositional Phrase Placement

Words that indicate information about time, place, and linkages involving actions and things are known as prepositional and prepositional phrases. PP can create ambiguity from the possibilities of it to attach to different parts of syntactic hierarchy. As in few data shown below:

Datum B3:

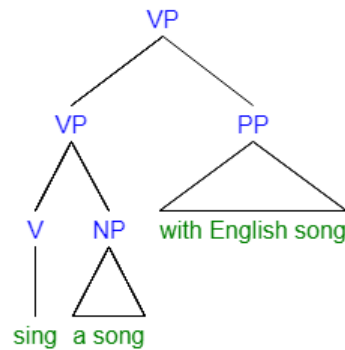
'Okay you have to sing a song with English song'

In this instruction, ‘with English song’ is the prepositional phrase of this instruction. However, it is possible to attach this PP to different part. This will result in these possible meaning:

- 1) While you sing, someone is going to play English song.

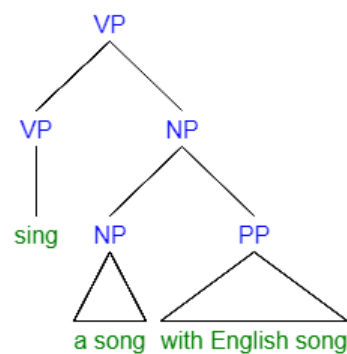
The breakdown of this meaning in PS tree is shown like this:

Figure 4.1 First Interpretation of Datum B2



- 2) You have to sing an English song.

Figure 4.2 Second Interpretation of Datum B2



In this instruction, ‘with English song’ in (a) complements verb phrase ‘sing a song’. Meanwhile in (b) ‘with English song’ modifies ‘a song’.

The second example is from Datum F1 from online class:

'Find the example of obligation and prohibition text in public places'

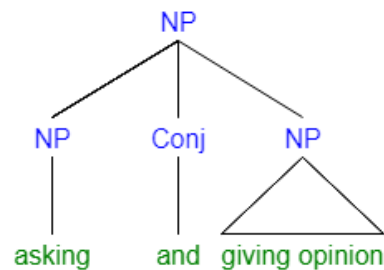
In the next instruction, it is clear that ‘in public places’ is a prepositional phrase. However, the meaning will vary as:

- 1) Go outside, find the example of obligation and prohibition text.

In this instruction, more than one interpretation results from NP can be broken down into two different ways. The meaning will vary as follow:

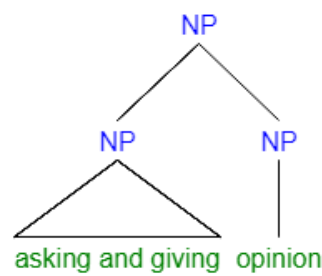
- 1) 'asking (questions or something else) and giving opinion.'

Figure 4.5 First Interpretation of Datum A2



- 2) 'asking opinion and giving opinion.'

Figure 4.6 Second Interpretation of Datum A2



In (a) asking stands alone as gerund playing as noun, differ from giving opinion, while in (b), asking and giving become head and ‘opinion’ as modifier noun.

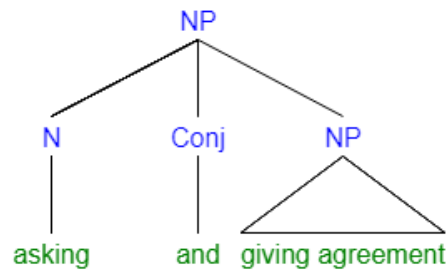
The next datum, Datum A3, shows yet another example resulting from NP.

“Can you mention the expression of agreeing? Uh. No no- asking, asking and giving- uh agreement.”

As well as Datum A2, more than one interpretation resulting from NP can be broken down into two different ways. The meaning will differ as follow:

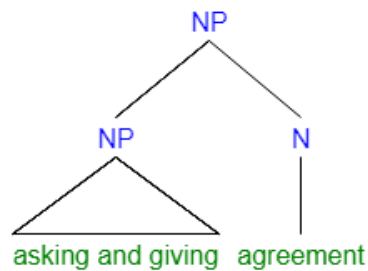
- 1) 'asking (questions or something else) and giving agreement.'

Figure 4.7 First Interpretation of Datum A3



- 2) 'asking agreement and giving agreement.'

