



**THE ANALYSIS ON STUDENTS' ABILITY IN COMPREHENDING
AMBIGUOUS SENTENCES IN SHORT STORIES (TBI) AT FIFTH
SEMESTER STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

A THESIS

*Submitted to State Institute for Islamic Studies Padangsidimpuan as
a Partial Fulfillment of the Requirement for Degree of
Islamic Education Scholar (S.Pd.I) in English*

Written by:

ISROPIL RITONGA
Reg. No. 08 340 0058

ENGLISH EDUCATION DEPARTEMENT

**FACULTY OF TARBIYAH AND PEDAGOGY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

2014



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ENGLISH EDUCATION DEPARTMENT

FACULTY OF TARBIYAH AND PEDAGOGY
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PADANGSIDIMPUAN

2014

LETTER OF AGREEMENT

Term : Munaqosyah
a.n. Isropil Ritonga
I Term : 7 (seven) Exemplar

Padangsidimpuan, December 23th 2013
To: Dean Faculty of Tarbiyah and Pedagogy
in Padangsidimpuan

Assalamu'alaikum Wr. Wb.

After reading, studying and giving advice for necessary revise on thesis belong to Isropil Ritonga, entitle "***THE ANALYSIS ON STUDENTS' ABILITY IN COMPREHENDING AMBIGUOUS SENTENCES IN SHORT STORIES (TBI) AT FIFTH SEMESTER STATE INSTITUTE FOR ISLAMIC STUDIES PADANGSIDIMPUAN***". We assume that the thesis has been acceptable to complete the assignments and fulfill the requirements for the degree of Sarjana Pendidikan Islam (S.Pd.I), department of education in IAIN Padangsidimpuan.

Therefore, we hoped that he could be to defend his thesis in Munaqosyah.
That's all and thank you for your attention.

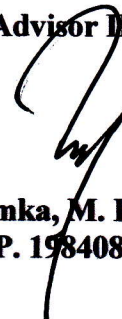
Wssalamu'alaikum Wr. Wb.

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Declaring to arrange own thesis without asking for illegal helping from the other side except the guiding of advisors team and without doing plagiarism along with the students' ethic code in article 14 subsections 2.

I made this declaration truthfully, if there is a deviation and incorrect of my declaration later on, I resign to get the punishment as what has involved in students' ethic code in article 19 subsections 4 that is about dispassion of academic degree disrespectfully and the other punishment accord with the norms and accepting legal requirement.

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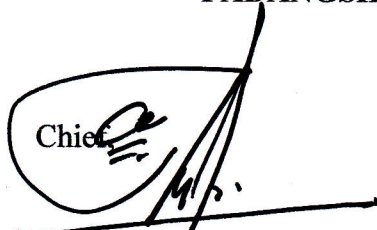
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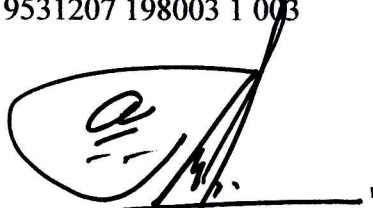

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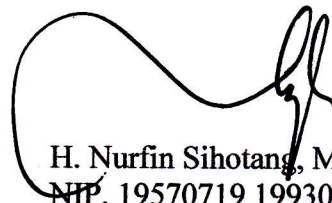
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ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, the beneficent and the merciful

Praise is to Allah lord of the word who has bestowed upon me in completing this thesis. Peace and blessing upon our prophet Muhammad SAW, his families, his companies, and his followers.

This thesis can't be completed without a great deal of help from many people, they are:

1. Eka Sustri Harida, M.Pd., as the first advisor.
2. Hamka, M.Hum., as the second advisor.
3. Dr. H. Ibrahim Siregar, S.Ag., MCL., as the Rector of State College for Islamic Studies Padangsidempuan.
4. Mrs. Hj. Zulhimma, S.Ag., M.Pd., the dean of Faculty Tarbiyah
5. Mrs. Rayendriani Fahmei Lubis, M.Ag., the Leader of English Study Program.
6. All lecturers and staff in English Department who had given their valuable, advice.
7. IAIN Padangsidempuan Library (Yusri Fahmi, S.Ag, S.S, M.Hum, and his staffs), for their cooperative and permission to use their books.
8. My beloved parent (Almarhum Japar Ritonga and Tiarga Rambe), my beloved sisters (Pitta, Nuraini, Denni, Siti Gahara and Siti Hawa), my beloved brother

- (M. Halomoan, M.Galiat) my beloved brothers in law (Bakkit, Baktiar, Asron, Ahmad and Oloan) and all of my families who always give their materials, prays, motivation, and moral encouragement to finish my study.
9. My beloved friends Lisma, Mahdan, Idah, Juita, Fitri, Nirma, Vida, Zanna, Rika, Masro, Sepri, Siah, Seri, Kholilah, Kholizah, Neri, Faisal and others, thanks for your help, patience and care to support me, good luck for you.
10. All the people who have helped me to finish my study that I can't mention one by one.

Thanks you so much for all.

May Allah, The almighty bless them all, Amin.

Padangsidempuan, January, 07th 2014
The Researcher



ISROPIL RITONGA
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TABLE OF CONTENT

Page

PAGE OF TITLE	
LEGALIZATION ADVISOR SHEET	
LETTER OF AGREEMENT	
DECLARATION OF SELF THESIS COMPLETION	
MUNAQOSYAH EXAMINATION PAGE	
LEGALIZATON OF DEAN	
ABSTRACT	
ACKNOWLEDGEMENT	
TABLE OF CONTENT	i
LIST OF TABLES.....	iii
LIST OF APPENDIXES	iv
CHAPTER I : INTRODUCTION.....	1
A. The Background of Problem.....	1
B. The Focus of Problem.....	4
C. Definition of Terminologies.....	4
D. The Formulation of Problem.....	9
E. The Objective of Research.....	9
F. The Significance of Problem.....	9
G. Outline of the Thesis.....	10
CHAPTER II : THEORETICAL DESCRIPTION.....	12
A. Theoretical Review	12
1. Definition Analysis.....	12
2. Definition Students Ability	13
3. Definition of Comprehending.....	13
4. Definition of Ambiguity Sentences.....	14
5. Definition of Short Story.....	18
B. Conceptual Framework.....	22
C. Review of Related Findings.....	22

CHAPTER III : METHOD OF RESEARCH.....	24
A. The Research Methodology.....	24
a. The Place and Time Research.....	24
b. The Research Design.....	24
c. The Participants.....	25
d. The Instrument for collecting data.....	26
e. The Technique of Data Analysis.....	28
f. Techniques of Checking Trustworthiness.....	30
CHAPTER IV : RESULT OF RESEARCH.....	32
A. Findings.....	32
1. General Findings.....	32
a. Stand History.....	32
b. Equipments and Facilities.....	33
2. Specific Finding.....	38
a. The Description of Student’s Ability in Comprehending Ambiguous Sentences in Short Story.....	39
b. The Difficulties of Student’s in Comprehending Ambiguous Sentences in Short Story.....	39
B. Discussion.....	51
C. The Threats of the Research.....	52
CHAPTER V : CONCLUSIONS AND SUGGESTIONS.....	54
A. The Conclusions.....	54
B. The Suggestions.....	55

REFERENCES
CURRICULUM VITAE
APPENDIXES

LIST OF TABLES

	Page
Table 1 : Indicators of the Test	29
Table 2 : The Classification Quality of the Students' Score	31
Table 3 : Facilities of IAIN Padangsidimpuan.....	34
Table 4 : English Lecturer.....	35
Table 5 : Question Number 1	38
Table 6 : Question Number 2.....	39
Table 7 : Question Number 3.....	39
Table 8 : Question Number 4.....	40
Table 9 : Question Number 5.....	40
Table 10 : Question Number 6.....	41
Table 11 : Question Number 7.....	41
Table 12 : Question Number 8.....	42
Table 13 : Question Number 9.....	42
Table 14 : Question Number 10.....	43
Table 15 : Question Number 11	43
Table 16 : Question Number 12.....	44
Table 17 : Question Number 13.....	44
Table 18 : Question Number 14.....	45
Table 19 : Question Number 15.....	45
Table 20 : Question Number 16.....	46
Table 21 : Question Number 17	46
Table 22 : Question Number 18	47
Table 23 : Question Number 19.....	47
Table 24 : Question Number 20.....	48
Table 25 : Criteria Score Interpretation	49

LIST OF APPENDIXES

- Appendix I : List of Instrument
- Appendix II : Question
- Appendix III : Keys Answer
- Appendix IV : List of Interview
- Appendix V : Students' Score of Test
- Appendix VI : Names of TBI-1 Fifth Semester

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THESIS : **THE ANALYSIS ON STUDENTS' ABILITY IN COMPREHENDING AMBIGUOUS SENTENCES IN SHORT STORIES (TBI) AT FIFTH SEMESTER STATE INSTITUTE FOR ISLAMIC STUDIES PADANGSIDIMPUAN**

ABSTRACT

This research discussed about The Analysis on Students' Ability in Comprehending Ambiguous Sentences in Short Stories Fifth Semester State Institute for Islamic Studies Padangsidimpuan. The researcher formulated the problems: How is ability of the students' in comprehending ambiguous sentences in short stories of IAIN Padangsidimpuan? what are the difficulties of the students' in comprehending ambiguous sentences in short stories IAIN Padangsidimpuan?

The research was conducted by qualitative by used descriptive method. The sources of data for this research are divided into two kinds. They are primary source and secondary source. The primary source for this research is all students' of one class IAIN Padangsidimpuan. Then identified them based on the vaguiness of ambiguity sentences in short stories. Total of them are 37 students'. The secondary source is the English Lecture of IAIN Padangsidimpuan. Next, this research used observation, interview and test. The researcher analyzed the data by editing the data, reduction of the data, tabulation of the data, description of the data used one story and the last taking the conclusion.

After doing the research, the researcher found some facts in the field. The ability of students' in comprehending ambiguous sentences in short stories as grammatical (process suffixes and prefixes), lexical, phonetic ambiguity in short stories. So, the researcher were found the difficulties in comprehending kinds of story and they are difficulties in grammatical, lexical and phonetic ambiguity in short stories. Then, the English Lecture gave the students' to find out one short stories or vocabularies with their kinds and memorize them in every meeting. It can be seen in the result of the test given (appendixes IV). Based on above explanation the researcher concluded that the ability of Fifth semester students' in IAIN Padangsidimpuan get 51% (*enough category*).

CHAPTER I

INTRODUCTION

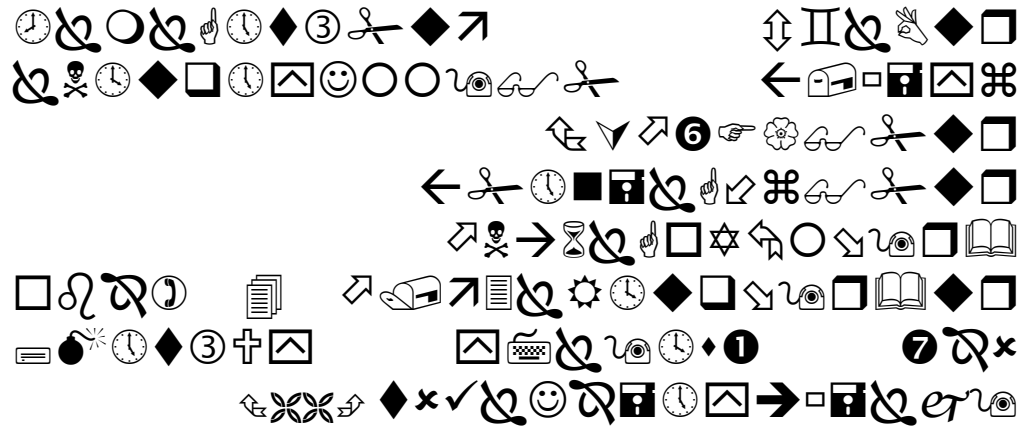
A. Background of the Problem

English should be known by people around the world, since it has been generally accepted as one of the major language of the world, which is widely. English is the sole official language of twenty one nations, and sixteen more it is the co-official language of government, education, broadcasting, and publication.

This implies that English as an international language in used informal and in formal situation; written and spoken communication. English is a tool of human communication and making interaction to one another, some should be able to communicative effectively in English people use language to express feeling, ideas, perceptions and intention to other in using language especially English I must give the truth and wisdom word and the language which used must give good impression to audience. So, it must not give the trouble in delivering it.

To estimate that English is the first language of some 3000 million people around the world. It means that English is an international language, which has been firstly born than others are used in both spoken and written communication. It can be found obviously that must scientific books, magazine, newspaper, movies, radio broadcasts, lecturer, television, programs, international letters, are in English.

Further, language is an important thing in our life. Everything in this world need language. Languages is a tool to do a relation with other. All people need languages to shape thoughts, feelings, desires, and deeds. One region has different languages with other. Allah SWT had created this world with many kinds of languages. Such as Arabic, English, Mandarin, French, German, and Malay. That is true based on the Qur'an surah Ar-rum: 22, Allah says:



Means:

“And among His Signs is the creation of the heavens and earth, and the difference of your languages and colours. verily, in that are in deed signs for men of sound knowledge”.¹

Based on the above verse, can be concluded that all kind of languages do not come accidently to this world, but Allah SWT has given it to the human as a fitrah of Mankind. He created human with many languages; it is one sign of his powerful.

¹Muhammad Muhsin Khan. *The Noble Qur'an in the English Language* (Saudi Arabia: Maktaba Dar-us-Salam, 1993), p. 644.

Between all of languages, there are some languages that most important. Those are called as international languages. Those are so important because by mastering the international languages, someone will be able to do relations with other people in this world. English is one of them. In every level of education in Indonesia, English is of the compulsory courses that is taught from primary school until university.

Next, according to the English Lecture of IAIN Padangsidempuan, there are many students' can't read English well, and difficulties in comprehending ambiguous sentences especially in short stories. Whereas, students' didn't know how to comprehending ambiguous sentences in correct forms. Because the students' didn't master the comprehending structure, grammatical ambiguity (suffixes and prefixes), lexical ambiguity, phonetic ambiguity, tenses, in short stories exactly and they didn't have enough vocabularies and dictionary.

In reality, there most of students'cannot use well. It can be known from speaking, reading, conversation, from them. And their less, understanding about content of the text as topic idea, main idea and concluding in short stories.

Communication with language is carried out thought to basic activities: speaking and listening. In speaking, people put ideas into word, talking about perceptions and feeling. In listening, words are turned into ideas, trying to reconstruct the perceptions, feeling were mean to grasp. Although speaking and listening are so common and both are very complex activity. It is complex because language sometimes is fluster.

This complexity could be happen when one listener doesn't understand what that the speaker talk about. Consequently, misunderstanding could be arisen between speaker, and listener. In addition, are words, phrases, or sentences, which is said by speakers, could be interpreted more than one meaning by listener. In English, for example, there was once a noun "a near" meaning "kidney", but it feel subsequently into misunderstanding because "a near" could be confused with "an ear". Since the acoustic unit of connected speech is the breath group, not the individual word, it may happen that breat - group made up of different words become homonymous and thus potentially ambiguous.

Yet, ambiguous is not only happening in spoken language but also in written ones, and this become a closed material in this study in written communication, such as newspaper, magazines and books, the opinion or ideas of the writers is expressed thought writing any article. Besides, the readers change an article or any piece of writing in magazine into ideas or opinion. Since this process lack of understanding, there will be misunderstanding, consequently ambiguous because problem.

A written communication, short stores is one of print media, which is widely read by people to get information, entertainment, and another. In this study, short stories will be the research object. The content of this short stories is ranged of from news. Title, point of view, determine conflict, theme, plot, characterization situation, style as example: The monkey paw, The lack and another. in this study, the data were taken from the short stories in writing the

article the authors are forced to choose the variation of language they used. The purposes of using variations are to attract the reader's attention. These variations commonly make the reader being ambiguous.

In fact, many readers find it difficult to comprehend English texts or to get the sense or interpretation of the article because they usually understand word or sentence separately sometimes, the reader isn't conscious that the words, phrases and sentence found in English text is ambiguous in other word, the readers may fail to group the meaning or interpretation in the article as a result of lacking knowledge about ambiguity in English, because it has multiple meaning.

The reader may find the difficult in understanding the content if there are some ambiguous sentences. For example: He came here yesterday presuppose: not run, and another. He came here yesterday. Presuppose: not other place he came here yesterday presuppose: not other days it often happens that when we are talking, we don't realize there is any ambiguity there but when we have it written down and isolate every sentence from the content, I will find that many of the sentences are ambiguous: and the more parts we divide the whole into, the more ambiguous we have. The researcher found ability of students' from ambiguity sentences as grammatical and lexical ambiguity. The difficulties of students' is phonetic ambiguity in short stories as less vocabularies, and motivation.

It has been mentioned earlier that it is impossible to understanding English either in spoken or written from without understanding ambiguity. Is

started for it is impossible too to understanding the short stories without knowing the use of ambiguity in short stories”.

The student’s in TBI IAIN Padangsidimpun have many problems in comprehending ambiguous sentences in text such as they less understanding about content of the text as topic idea, main idea, supporting idea and concluding.² Based on the explanation above, the researcher is interested to conduct a researcher on the title **“THE ANALYSIS STUDENTS’ ABILITY IN COMPREHENDING AMBIGUOUS SENTENCES IN SHORT STORIES AT FIFTH SEMESTER STATE INSTITUTE FOR ISLAMIC STUDIES (TBI) (IAIN) PADANGSIDIMPUN”**.

B. Focus of the Problem

The research is limited on the ambiguity is of word or sentences in the short stories. The researcher focuses to the students’ ability in comprehending ambiguous sentences, vaguiness of ambiguity or grammatical, lexical, phonetic ambiguity in short stories at Fifth semester TBI IAIN Padangsidimpun.

C. Definition of Terminologies

1. Analysis

Analysis is expository text. It is about the truth of a fact of a certain object. It is written to expose the truth of the fact of the object to the reader.

The aim is just to expose the truth of the fact. In this case, it is just to persuade

²Hamka M. Hum the Lecturer of IAIN Padangsidimpun, *Interview*, 12 Januari 2013.

them to believe it. However, the purpose does not include persuading in order the readers take a certain course of action related to the truth of the fact of the object.³ Based on the definition above, the researcher concludes that the analysis is about the truth of a fact of certain object in short story.