Figure 4.8 Second Interpretation of Datum A3



In (a) asking stands alone as gerund playing as noun, differ from giving agreement, while in (b), asking and giving become VP and ‘agreement’ as noun.

c. Ambiguity with Adverb Placement

The writer found several examples of this type of ambiguity, which occur when an adverb can attach to different part of the sentence. First example is displayed by Datum C1:

'lead your friend to pray first.'

Adverb 'first' in this instruction can be attached to different words.

Of the sentence, the meaning can be possibly seen as follow:

Table 4.4 Repair Attempts in Accordance to Type of Syntactic Ambiguity

Type of Syntactic Ambiguity	Total	Repair Attempts
Prepositional Phrase Placement	8	3
Noun Phrase Coordination	5	4
Adverb Placement	5	1
Total		8

Table 4.4 shows that this study identified multiple self-repair attempts to resolve syntactically ambiguous instructions by student teachers during classroom activities. Based on data analysis, participants repair 8 out of 18 ambiguous instruction. 4 of them are attempts to repair syntactically ambiguous noun phrase. The other 3 are attempts to repair of syntactically ambiguous sentence with prepositional phrase attachment. The last one is an attempt to resolve ambiguity due to Adverb placement. The finding will be explained below, in the excerpts of instruction-giving, the underlined parts contain syntactic ambiguity; while the parts with underline and italic contain the repair attempts to resolve the instructions with syntactic ambiguity. The writer will show and explain several instances of the data. The complete data is available on *Appendix II*.

a. Repair Attempts to Syntactically Ambiguous Noun Phrases

Datum A2:

‘So, can you make, uh... a sentence- one sentence related ask-ing and giving opinion? Uh, make- one, example to asking- yes you can. Amala, do you wanna make a sentence? Uh, *Coba uh, ber...*

berpasangan, Amala and Putri. Uh, Amala will ask- your opinion and you have to answer your opinion. Just ask uh, the example.'

In this excerpt, student teacher A hesitated when she was saying ‘asking and giving opinion’. She tried to readdress briefly after. However, a student interrupted. She then proceeded to make a new instruction specifically addressing two students, and finally infers what she meant, that is ‘ask your opinion and answer with your opinion.’

b. Repair Attempts to Syntactically Ambiguous Sentence with Prepositional Attachment.

Datum C2:

‘So please... switch- with- your friends beside you, *Buat apa? Biar after- after this after this... you will submitted your work. Please, switch your work, to your friend’s work.*’

In this excerpt, it is shown that student teacher C interrupted her own instruction several times. She was then asked by a student. She answered while buying time for editing by repeating 'after this' several times. Afterwards she reinstated a more detailed instruction. After all, she was meaning to say 'please switch your work with the work of your friend (who sit beside you).'

c. Repair Attempts to Syntactically Ambiguous Sentence with Adverb Attachment.

Datum D1:

‘To make you... clear- clearly, I want to... show you some, video here... there is, some video, here.... Can you... listen the sound?’

In this excerpt, it is shown that student teacher D repaired the ambiguity by putting juncture in his repair attempt. By putting juncture before adverb, it means ‘here’ cannot attach to the noun as an adjective of ‘some video’. Instead, he made clear that he would show the video ‘here’ (in the share screen).