2. Students

Students is a person who study started from kindergarten (KT), Elementary school (SD), Junior High School (SMP), Senior High School (SMA), and until University. According to Hornby state “the students is a person who studying at collage or university”.⁴ While in Jhon M. Echols dictionary that students is “Mahasiswa”.⁵ Based of those defenition above, the writer concludes that students’ is a person who lives together and studies in formal education and how is their relation as a member of society to develop education level process.

3. Ability

The ability means the quality or capacity of being able to do something well. As said by Hornby, the definition of ability such as, Ability are:

- a. Capacity or power to do something physical and mental
- b. Cleverness, intelligence

³Sanggam Siahaan & Kisno Shinoda. *Generic Text Structure* (Yogyakarta: Graha Ilmu press, 2008), p. 1.

⁴A. S. Hornby, *Oxford Advanced Learner’s Dictionary*, (New York: University Press, 2003), p. 1.

⁵Jhon. M. Echols, *Kamus Inggris Indonesia*, (Jakarta: PT Gramedia Pustaka Utama, 2003), p. 563.

- c. Special natural power to do something well that talent.⁶

Based on the explanations above the researcher was concluded that ability is capacity or power and cleverness students' to perform.

4. Comprehending

Comprehending is a method to compare about any something or problems to understanding or the ability to understand. According to Martin H Manser state that “power to understand and for pupil of all abilities in the same school”.⁷

Then Comprehending is understanding the information in the text as well as changing the knowledge one used to understand the text in the first place.⁸

Based on the definitions above, the researcher concludes that the comprehending is activity of the people to understanding in activities.

5. Ambiguous Sentences

According to Fauzan Helmi script “Sentences is ambiguous if it has more than one meaning support this statement”.⁹ The common school grammars continue to repeat the familiar definition, A sentence is a group of

⁶ *Ibid.*, p. 1.

⁷Martin H. Manser, *Oxford Learner's Pocket Dictionary*, (New York press, 2003), p. 81.

⁸*Ibid.*, p. 38.

⁹Fauzan Helmi, *Ambiguous Sentence in Short Stories of Hello Magazine*, (*Unpublished Script*), (UMSU: Medan, 2009), p. 6.

words expressing a complete thought or group of word standing between an initial capital letter and a marks of end punctuation.¹⁰

Based on the definition above, the researcher concluded that the ambiguous sentences has more than one meaning support this statement, a group of words expressing a complete thought.

6. Short Stories

A short story can be defined a literary composition. According to Hornby stated “a short story is small description of pass or imaginary evens or new report”.

According to Peter Newmark that stated “Short story is of literary forms, the second most difficult, but here he is released form the obvious constraints of poetry- metre and rhyme- whilst the varieties of sound – effect are likely to play a minor role”¹¹. Based on the above definitions, the research concludes that the short stories is literary or imaginery evens and show the human conplict thorough narrative writing.

7. TBI

¹⁰Charles Charpenter Fries, *The Structure of English*, (New York, 1951), p. 9.

¹¹Peter Newmark. *A Textbook of Translation* (New York London Toronto Sydney Tokyo: Prentice Hall International, UK Ltd, 1988), p. 218.

TBI is the study program in develop learning and Tadris English research with developed values Islamic and knowledge to make madani society.¹²

Based explanation above the research was concluded that an analysis on the students' ability in comprehending ambiguous sentences in short stories students' of English Education Departement (TBI) IAIN Padangsidimpuan is the process to know capacity of the students' in understanding works and it to know language component which it give information or explanation in a language terms by students' at first year students' of English Education Departement (TBI) (IAIN) Padangsidimpuan.

D. Formulation of the Problem

The problem in this research are formulated as follows:

1. How is the ability of the students in comprehending ambiguous sentences in short stories IAIN Padangsidimpuan?
2. What are the difficulties of the students in comprehending ambiguous sentences in short stories IAIN Padangsidimpuan?

E. Objective of the Research

The objectives of this research are:

¹²Fatahuddin Aziz Siregar, et. al., *Panduan Mahasiswa Baru* (Padangsidimpuan: STAIN, 2011), p. 14.

1. To know the ability of the students in comprehending ambiguous sentences in short stories IAIN Padangsidimpuan.
2. To know what the difficulties of the students in comprehending ambiguous sentences in short stories IAIN Padangsidimpuan.

F. Significance of the Problem

The findings of this research are expected to be important to enlarge the knowledge about ambiguous sentences in English because the one often used both in speech and writing. Also it is expected that by studying ambiguous sentences readers will be able to know more about ambiguous sentences in English that are found in the short stories. Further more research finding is expected to enrich the students knowledge of English department ambiguous sentences in English especially found the short stories. So, significances of this research are the large contributions depending on where and who ever a result of the research being useful in term of education. The significances of the research are:

1. For the Leader, of IAIN Padangsidimpuan to give the direction to the English Lecturers about the English teaching media that is suitable and can improve to the students ability comprehending ambiguous sentences.
2. For the English Lecturers, of IAIN Padangsidimpuan. the result of this research hopefully will be a source guidance to conduct the more effective understanding or comprehending in teaching ambiguous sentences.

3. To another researcher can be used as an information to do a further research.

G. Outline of the Thesis

Chapter one discussed, about introduction. It was explained about background of the problems, it was about limitation of the research. Definition of formulation of terminologies were about meaning of some words that important to know. The formulation of the problems were about the forming of the problems. The aims of the research were about something that to reach. The significances of the research were about all sub chapter that important to explained in this research.

Chapter two were theoretical description which it was explained about theoretical description likes: description of theory especially definition of analysis, it definition of students ability, it definition of comprehending, it definition ambiguous sentences, it definition short stories.

The chapter two discussed about interview of related findings were about some research had done by researchers.

Chapter three discussed of research methodology. It was explained of place and time of the research was done of the research. Kind of the research was about method of the research. The sources of the data were about primary data and secondary data. Instruments of collecting data were about interview, observation and text. The techniques of data analysis was $P = \frac{f}{N} \times 100\%$ and

techniques of checking trustworthiness were about nine techniques to determine the data trustworthiness stated to Lexy J. Moleong.

Chapter four discussed about the result of the research. It was explained findings likes: general findings were about stand history, situation of equipments and facilities, structure organization of Tadris Bahasa Inggris, and specific findings.

Chapter fifth was closing that it was explained about conclusion and suggestion from the researcher.

CHAPTER II

THEORETICAL DESCRIPTION

A. Theoretical Review

1. Definition analysis

Analysis is an inspection concerning meaning and esense something. According the Kamus Besar Bahasa Indonesia, “Analysis adalah penyelidikan terhadap suatu peristiwa untuk mengetahui keadaan yang sebenarnya.” “It means that, Analysis is the research to an even to know the actually situation”.¹ According the oxford’s Learner’s Pocket Dictionary defines Analysis as1) “Series of the things that the are done in order achieve something. 2) Method of doing or making something, especially. One used in industry”. It is about the truth of a fact of a certain object. It is written to expose the truth of the fact of the object to the reader. Based on the above definitions, the researcher concludes that the analysis is method or inpection concerning meaning of making something. In the research is the analysis ability students in ambiguous sentences in short stories.

¹Pusat Bahasa Department Pendidikan Nasional, *Kamus Besar Bahasa Indonesia*, (Jakarta: Balai Pustaka, 2001), p. 43.

2. Definition Students' Ability

According to A.S. Hornby “The students is a person who studying at a universty or college”.² In this case, the students in college or universty in IAIN Padangsidempuan. While in Indonesia dictionary the student is a learner especially on the grade of elementary, junior, and senior high school.³ Ability is capacity or power.⁴ Mariam says that “Ability is aquality or being able, especially in physical, mental or legal power to perform”.⁵

So, based on the definitions above, the researcher concludes that the students ability is a quality or legal power to perfrom and studies in formal education in faculty.

3. Definition of Comprehending

Comprehending is a method to compare about any something or problems to understanding. According to Hornby that “Comprehending is the ability to understand”.⁶ Based on definition above the researcher can concluded, comprehending is understanding the information in the text as well as changing the knowledge one used to understand the text in the first place. Then comprehending is understanding the information in the text as well as changing the knowledge one used to understand the text in the first place.

² A. S. Hornby, A. P. Cowie, et. al., *Oxford Advanced Learner's Dictionary of Current English* (New York: Oxford University Press, 1974), p. 29.

³ Tim Penyusun Kamus Pusat Bahasa, *Kamus Besar Bahasa Indonesia*, (Jakarta: Balai Pustaka, 2005), p. 1077.

⁴ A. S. Hornby, A. P. Cowie, et. al, *Op. Cit.*, p. 2.

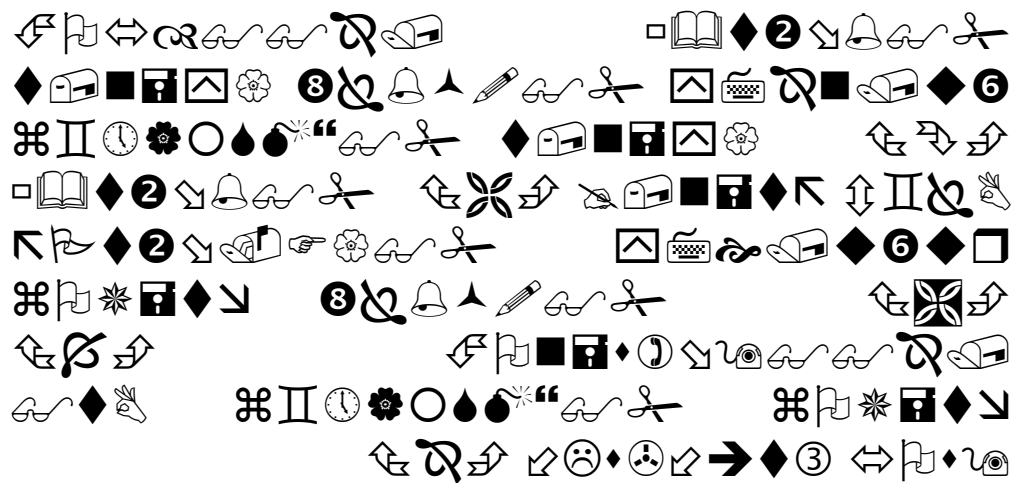
⁵ A. Mariam Websate, *Websate's Colegiate Thesaurus* (USA: Massa Chusettes 1976), p. 33.

⁶*Ibid.*, p. 38.

Based on the definitions above, the researcher concludes comprehending is activity of the people to understanding in that the activities.

As the commandement of Allah in holy Al-Qur'an surah Al-Alaq Verse

1-5:



Meaning:

1. Read! In the Name of Allah of your Lord, Who has created (all that exist).
2. Has created man from a clot (a piece of thick coagulated blood).
3. Read! And your Lord is the Most Generous.
4. Who has taught (the writing) by the pen [the first person to write was prophed enoch (idris)].
5. Has taught man that which he knew not.⁷

That little interpretation, on words read, not only order reading, but reading is the symbol from all what activities by humans, characteristic active or possive. So, comprehending is very important at peoples in life

Next, the prophet Muhammad Saw said:

⁷ Muhammad Muhshin Khan. *The Noble Qur'an in the English Language* (Saudi Arabia): Maktaba Dar-rus-Salam, 1993), p. 959.

.... طلب العلم فريضة على كل مسلم ...⁸

Meaning:

... Browsing knowledge is obligation by Muslim people....

In Al-Qur'an explanation above, browsing knowledge is an obligation by Muslim people in learning language. Moreover, English now is really necessary for every side of knowledge and it can help every moslem to be capability in facing the modren era nowadays.

Based on the defenition and Al-Qur'an, Hadist the researcher concluds reading or comprehending is a method of activities of the people to understanding in the activities.

4. Definition Ambiguity Sentences

a) Definition Ambiguity Sentences

According Ruth M. Kempson stated that "Ambiguity is a standart truth conditional definition, is that a sentence is ambiguous if it can be true in quite different circumtances".⁹ In relation to Fauzan Helmi script sentences is ambiguous if is has more than one meaning support this statement.¹⁰ The common school grammar continue to repeat the familiar defenition. A

⁸Muhammad Puad Abdul Baqi, *Sunan Ibnu Madja, Zus Awal Babul Muqodimah* (Beirut-Lebanon: Dar- Alkitab Ilmiah, ttp), p. 81.

⁹Ruth M. Kemson, *Theory Semantic*, (Yew York Press,19770), p. 143.

¹⁰Fauzan Helmi, *Ambiguous Sentences in Short Stories of Hello Megazine 2009 Academic Year* (Unpublished Script), (Medan: UMSU, 2009), p. 15.

sentences is a group of word standing between an initial capital letter and a mark of end functuation.

As said by Hornby, the defenition of ambiguity as:

- 1) That can be intrepreted in more than way: an ambiguous message.
- 2) Not clearly stated or defined.¹¹

Based on the definition the researcher to conducted that the ambiguous sentences is an expression other that can have more than one meaning.

b) Vaguiness or Obscurity of Ambiguity

Part of the vaguiness or obscurity as following:

- 1) Grammatical Ambiguous
- 2) Lexical Ambiguity
- 3) Phonetic Ambiguity¹²

(a) Grammatical Ambiguity

A sentence is syntactically ambiguous within is context, it must be poorly written, Ali the notorious ambiguous sentences and groups (‘ the shooting of the hunters’, ‘John’s book’, ‘slow neutrons and protons’, ‘flying planes can be dangerous’) as well a less obvious ones (modern language teaching’, considering my ignorance’, What he performed at first was of no interest’ (i.e. ambiguously placed adverbs), the larger or towns’ (absolute or

¹¹A. S. Hornby, *Op. Cit.*, p. 2.

¹²Peter Newmark. *A Textbook of Translation* (New York London Toronto Sydney Tokyo: Prentice Hall International, UK Ltd, 1988), p. 218.

relative comparatives or superlatives), the house was shut, (state or event), summer students' group' (any multiple- noun compound)- all these can be disambiguated if the context is reasonably informative.

These ambiguities are rather more common in English than in say, the romance languages, since English has fewer grammatical inflections (accidence).¹³ Note also the tendency of all languages to use many present and past participles independently as adjectives with a slightly different stative meaning and so to give rise to ambiguities (e.g., *perdu*, lost, ruined'; *desole*, sorry, 'distressed,' striking' (two senses), and many German past participles which have independent meanings).

According to Nirmala Sari that "Grammatical ambiguity is it is relation to vocabulary, there are aspect to be taught as word formation as prefixes and suffixes as prefixes is a letter or group letters added to be beginning or free morpheme example: Dis + Connet= Disconnet, Poly + Gamy= Polygamy. Suffixes is syllable or group added to the end of word root of new word. Example:

¹³*Ibid.*, p. 230.

Dom= Free + Dom= Freedom= use to for of noun, AI= Verb + AI= Verbal =use to from adjective”.¹⁴

Based on the definition the researcher to concluded that the grammatical ambiguity is rather more common in English than in say, and processing of prefixes and suffixes in a word.

(b) Lexical Ambiguity

Lexical ambiguity is both more common and more difficult to clear up than grammatical ambiguity. ¹⁵Words may have anything from one sense to say 30 (e.g., Anlarge) and the senses may be close to or remote (as in puns) from each other. Some time a word has two senses which are both equally effective (pragmatically and referentially) in the relevant stretch of language, e.g., controller, to ‘verify’ or ‘direct’; sometimes, as in case of the metaphorical and the literal sense of a word, you may translate with both senses in mind.

Based on the definition the researcher to conducted that the lexical ambiguity is an ambiguity in a single word, both more common and more difficult to clar up than grammatical ambiguity and more possible sense or ways.

(c) Phonetic Ambiguity

¹⁴Nirmala Sari, *An Introduction to Linguistic*, (Jakarta: Departement Pendidikan dan Kebudayaan 1988), p. 347.

¹⁵Peter Newmark, *Op. Cit.*, p. 219.

Definition of phonetic is about the concrete, instrumentally measurable physical properties and production of these cognitive speech sounds.¹⁶ Ambiguity may result in spoken language from the phonetic structure of the sentence. Since, the acoustic unit of connected speech is the breath-group, not the individual words: it may happen that two breath-groups made up of different words become homonymous and thus potentially ambiguous. If this occurs, often enough it may leave a permanent mark on the language. In English, for example:

- (1) *Near* (“means” “kidney”) but it feel subsequently into disuse because *near* can be used as a preposition (means closed to)
- (2) A: what are you looking at? B: My dear (diir)

The phonetic ambiguity occurs when B means his *dear* (darling) or his *deer* (an animal).

Based on the definition the reseacher to conducted that the phonetic ambguity is production of these cognitive speech sounds and describe in terms of, synonyme, antonyme, hyphonymy, meronymy an allonymy.

5. Definition of Short Story

- a) Definition short story

¹⁶ David Odden, *Introducing Phonology*, (Singapore: Combridge University Press, 2005), p.

A short story can be defined a literary composition. According to Hornby stated “A short story is small description of pass or imaginary evens or new report.”¹⁷ It tells a story which usually shows the human conflict thorough narrative writing. Short story is one part of literary prose fiction as work of art, shot story cool make interest for people in reading because it can involve the people’s written brief in writing a short story, the written much us simple sentences to avoid misun understanding but is easy to understand for readers. Usually, then are people called actor and actresses each which different character to describe what the story is all about a short story created to give satisfaction to the reader. According to Peter Newmark that stated “Short story is of literary forms, the second most difficult, but here he is released form the obvious constraints of poetry- metre and rhyme- whilst the varieties of sound – effect are likely to play a minor role”.¹⁸ Further, since the line is no longer an unit of meaning, he can spread himself a little- his version is likely to be somewhat longer than the original though, always, the shorter better.¹⁹ Based on the above defenitions, the researcher concludes that the short stories is literary or imaginery evens and show the human conplict thourought narrative writing (reading).

b) Kinds of Story

¹⁷ *Ibid.*, p. 22.

¹⁸ Peter Newmark, *Op. Cit.*, p. 35.

¹⁹*Ibid.*, p. 170.