Figure 4.14 Graph of Attempts to Resolve Syntactically Ambiguous Instructions

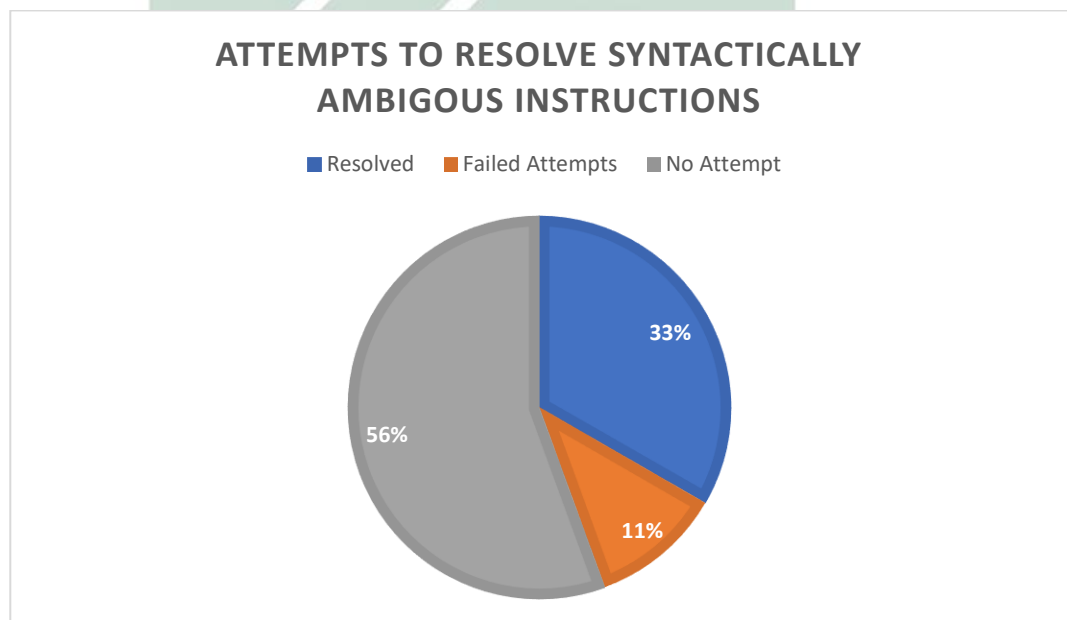


Figure 4.14 Summarized the frequency of resolved ambiguity. Some repair attempts failed in resolving the instruction with syntactic ambiguity. In fact, there were only 6 instructions with resolved syntactic ambiguity. The details are presented in the table 4.5 along with ways to resolve syntactic ambiguity.

Table 4.5 Student Teachers' Ways to Resolve the Syntactic Ambiguity

Type of Syntactic ambiguity	Data	Resolution		
		Using Juncture	Adding information	Lengthening ellipsis
Noun Phrase	A2			✓
	A3			✓
	B3			✓
	F1*		✓	
PP placement	C2	✓	✓	
	E1	✓	✓	
	F2*		✓	
Adverb attachment	D1	✓		

*: fail to make syntactic ambiguity clear.

Table 4.5 shows how student teachers attempted to resolve the instruction containing syntactic ambiguity. The writer explains some of the finding below:

a. Using Juncture

Datum C2:

“So please... switch- with- your friends beside you, *Buat apa? Biar* after- after this after this... you will submitted your work. *Please, switch your work, to your friend’s work.*”

In this data, it is shown that the previous utterance did not have proper juncture. The speaker repairs the message by putting juncture before the prepositional phrase ‘to your friend’s work’.

b. Adding Information

Datum C2 also shows this resolution. In the previous utterance, the speaker did not mention what was to be switched. A moment later the speaker added the missing information. The object

of ‘switch’ turned out to be ‘your work’, not ‘switch position with your friend’.

Datum F2:

‘Okay I will give you homework. Find the example of obligation and prohibition text in public places and you can... *find two of them..., two obligation and two prohibition text, take a picture of it*, and then create five suggestion to keep yourself healthy or five suggestion to keep the environment clean.’

This datum shows a failed attempt to resolve the ambiguity. The speaker added information what to do after his students find the asked requirement, ‘two obligation and two prohibition text and take a picture of it’, but failed to address the PP placement ambiguity. By adding ‘take a picture of it’, the ambiguity still persists. The meaning of this instruction remains ‘in the public place, find and take a picture of obligation and prohibition text’, or ‘find public places’ obligation and prohibition text and then take the picture of the assignment’.

c. Lengthening Ellipsis

Datum A3:

‘Okay. Can you mention, the expression- of agreeing? Uh... no no. asking- for, asking and giving of agreement. [about 9 seconds of silence] So how you if you want to ask someone’s agreement? How to ask? Do you agree blablabla... and then what’s next?’