There are kinds of story as following:

- 1) Novel: A novel is a long story written in prose, but because it is long, it differs from of story in other ways too. Example: Ayat-Ayat Cinta, Titanic, Romeo and Julie.
- 2) Short stories: Is not a myth or legend, nor is it a particularly old story. Example: The most Dangerous Game.
- 3) Mitos: It is a myth or a legend. Example Rabbit and Crocodile, Cinderalla, Snow White, and Sangkuriang.²⁰

c) Outlines of Literature Short Story

In a story complete or validity must be used of outlines literature short story as following:

- 1) Title: The title of a story often serves a function. It may name the chief character, as “Young Good Brouwn”. Or may suggest the plot as, “The Bet.”
- 2) Point of view: Point of view is important in telling a story, for it determines how much the reader must know, and can know, of what is happening.
- 3) Dramatic Conflict: A story must be dramatic. It must be like a play on a stage, or a movie, or a television play.
- 4) Theme: A story must have a purpose. It should make the reader think. Most short stories have a thema, something we might call “the messageo” or the “moral” of the story.
- 5) Plot: Probably the mst popular kind of story is the one that emphasizes action, and plot is the action of story.
- 6) Characterization: Characterization is the depicting of clear images of a person.
- 7) Situation: Situation is what gives the reader information he needs for an intelligent reading of the story.
- 8) Style: Simply speaking, style is the way an author expresses himself.²¹

d) Example of Short Story

The example of short story is below:

²⁰ Edward H. Jones, *Outlines of Literature Short Story, Novel, and Poems*, (The Macmilan Company: America, 1968), p. 28.

²¹ *Ibid.*, p. 28.

OCTOPUS

The octopus is a sea animal with eight powerful feet which it uses as hands. These are called tentacles. The word “octopus” comes from two greek words that mean “eight feet”.

The octopus, the squids and the cuttlefish belong to the same family that has no outside shells. Their bodies are covered entirely with skin. Therefore the body of an octopus is soft. It looks like a big balloon. A fully-grown octopus can be as large as 45 kilograms. Besides using its tentacles to catch small fish, sea plants, crab and lobsters, the octopus also uses them against its enemies. The octopus wraps its tentacles around the victim and squeezes it before eating it.

The octopus escapes from its enemies by giving out a thick dark fluid to darken the water. It can also change the colour of its body to match its surroundings. It hides from its enemies by doing this.²²

B. Conceptual Framework

Discussing about language, grammar (one of linguistic elements) becomes an unavailable term to connect with grammar consist of part of speech, it is in grammar people learn how to construct a good and well- formed language. In this study, the research analyzed the use of ambiguous sentences as found in the short stories. The texts of articles were explored to find out the types of ambiguous sentence that used there. The researcher found out the types of reason ambiguity that found in the article.

Through this research, it will help the readers to comprehend the text of the article. There were five editions that the researcher used in this research. To solve this problem, the researcher analyzed some ambiguous sentences found in

²² *Ibid.*, p. 30.

the short stories used by the short story writers and found out the most dominant vagueness of ambiguous sentences in the short stories.

C. Review of Related Findings

There are some relative finding that discuss about ambiguous sentences: the first research was done in University of North Sumatra Medan in UMSU. The research of Fauzan Helmi with the title: "Ambiguous Sentences in Short Stories of Hello Magazine. 2009 Academic Year".²³ Kind of this research is the descriptive method, the technique for collecting data were analyzed by using descriptive method, through some steps, and the data were analyzed by finding out the ambiguous sentences in short stories of Hello magazine and identified based on the type of ambiguity sentences. In this case he can conclude the means score of lexical 48.81 % and phonetic 21.43 % it can be state that was categorized into low.

The second, the researcher was done by students University Muhammadiyah of Tapanuli Selatan in Padangsidempuan (UMTS). The research was done by Merlina Gultom with the title: "An Analysis of Grade VIII Students' Misuse Nouns at Negeri 3 Padangsidempuan 2010-2011 Academic Years". This research used descriptive method (used collecting and analyzed). The research analyzed misuse nouns in sentences. In this case the researcher

²³Fauzan Helmi, *Op. Cit.*, p. 24.

found the data with scores just only 33.57, in misuse of noun. It means the ability of students' in misuse of noun is low.²⁴

So that, the researcher concluded that the research can the analysis on student's ability in comprehending ambiguous sentences in short story and have used descriptive method, and the resarcher used one short stories. So this research of them the data is still low. So, the researcher will be done the research about "The Analysis on Students' Ability in Comprehending Ambiguous Sentences in Short Stories (TBI) at Fifth Semester State Institute for Islamic studies (IAIN) Padangsidimpuan".

²⁴Merlina Gultom, An Analysis of Grade VIII Students' Misuse Nouns at Negeri 3 Padangsidimpuan 2010-2011 Academic Year (Unpublished Script), (UMTS: Padangsimpuan 2011), p. 66.

CHAPTER III

METHOD OF RESEARCH

A. Research Methodology

1. Place and Time Research

This Research was conducted at State Institute for Islamic Studies (IAIN) Padangsidimpuan. The address of the University is in street Imam Bonjol Km.4,5 Sihitang. Call number (0634) 22080 Fax. (0634)-24022 Padangsidimpuan 22733. This research has been conducted in April 2012 up to January 2014.

2. Research Design

This research conducted with by using descriptive qualitative research. By using this descriptive method, the researcher analyzed the ambiguous sentences used by the writers choose the short stories and find out the most dominant type of ambiguous sentences. This research has been taken one short stories.

3. The Participants

In this research, the students that made as participants were all of the class TBI-1 Fifth semester in IAIN Padangsidimpuan. The source of the data in this research is divided in to two part, they are:

a. Primary Source of Data

Primary data, the data was done from the students at fifth semester TBI in IAIN Padangsidempuan. The students were 113 students. The students were divided into three classes. The class TBI-1 was 37 students, TBI-2 was 37 students, and TBI-3 was 37 students. This research was done by using purposive sampling. Purposive sampling referred to as judgment sampling, the researcher selected a sample based on his experience or knowledge of the group to be sample. According to Riduan stated “Purposive sampling is one of technical that can be used by researcher has some of considerations taken the certainly sampling to get the aim”.¹ Actually the researcher take one class because it is studies and read up students. It had been representated to taken the result of the research. So, there is 30 students who answered the test.

b. Secondary Data

Whereas all the data which are collected from English Lecture in Fifth semester in IAIN Padangsidempuan is called secondary sources of the data. Actually to use the data is interview.

4. Instrument for Collecting Data

The instrument of collecting data has been used in this research were:

¹ Riduan, *Belajar Mudah untuk Guru Karyawan dan Peneliti Pemula* (Bandung: Alfabeta, 2005), p. 63.

a. Interview

Interview is a purposeful interaction usually between two people, focussed on one person to get information from the other person.² The researcher concludes that the interview is activity that is done to get information by giving the question to the sources of the data and it is all students' of TBI at Fifth semester in IAIN Padangsidempuan.

Interview is done getting the data about students' difficulties in comprehending ambiguous sentences in short stories. In interview, the researcher conducts face to face interviews with participants, interview participants by telephone, or engages in focus group interviews with five to six interviews in each group.³ So, in this researcher interview the researcher asked to the Leader of IAIN TBI Padangsidempuan, to the English Lecture and to the students' to ask them about the ability in about grammatical, lexical, phonetic ambiguity in short stories. in this research, the researcher did interview directly with the Leader to know about the students' ability in comprehending ambiguous sentences in short stories and the researcher also interview to the students' to ask them about their difficulties in short stories.

² L. R. Ray & Peter Airason, *Education Research (Competence for Analysis & Application)* (USA: Prentice Hall, 2000), p. 219.

³ Jhon W. Creswell, *Research Design Qualitative, Quantitative and Mixed Methods Approaches Second Edition*, (London: Sega Publications, 2003), p. 153.

c. Test

Test is some of question and other tools which used to measure skill, knowledge and intlegences and ability. The material in a test is selected after careful analysis of the kind of reading asudents' in the level for which the test is intended my be called upon to do.⁴ A short examination of ability. So, test is a practice that is used to measure some one or group's skill knowledge, intlegence, ability or talent. In this below is test indicator such as following:

Table I
Indicators of the test

No	Comprehending ambiguous sentences	Item	Number of test	Score
1	Lexical	6	1,2,15,14,7,5	30
2	Grammatical	10	3,6,8,11,13,16,17,18,19,20	50
3	Phonetic	4	4,9,10,12	20
Total		20	20	100

d. Observation

Ahmad Nizar Rangkuti state that: "Observation adalah suatu tehnik pengumpulan yang mengharuskan peneliti turun kelapangan mengamati hal-hal yang berkaitan dengan ruang, kegiatan, waktu,

⁴Albert J. Haris. *How to Increase Reasing Ability, (Fifth Edition)*, (New York, 1969), p. 153.

pristiwa, tujuan dan perasaan.”⁵ The observer can be a participant observer who and gages fully in the activities being studied but is known to the participants as a research⁶. The advantages of participant observation include the ability to gain insights and develop relationship with participants that cannot obtained in other way. Observation is a technique collecting to gain insight on understanding the natural environment as lived by the participants. So, this obovration was observation was situation and looked location of IAIN Padangsidimpuan. This observation is used to know the description and the situation of the faculty, especially English Lecture.