This datum shows how ellipsis in noun phrase become lengthened to resolve ambiguity. ‘asking agreement and giving

- a. Prepositional phrase attachment

some of existing researches. A thesis from
of Syarif Hidayatullah found 9 struc
headlines of Yahoo News, 4 in prepos
noun phrase attachment, 2 adjective phra

¹⁰⁶ Chumairoh, *The Structural Ambiguity Found in*, 45

“Do you already read your note in your dormitory?”

b. Noun Phrase Ambiguity

¹⁰⁷ Yudith Aprilia Krisinda Kristian, *Lexical and Structural Ambiguity Found in*, 51
¹⁰⁸ Mohammad I. Khawalda et al. *Structural Ambiguity Interpretation: A Case*, 6
¹⁰⁹ Frisca Candra Safitri, *Lexical and structural ambiguity found in Zootopia....*, 43

because her syntactically ambiguous noun phrases were of ambiguous head and modifier, while this study found ambiguous noun phrase joined by a conjunction.

c. Adverb Attachment

Another type of ambiguity found in the study was problem with adverb attachment. The finding shows that there are 5 syntactic ambiguity of this type. In Khawalda's study, his subjects - Arab learners of English - show a tendency to attach adverb to the final verb, as in his example: "*I told him to run again*". His subjects interpreted 'again' as a part of 'to run again' rather than 'I told him again'.¹¹⁰ In one of the instructions, student teacher F said '*anyone want to come up to say what we have learn today?*'. Student teacher F was asking whether any participants would like to summarize today's lesson, attaching today to the closest verb learn.

The other 3 types of syntactic ambiguity were not found in the data. The first type being dangling non-finite clause. The non-finite clause can either be in the -ing form or to infinitive which is not clear whether it has active meaning or passive meaning.¹¹¹ By reading the data and utilizing Find tool on Ms. Word to ease the search of 'to' and 'ing', the writer find that student teachers used 'to' as a part of modal 'have to' or as prepositional phrase, such in 'to your friend beside you'. Moreover, the 'ing' forms also do not possess

¹¹⁰ Mohammad I. Khawalda et al. *Structural Ambiguity Interpretation: A Case ...*, 4

¹¹¹ Yudith Aprilia Krisinda Kristian, *Lexical and Structural Ambiguity Found in ...*, 26

Instructions are supposed to be brief and clear,¹¹⁸ therefore it must not be ambiguous. However, the fact that syntactic ambiguity was found in student teachers' instructions, the writer think that student teachers need to start planning their instruction. Woodberry suggested teachers to write out instructions for a class in their lesson plan, because it is an excellent approach to ensure they are clear and concise.¹¹⁹ By planning the instructions in the lesson plan, their instructions will not as be as spontaneous when they carry the lesson to their students. Non-spontaneous speech in which speakers are also readers from the prepared material, they know what they want to convey¹²⁰. Moreover, before presenting the classroom, the student teachers can plan and edit the lesson plan beforehand. Planned speech tends to be more logically organized than non-planned one,¹²¹ minimizing the chance of erroneous and/or ambiguous instruction.

¹²¹ Wagner, Elvis. "Using unscripted spoken texts in the teaching of second language listening." *TESOL journal* 5.2 (2014): 288-311, 6

This means, according to the finding, the student teachers did not really have linguistic knowledge on how to structure instructions free from syntactic ambiguity. This finding corresponds to a thesis by Windani. Her subjects of research were second year students of ELED. Based on types of self-repair the students made, she concluded that their English proficiency level is considered low.¹³⁰

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents two sections, they are conclusion and suggestion. Conclusion presents research finding of proposed research question. Afterwards, suggestion concerning this research follows.

A. Conclusion

Based on the study conducted, after observing and analyzing the result in chapter IV, the writer draws the conclusion as follows:

1. The number of instructions containing syntactic ambiguity is 18. Student teachers make 3 types of syntactic ambiguity in their instruction during their teaching physically in affiliate school and in online meeting. The most commonly found types (*see appendix II*) were of prepositional phrase placement (44%), followed by noun phrase ambiguity (28%) and adverb attachment (28%).
2. Some of the students repair some of the ambiguity by putting juncture, adding more detailed information and lengthening the sentence by showing missing information due to ellipsis after they uttered the ambiguous instruction. However, many of the instructions with syntactic ambiguity were left unrepaired. This means that student teachers are often unaware when they uttered syntactically ambiguous expression.

B. Suggestion

Following the completion of the investigation, the writer offers these suggestions related to the conducted research for:

1. Student Teachers

The writer suggests that student teachers planned and rehearsed every instruction before conducting their class to minimize the occurrence of syntactic ambiguity and to make their instruction more detailed with less hesitation and pauses. The writer also suggests the student teachers to be more aware of ambiguity in their instructions.

2. Lecturers

Supervisor lecturers can encourage the student teachers to prepare their class well before holding their class. The writer also suggests supervisor lecturers and lecturers of microteaching to ask student teachers to include instructions in their lesson plans.

3. Future Researchers

Since prepositional phrase related syntactic ambiguity was found to be the highest number of occurring in this study, the researcher suggests a study investigating the factors influencing the finding. Another suggestion is to conduct the study in different areas such as in student teachers' writing. The result of syntactic ambiguity may differ from this present research. Then, other research suggested is of thorough self-repair phenomena not only related to syntactic ambiguity and possibly the students' perception towards it.

REFERENCES

- _____, *A Primer on Communication Studies*. (2012). 1st ed. [ebook] Creative Commons. Available at: <https://2012books.lardbucket.org/pdfs/a-primer-on-communication-studies/s01-introduction-to-communication-.pdf>
- _____, Fakultas Tarbiyah dan Keguruan UIN Sunan Ampel Surabaya, *Pedoman Praktik Pengalaman Lapangan (PPL) I Tahun Akademik 2014/2015 FTK UIN Sunan Ampel Surabaya*. Surabaya: Fakultas Tarbiyah dan Keguruan UIN Sunan Ampel Surabaya, 2015.
- _____, *Visi dan Misi PBI*, Website FTK UIN Sunan Ampel Surabaya. <http://ftk.uinsby.ac.id>
- Ahmadi, Rulan *Metodologi Penelitian Kualitatif*. Yogyakarta: Ar-Ruz Media, 2014.
- Ali, M. E. R. Ç. Sources of foreign language student teacher anxiety: A qualitative inquiry. *Turkish Online Journal of Qualitative Inquiry*, 2011.
- Amurti, Rosa Wuri Undergraduate Thesis: *An investigation of Structural Ambiguity in Phrases Found in Indonesian Authors' Fan-Fiction Products*, Sanata Dharma University Yogyakarta 2012.
- Anugrahana,. Andri. "*Hambatan, Solusi Dan Harapan: Pembelajaran Daring Selama Masa Pandemi Covid-19 Oleh Guru Sekolah Dasar*." Scholaria: Jurnal Pendidikan dan Kebudayaan 10.3 (2020)
- Ary, Donald et al.. *Introduction to Research in Education*, 8th ed (Belmont, CA: Wadsworth, 2010),
- Bach, Kent *Ambiguity*. In *Routledge Encyclopedia of Philosophy*. London: Routledge, 1998.
- Burchardt, Aljoscha et al, *Computational Semantics*, <https://www.coli.uni-saarland.de/> accessed on June. 5th 2021.
- Carter, Ronald and David Nunan, *The Cambridge Guide to Teaching English to Speakers of Other Languages*. New York: Cambridge University Press, 2001.

- Chumairoh, Undergraduate Thesis: *The Structural Ambiguity Found in The Laugh a Day Book of Bloopers Quotes and Good Clean Jokes by Jim Kraus*. Surabaya: UIN Sunan Ampel Surabaya, 2016.
- Chusnaini, Syafiatul. *Student-teachers' instructional materials development in promoting active learning for teaching internship program of English Teacher Education Department at Sunan Ampel State Islamic University Surabaya*. Thesis. UIN Sunan Ampel Surabaya. 2018.
- Cohen, Louis Lawrence Manion and Keith Morrison, *Research methods in Education*, 6th ed London; New York Routledge, 2007.
- Creswell, John W. *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research*, 4th Edition, Boston: Pearson Education, Inc, 2010.
- Das, Rolla et al, "Intervening with Interjections: A Comprehensive Approach to Study Ambiguity in Natural Conversations". *Language in India* Vol. 15 No. 7, July 2015.
- Entezar, Jafar. "Role of Pretask planning Time in EFL Learners' Spoken Performance: The Case of Error-Repair, Appropriacy-Repair, and Different Information- Repair". *Journal of Applied Linguistics and Language Research* Vol. 5 No. 3 2018.
- Frenkel, Jack R. Norman E. Wallen, *How to Design and Evaluate Researc in Education*. New York: NcGraw-Hill, 2009.
- Fromkin, Victoria Et al, *An Introduction to Language*. 9th Edition. Boston: Cengage Learning, 2010.
- Gheyle, Niels & Thomas Jacobs, *Content Analysis: a short overview*. 10.13140/RG.2.2.33689.31841. 2017,
- Hanh,Nguyen Thi. *A Study of Instructions for Group Work in 2nd Year Non English Major Classroom at Thai Nguyen University*. Vietnam, Hanoi University of Languages and International Studies Faculty of Post Graduate Studies, 2010.
- Harmer, J. How to Teach English (Second Edition), *ELT Journal*, Volume 62, Issue 3, July 2008.