5. The Technique of Data Analysis

After the collecting data, the researcher was analized the data, the technique of data analysis was in presented descriptive form. The data was analyzed by following procedure:

- a. Editing of data, was done to arrange the data become a structured sentences systematically.
- b. Reduction of the data, it was done two seek the uncompleted data and put a side data unnecessary.
- c. Tabulation of the data, it was done to account and give the scores to respondents answer through test and take on the table that consist alternative answers, frequency and percentage. To obtain the percentage of the answer subjects and take on table by using the formula:

$$P = f / N \times 100\%$$

Note: F: Frequency

⁵Ahmad Nizar Rangkuti, *Metodologi Penelitian Pendidikan* (unpublished book) (Padangsidimpuan: Gading, 2013), p. 89.

⁶*Ibid.*, p. 219.

N: Sum of the samples

P : Percentage⁷

- d. Description of data, it is done to described or interpreted data that have been collected systematically.
- e. After calculating and scoring students' answer sheets then, their score are consulted into the classification quality on the table below:

Table II
The clasification quality of the students' score

Quantitative Ability	Qualitative Ability	Ability
80 -100	Very good	Able
60 – 79	Good	Able
50 – 59	Poor	Unable
≥49	Very Poor	Unable

After the researcher found mean scores of all students, it is consulte.

The criteria as follow :

- 1) If the value of mean score is 80 – 100, it can be categorized into high ability.
- 2) If the value of mean score is 60-79 can be categorized into high sufficent ability.
- 3) If the value mean score 0-59, it can be categorized poor ability.

6. Techniques of Checking Trustworthiness

Trustworthiness in qualitative research is very important because checking to the trustworthiness of the data is used to contradicted the

⁷Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: Raja Grafindo Persada, 1991), p.

assumption of qualitative reseach is not scientific.⁸ To reduce the bias of the data, and to improve the validity of the data collected, Gay suggested several strategies as follows:

- a. The extend of participant is the extension not only done at the short time, but need the long time.
- b. The application of the research the researcher must do the research with careful, detail and continuous to the object the research.
- c. Triangulation is the technique of checking data trustworthiness that using something beside the data to verification.
- d. Checking with friends through discussion is done with expos the interim result or the final result that gotten in the discussion with friends.
- e. Analyze negative cause is the research collects example and appropriate cases with the model and inclination of information that have collected a used as a substance of comparison.
- f. The adequate and referential are the tools of them, which using the free time to compare the result of the research with critics and collected.
- g. Checking the member is the most important in checking credibility.
- h. The detail description is a technique to demand the researcher to report of his/her research result, so description is done careful and accurately to draw the context of the research.
- i. Auditing is used to check the truth and certainly of data, this point is done well to the process or result and extent.⁹

From the all of technique to the determine the data trustworthiness above. The researcher used the third and number triangulation. It was technique that used to check the data trustworthiness data by compare the result of observation, interview and test.

⁸*Ibid.*, p. 40.

⁹*Ibid.*, p. 45.

CHAPTER IV

RESULT OF RESEARCH

A. Findings

1. General Findings

This research was done in IAIN Padangsidempuan which in street Imam Bonjol Km. 4.5 Sihitang. Call number (0634) 22080 Fax. (0634)- 24022 Padangsidempuan 22733.

a. Stand History

The State Institute For Islamic Studies (IAIN) Padangsidempuan was come from Faculty Nahdatul Ulama North Sumatra (UNUSU) in Padangsidempuan. The UNUSU Tarbiyah Faculty was changed become Tarbiyah Faculty Islamic Religion Country (IAIN) Imam Bonjol Padang in West Sumatra in 1968 years ago. After 5 years, IAIN North Sumatra in 1968 years ago. After 5 year ago. IAIN North Sumatra Tarbiyah Faculty was built for 24 years. Then, this Tarbiyah Faculty was changed again become STAIN Padangsidempuan. After 16 year, STAIN North Sumatra Tarbiyah Faculty was built, This Tarbiyah Faculty was changed again become IAIN Padangsidempuan at 6th 2013.¹

Decision of President Republic Indonesia No. 11 on March 21 th 1997 and Religion Ministerial Degree of RI. No. 300 and 333 released

¹Fatahuddin Aziz Siregar, et. al., *Buku Panduan Mahasiswa Baru* (Padangsidempuan: STAIN), *Private Interview* at Desember 23th 2013.

about founding IAIN in 1997 ago. The Tarbiyah Faculty North Sumatra in Padangsidempuan which it autonomous and entitle to take care of some majors as within reason all IAIN Indonesia.²

b. Equipments and Facilities

Equipments and facilities were the factors which establish in the implementation education effort to achieve the college's objectives maximally. There were some equipments and facilities in IAIN Padangsidempuan. Generally, this institute for TBI had some equipments and facilities as follow:

Table III
Facilities of IAIN Padangsidempuan³

FACILITIES			
No	Object	Number	Info
1	Mosque	1	Good
2	Hall/ Auditorium	1	Good
3	Library	1	Good
4	Language Laboratory	1	Not Good Enough
5	Computer Laboratory	6	Good
6	TBI Class Rooms	9	Good
7	TBI Office	1	Good

² *Ibid.*, p. 1.

³ *Ibid.*, p. 6.

c. The Situation of Lectures English Education Study Program (TBI) IAIN Padangsidempuan.

Lecture was one of factors who establish students to get success in learning process. Lecturer had significant role in creating well educated person. Especially in English education study program, the students was prepared to be a professional English Lecturer. The data of Lecturers of English education study program IAIN Padangsidempuan as follows

Table IV
English lecturers⁴

No	Lecturers	Graduation	Subject
1.	Drs. Fitriadi Lubis, M. Pd	S-2 UNP	Scientific writing
2.	Rayendriani Fahmei Lbs, M. Ag	S-2 IAIN	Writing
3.	Eka Sustris Harida, M. Pd	S-2 UNP	Reading
4.	Yusni Sinaga, M. Hum	S-2 UNIMED	Grammar and Structure
5.	Sojuangon Rambe M. Pd.	S-2 UNP	Teaching English as Foreign Language
6.	Zainuddin, M. Hum	S-2 UNIMED	Speaking Intro to Literature
7.	Hamka, M. Hum	S-2 UNIMED	Pronunciation Practice
8.	Fitri Rayani Siregar, M. Hum	S-2 UNIMED	English Syntax
9.	Eli Nondang Saragih, S. S	S-1 USU	Translation 1
10.	Aprianti, M. Hum	S-2 UNIMED	Morphology
11.	Nursaima, M. Hum	S-2 UNIMED	Bahasa Inggris
12.	Husniah Ramadani, Plg M.		Sociolinguistic

⁴Fatahuddin,, *Op., Cit.* p. 20.

	Hum		
13.	Syamsiah Depalina Srg, M. Pd		Dictation
14.	Siti Mutia Sari Srg, M. Hum	S-2 UNIMED	History of Language
15.	Surya Sagiro Batubara, M. Pd		Teaching Media Micro Teaching
16.	Choiriah Sofiyah, M. Pd	S-2 UNI	Micro Teaching
17.	Mahyudin, M. Hum		Semantic Pragmatic
18.	Ahmad Rifai Hasibuan, M. Hum	S-2 UNIMED	Language Testing Evaluation
19.	Habib Rahmansyah, M. Hum	S-2 UNIMED	English for Specific Purpose

Source: *Database of TBI Lecturers 2013*

The table above was description of Lecturers who teach in English education study program IAIN Padangsidempuan. So, all of Lecturers in this year were 19 Lecturers which consist of 10 man and 9 women. Actually, all Lecturers had been qualified in teaching because they had mostly post graduated degree. As like Government regulation, a Lecturers must have post graduated degree, but there was still Lecturers in English education study program with the first degree. Additionally, some of the Lecturers were assistance status. As conclusion, the Lecturers in English education study program were not enough yet. This condition might decrease the effectiveness of teaching and learning activities that could not achieve the purposes of education particularly.

2. Specific Finding

The specific finding in this research was consisted of the answer for formulation of the problem that was discussed in the chapter 1. they were some factual, and realitas in the field that was found by the researcher. So, the researcher described them below:

a. The Description of Students' Ability Comprehending Ambiguous Sentences in Short Stories

Based on the result of the test and observation and interview the students ability given to respondents, ability of students as following:

- 1) The students ability in comprehending English grammatical ambiguity. its can be seen in question 1. Its mean that there are 29 students ability who choose the correct option and one of them wrong answer the question.
- 2) The students ability in comprehending lexical ambiguity. Its can be seen in question 2. There were choose the correct option are 8 students ability of them and wrong answer the question are 22 students .
- 3) The students ability in comprehending phonetic ambiguity. Its mean whereas 60% are 5 students choose wrong option.there were 25 students 88.33% who choose the correct option.

Based on the result of observation and test above, the researcher to the described and concludes students ability in comprehending ambiguous sentences in short stories. It can be seen that the score

students ability of respondents between 0 up 51. It means that the highest score gotten by respondent was 51 and the *enough category*.

The description scores of students ability at Fifth semester in IAIN Padangsidempuan in short stories. Can be seen in these following tables:

Table V
Question Number 1

No	The Alternative Answer	F	%
1.	<i>The octopus is animal</i>	29	96.67
2.	Ali and Andi is friend	0	0
3.	The bachelor party	0	0
4.	Edgar sure knew how thorow a party	1	3.33
Total		30	100%

For the first question, 29 students (96.67) who choose The octopus is animal whereas 1 students choose “The bachelor party” and 0 students (0%) choose 0 students Ali and Andi is friend (0%), and choose 0 Edgar sure knew how thorough a party (1%) so, based on the formula by looking of the lexical sentences.

Table VI
Question Number 2

No	The Alternative Answer	F	%
1.	<i>These are called tentacles</i>	8	26.67
2.	Ali went school	8	26.67
3.	Out-of this world hors d'oeuvre	2	1500
4.	Afni is beautiful girl	2	1500
Total		30	100%

For the second question, “These are called ” was chosen by 8 students (0%) whereas 0 students (0%) choose “Ali went to school” (0%) choose “out-of this hors d’oeuvre” it means that there are only 8 students (50) who choose the correct option: it is “great music-loud” whereas other students choose the wrong option.

Table VII
Question Number 3

No	The Alternative Answer	F	%
1.	<i>The octopus the quid and the cuttlefish to the same family that has no outside shells.</i>	15	50
2.	Are you getting second thoughts about getting tied the ball and chain	5	16.67
3.	And and Siti is friendly	5	16.67
4.	Amin is success in examination	5	16.67
Total		30	100%

For the third question, there were only 15 students (50%) who choose the option the correct option. For his question based on the role tense was “the octopus the quid the cuttlefish to the same family that has no outside shelles.” while other 15 students choose the wrong option (50.01)

Table VIII
Question Number 4

No	The Alternative Answer	F	%
1.	<i>The octopus is animal</i>	27	90
2.	Are you getting second thought about getting	1	3.33
3.	The rest of your life	1	3.33
4.	Sebastian turned his face up	1	3.33
Total		30	100%

For the fourth question, there were only 27 students (90 %) who choose the correct option. Whereas 3 (66.67 %) of students choose the wrong option the correct option “The octopus is animal”.

Table IX
Question Number 5

No	The Alternative Answer	F	%
1.	Milo asked as he, Randi and Angga we approaching their two close friend	8	26.67
2.	<i>It looks like a balloon</i>	1	3.33
3.	Sebastian looked at them	1	33.33
4.	Of the infamous story asked Edgar, Milo and Randi groaned in unison talking about Liliana	11	36.67
Total		30	100%

For the fifth question, there were only 1 students (3.33 %) who choose “it looks like a balloon”. As a correct option. Whereas (66.67 %) students choose the wrong option: they were 29 students.

Table X
Question Number 6

No	The Alternative Answer	F	%
1.	<i>Small fish, sea plants, crab and lobsters, the octopus also use them against its enemies,</i>	23	76.67
2.	Angga, latest addition to their clique	1	3.33
3.	Therefore was obvious	5	16.67
4.	Edgar, Milo and Randi groaned in unison	1	3.33
Total		30	100%

For the sixth question, there were only 23 students (76.67%) who choose “small fish, sea plants, crab and lobster, the octopus also uses them against its enemies”. Other students choose the wrong option: there were (23.33%) they were to 7 students.

Table XI
Question Number 7

No	The Alternative Answer	F	%
1.	Randi is student	25	83.33
2.	<i>Small fish, sea plants, crab and lobsters</i>	1	3.33
3.	I go to school everyday	4	7.5
4.	But Sebastian was raring	0	0
Total		30	100%

For the seventh question, based on the role is about is phonetic ambiguity sentence the score option was smart, more than of all students' choose option. There were 25 students (83.33%) who choose this option. Whereas (60%) 5 students' choose wrong option.

Table XII
Question Number 8

No	The Alternative Answer	F	%
1.	Sebastian nodded	1	3.33
2.	Having the time of her with other guy	5	16.67
3.	A good time	0	0
4.	<i>The victim and squeezes it before eating it</i>	24	80
Total		30	100%

For the eight question, there were can 4 students (80%) choose the correct option. Whereas the other students choose wrong option "they are where 26 students (20%).

Table XIII
Question Number 9

No	The Alternative Answer	F	%
1.	1 had to, Sebasian defended himself	10	33.33
2.	<i>Their body are covered entirely with skin</i>	3	10
3.	1 give you	5	16.67
4.	1 have gone	12	40
Total		30	100%

For the nine question, there were 3 students (30%) who choose the correct option. Whereas the other students choose the wrong option: there were 27 students (90%).

Table XIV
Question Number 10

No	The alternative answer	F	%
1.	She jumped up	15	50
2.	Gave me a huge	0	0
3.	Introduced me to the other guy	12	40
4.	<i>Besides using its tentacles to cath small fish</i>	3	100
	Total	30	100%

For the tenth question, there are 3 students (100%) who choose the correct option. There where students (90%) choose the wrong option: they were 29 students (96.6%)

Table XV
Question Number 11

No	The Alternative Answer	F	%
1.	<i>Besides using its tentacles to catch small fish and sea plants</i>	29	96.67
2.	He wouldn't gone	0	
3.	Randi added, chukling	0	0
4.	You walked	1	3.33
	Total	30	100%

For the eleventh students question, there were only 29 students (96.67 %) who choose the correct option. They were 1 students (3.33%) choose the wrong option.

Table XVI
Question Number 12

No	The Alternative Answer	F	%
1.	Angga, Milo And Randi were disappointed	15	50
2.	Sorry dude	12	40
3.	We're going home	0	0
4.	<i>Its enemies by doing this</i>	3	10
Total		30	100%

For the twelfth question, there were only 3 students (90%) who choose the correct option. There were 27 students (90%) choose the wrong option.

Table XVII
Question Number 13

No	The alternative answer	F	%
1.	Honey, this Liliana, oldest dears friend	0	0
2.	But it cost a furniture, you can chalk it up to fate	9	30
3.	<i>The squid and the cuttlefish belong to the same family that has no outside shells.</i>	1	3.33
4.	You can chalk it up to fate	20	66.67
Total		30	100%

For the thirteenth Question, there were only 1 students (3.33%) who choose the correct option there were 29 students choose the wrong option. It minds that (96.67%) 29 students choose the wrong option.

Table XVIII
Question Number 14

No	The alternative answer	F	%
1.	<i>Their bodies are covered entirely with skin</i>	1	3.33
2.	My oldest dear friend	5	16.67
3.	When I fell for her	12	40
4.	It,s all wrong	12	40
Total		30	100%

For fourteenth question there were only 1 Students (3.33%) who choose the correct option there were 29 students choose the wrong option. Its minds that (96.67%) 29 students choose the wrong option.

Table XIX
Question Number15

No	The alternative answer	F	%
1.	<i>1 and 3</i>	5	16.67
2.	3 and 1	15	50
3.	4-1	5	16.67
4.	1	5	16.67
Total		30	100%

For the fifteenth question, only 5 Students (16.67%) who choose the correct option. there were 25 students (83.34%) choose the wrong option. The correct option for this question was “41”.

Table XX
Question Number 16

No	The Alternative Answer	F	%
1.	<i>I</i>	26	86.67
2.	Sorry dude	2	6.66
3.	We're going home	0	0
4.	Turn to be fruitless	2	6.66
Total		30	100%

For the Sixteenth question, there were only 26 students (86.67%) whose the correct option. there were 4 students (13.32%) choose the wrong option. The correct option was “1” were disappointed.

Table XXI
Question Number 17

No	The Alternative Answer	F	%
1.	<i>A</i>	29	96.67
2.	A-B	1	3.33
3.	B	0	0
4.	B-D	0	0
Total		30	100%

For the seventeenth question, there were only 29 students (86.67%) whose the correct option. there were 4 students (3.33%) choose the wrong option.

Table XXII
Question Number 18

No	The Alternative Answer	F	%
1.	<i>The octopus the quid and the cuttlefish to the same family that has no outside shells</i>	28	93.67
2.	Angga, latest addition to their clique	0	0
3.	Therefore was obvious	1	3.33
4.	Edgar, Milo And Randi groaned	1	3.33
Total		30	100%

For the eighteenth question, there were only 28 students (93.33%) who choose the correct option. there were 2 students (66.66%) choose the wrong option. The correct option was “the octopus the quid and the cuttlefish to the same family that has outside shells”.

Table XXIII
Question Number 19

No	The Alternative Answer	F	%
1.	<i>The octopus the quid and the cuttlefish to the same family that has no outside shells</i>	16	53.33
2.	B	1	3.33
3.	A	1	3.33
4.	D and C	2	1500
Total		30	100%

For the nineteenth question, there were only 16 Students (53.33%) who choose the correct option. there were 14 students (300%) choose the wrong option.

Table XXIV
Question Number 20

No	The Alternative Answer	F	%
1.	<i>The octopus escapes from its enemies by giving out a think dark find to darken the water</i>	14	46.67
2.	B	5	16.67
3.	A	6	20
4.	B and C	5	16.67
Total		30	100%

For the twentieth question. There were only 14 students (46.67%) who choose the correct option. there were 16 students (53.34%) choose the wrong option. The correct option was “d and c”.

The researcher took conclusion for TBI-1 fifth semester students' ability in comprehending ambiguous sentences in short stories by using criteria below:⁵

⁵ Riduan, *Belajar Mudah Penelitian untuk Guru Karyawan dan Peneliti Pemula*, (Bandung, Alfabeta, 2005), p. 89.

Table XXV
Criteria Score Interpretation

Percentage	Criteria
0-20%	Very low
21-40%	Low
41-60%	Enough
61-80%	High
81-100%	Very high

Based on calculating score (see appendix III) the students' ability in comprehending ambiguous sentences in IAIN Padangsidempuan was 51%.