- Sasaran Jurusan PBI, Website FTK UIN Sunan Ampel Surabaya.
<http://ftk.uinsby.ac.id>
- Sato, Rintaro. "Self-initiated Self-repair Attempts by Japanese High School Learners While Speaking English", *BRAIN. Broad Research in Artificial Intelligence and Neuroscience* Vol. 3 No. 2, May 2012.
- Sato, Rintaro. "The Occurrence and the Success Rate of Self-Initiated Self-Repair" *TESL-EJ* Vol 20 No. 1 May 2016.
- Sevida, Sarah Lizara. Undergraduate Thesis: *Structural Ambiguity of The News Headlines "Yahoo News" (The Study of X-Bar Theory)*. Jakarta: UIN Syarif Hidayatullah, 2015.
- Shang, Miles. *Syntax Tree Generator*, <http://mshang.ca/syntree/>
- Sowell, Jimalee. "Good Instruction-Giving in the Second-Language Classroom." *English Teaching Forum*. Vol. 55. No. 3. US Department of State. Bureau of Educational and Cultural Affairs, Office of English Language Programs, Washington, DC 20037, 2017.
- Stemler, Steven E. "Content analysis." *Emerging trends in the social and behavioral sciences: An Interdisciplinary, Searchable, and Linkable Resource* (2015)
- Sugiyono. *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta, 2012.
- Wagner, Elvis. "Using unscripted spoken texts in the teaching of second language listening." *TESOL journal* 5.2 2014.
- Wan, I. P., & Liao, L. Self-repair patterns in conversational speech of Mandarin aphasics. *Archives of Psychology*, 2(2) 2018.
- Windani, Nur Lia *Self-repair in speaking performance of the 2nd year students of English Language Education Department*. Undergraduate thesis, UIN Sunan Ampel Surabaya, 2019.
- Woodberry, Robert D. and Howard E. Aldrich. *Planning and running effective classroom-based exercises*. (Teaching Sociology, 28(3), 2000)
- Yule, George *The Study of Language* 6th Edition: Cambridge, UK: Cambridge University Press

Sato, Rintaro. "Self-initiated Self-repair Attempts by Japanese High School Learners While Speaking English", *BRAIN. Broad Research in Artificial Intelligence and Neuroscience* Vol. 3 No. 2, May 2012.

Sato, Rintaro. "The Occurrence and the Success Rate of Self-Initiated Self-Repair"
TESL-EJ Vol 20 No. 1 May 2016.

Sevida, Sarah Lizara. Undergraduate Thesis: *Structural Ambiguity of The News Headlines “Yahoo News” (The Study of X-Bar Theory)*. Jakarta: UIN Syarif Hidayatullah, 2015.

Shang, Miles. *Syntax Tree Generator*, <http://mshang.ca/syntree/>

Sowell, Jimalee. "*Good Instruction-Giving in the Second-Language Classroom.*" English Teaching Forum. Vol. 55. No. 3. US Department of State. Bureau of Educational and Cultural Affairs, Office of English Language Programs, Washington, DC 20037, 2017.

Stemler, Steven E. "Content analysis." *Emerging trends in the social and behavioral sciences: An Interdisciplinary, Searchable, and Linkable Resource* (2015)

Sugiyono. *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta, 2012.

Wagner, Elvis. "Using unscripted spoken texts in the teaching of second language listening." *TESOL journal* 5.2 2014.

Wan, I. P., & Liao, L. Self-repair patterns in conversational speech of Mandarin aphasics. *Archives of Psychology*, 2(2) 2018.

Windani, Nur Lia *Self-repair in speaking performance of the 2nd year students of English Language Education Department*. Undergraduate thesis, UIN Sunan Ampel Surabaya, 2019.

Woodberry, Robert D. and Howard E. Aldrich. *Planning and running effective classroom-based exercises*. (Teaching Sociology, 28(3), 2000)

Yule, George *The Study of Language* 6th Edition: Cambridge, UK: Cambridge University Press