Based on the criteria above, it could be categorized into *enough category*.

b. The Difficulties of Students' in Comprehending Ambiguous Sentences at Fifth Semester English Education Study Program TBI IAIN Padangsidempuan.

Based on the result of observation and interview to English teachers, there were some difficulties that usually faced by students' in comprehending ambiguous sentences in short stories:

- 1) The students were low in comprehending the basic of English grammatical ambiguity in short stories.

The basic of English subject is important one that must be understood by students. One of them about part of grammatical ambiguity in short stories. TBI at fifth semester students in IAIN

Padangsidimpuan were commonly still low in comprehending it. From 37 informants, 20 students (62,5%) still didn't understand the grammatical ambiguity, while 17 students' (37,5%) didn't have the problem. So, when the researcher gave them the question to preset and comprehending ambiguous sentences, they felt difficult to answer it. Anita said "We were very difficult to answer these questions because we didn't understand yet the grammatical ambiguity".⁶ The students' did not understand the function of adjective, plural, singular noun, adverb, in a sentence.

- 2) Some of them did' not comprehending lexical ambiguity sentences in short stories.

When the researcher gave those questions, they still confused to comprehend the sentence. It can be influenced because they did not understand the phonetic ambiguity in short stories. Yudi Alvin said "The sentences was so difficult to put the relative pronoun because we must understand the sentences as a adjective clause, noun clause, or adverb clause".⁷ From 37 informants, 7 students (55%) had a difficulty to put the relative pronoun in the sentence. While 30 students (45%) did not have a problem.

⁶ Anita, Students' of IAIN Padangsidimpuan, *Interview*, 3 January 2013.

⁷ Yudi Alvin, Students' of IAIN Padangsidimpuan, *Interview*, 7 January 2013.

- 3) The students had poor vocabulary mastery. So, they felt difficult when they have been conducted comprehending in short stories.

Studying the foreign language, we must master vocabulary enough to use in communication or writing something. When the students' would answer the questions, some of them got confused of translating it in Indonesian language. They still translated the word literally. So, most of students cannot build the sentence well. Rina said "We still translated the sentence literally and it would influence to conduct complex sentences".⁸ From 40 informants, 27 students (62,5%) had a trouble to conduct the sentence. While 10 students (37,5%) didn't had a trouble.

Based on the data explanation above, to check the trustworthines of data the researcher used the third and number triangulation one's reflection, concerns, during the study and refer to them when examining the data collected. Record in triangulation one's own reflection was the technique of cheking the ability of students by giving test, then the result of ability of students used in triangulation, after that, the researcher show again thre result of test to the students.

B. Discussion

After analyzing the collecting data, it was gotten that the students' ability in comprehending sentences in short stories TBI-1 fifth semester in IAIN

⁸ Rina , Students of IAIN Padangsidempuan, *Interview*, 11 January 2013.

Padangsidempuan. can be categorized enough category. It can be known from the calculating score (see appendix III) that the students' ability in comprehending ambiguous sentences in short stories. TBI-1 fifth semester was 51%. While according to research done by Fauzan Helmi : Ambiguous sentences in short stories of hello magazine that the result of he research can be categorized into low category. While according to research was done by Merlina Gultom about analysis of grade VIII students' misuse nouns at negeri 3 Padangsimpuan.2010-2011 academic year. That result of her research can be categorized into low.

In ambiguous sentences in short stories, there were some difficulties that faced by the students', they had poor vocabularies so, the felt difficulties to make a sentences, and then the students hard to understanding the meaning of word, grammatical ambiguity sentences, phonetic, and lexical ambiguity sentences in short stories.

To anticipate the comprehending ambiguous sentences in short stories difficulties, the English Lecturer efforts were the English Lecturer often repeated the lesson in comprehending ambiguous sentences in short stories. The English Lecturer gave the students to find out 10 vocabularies with their kinds and memorize them every meeting. The other, the English Lecturer always motivated the students. The last English Lecturer would ask the Leader to function the library again and to complete the English books in the library and always practicing to comprehending what they learned.

C. The Threats of the Research

In this research, the researcher believed that there were many threats of the researcher. It started from the title until the technique of analyzing data. So, the researcher knew that it was so far excellence thesis.

On doing the test, there were threats of time because the students' had activities, beside, the time which was given to the students' was not enough and also the students' didn't do the test seriously. So, the researcher took the seats answer directly without care about it. The researcher was aware all the thing would want to be searched but to get excellent result from the research were more difficult because there were the threats the researcher. The researcher had search only. Finally this research had been done because the helping from the entire advisor I, advisor II, Leader, and English Lecture

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. The Conclusions

Based on the result of observation, interview, analysis and test done by the researcher about the analysis on students' ability in comprehending ambiguous sentences in short stories at Fifth semester English education study program TBI IAIN Padangsidimpuan. Then Researcher takes the conclusion as follow:

1. The students' ability in comprehending ambiguous sentences in short stories can be categorized into *enough category*. It can be seen in the result of the test that Fifth semester TBI- 1 get 51 % (*enough category*) after calculating their scores (see appendix III).
2. The difficulties of students' in comprehending ambiguous sentences in short stories. The researcher are divided to three kinds. They are:
 - a. The students' were still low to comprehend ambiguous sentences in short stories, as grammatical ambiguity (process suffixes, prefixes)
 - b. The students' difficulties in comprehending ambiguous sentences in short stories as a phonetic ambiguity in short stories.
 - c. The students' had poor vocabularies. So, they felt difficult when they had been conducted the comprehending ambiguous sentences in short stories, as lexical ambiguity in short stories.

B. The Suggestions

Based on the conclusion above, the researcher gave suggestion as follow:

1. To the students: they have to increase their ability in comprehending ambiguous sentences in short stories by the study harder. It can be done by reading English book, following the English course and the have to be more seriously in study carefully in comprehending ambiguous sentence in short stories
2. To the Leader of TBI IAIN Padangsidempuan. As a Leader of university, the Leader had to be more initiatively to organize the schedule of learning like to make subject in the first reading much read a books especially in comprehending ambiguous sentence in short stories. The Leader also has to motivated the English Lecture in increasing their ability in teaching that can be done by following upgrading program, important thing that must be looked by the leader was to complete the books English in the library can be operated as well as possible. This is supported by the result of the interview to the students that all of students hope the library will be operated again.

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APPENDIX I

THE INSTRUMENT THE ANALYSIS ON STUDENT'S ABILITY IN COMPREHENDING AMBIGUOUS SENTENCES IN SHORT STORIES AT FIFTH SEMESTER IAIN PADANGSIDIMPUAN

A. Pengantar

1. Instrument ini hanya bertujuan untuk menjaring data dari siswa/I tentang comprehending ambiguous sentences in short stories at fifth semester IAIN Padangsidempuan.
2. Jawaban anda tidak mempengaruhi kedudukan anda di kampus ini.
3. Jawaban anda akan dijaga kerahasiaannya.

B. Petunjuk

1. Bacalah pertanyaan secara seksama!
2. Kerjakanlah soal sesuai dengan petunjuk!
3. Apabila ada pertanyaan yang kurang jelas, tanyakan langsung kepada pengawas.
4. Waktu yang tersedia 90 menit.

C. THE TOPIC SHORT STORIES

Octopus

The octopus is a sea animal with eight powerful feet which it uses as hands. These are called tentacles. The word "octopus" comes from two greek words that mean "eight feet".

The octopus, the squids and the cuttlefish belong to the same family that has no outside shells. Their bodies are covered entirely with skin. Therefore the body of an octopus is soft. It looks like a big balloon. A fully-grown octopus can be as large as 45 kilograms.

Besides using its tentacles to catch small fish, sea plants, crab and lobsters, the octopus also uses them against its enemies. The octopus wraps its tentacles around the victim and squeezes it before eating it.

The octopus escapes from its enemies by giving out a thick dark fluid to darken the water. It can also change the colour of its body to match its surroundings. It hides from its enemies by doing this.

A. Choose either a, b, c, or d for the correct answers from short stories above:

1. Where in the paragraph have lexical ambiguity sentences from short story above?
 - a. The octopus is animal
 - b. Ali and Adi is friend
 - c. The bachelor party
 - d. Edgar sure knew how throw a party
2. Where lexical ambiguity sentences from the paragraph above?
 - a. These are called tentacles.
 - b. Ali went to school
 - c. Out –of this world hors d’oeuvre
 - d. Afni is beautiful girl
3. Choose the grammatical ambiguity sentences from the paragraph above?
 - a. The octopus the quid and the cuttlefish to the same family that has no outside shells.
 - b. Are you getting second thoughts about getting tied the ball an
 - c. Siti is friendly
 - d. Amin is succes in examination
4. Where the lexical ambiguity sentences from the paragrapah above?
 - a. The octopus is animal
 - b. Are you getting second thoughts about getting
 - c. The rest of your life for the rest of your life
 - d. These are called tentacles
5. Where the grammatical ambiguity sentences from the paragraph?
 - a. Milo asked as he, Randi and Angga wee approaching their two close friend
 - b. It looks like a balloon.
 - c. Sebastian looked at them
 - d. Of the infamous story asked. Edgar, Milo and Randi groaned in unison talking about Liliana
6. Where the grammatical ambiguity sentences from the paragraph above?

- a. Small fish, sea plants, crab and lobsters, the octopus also use them against its enemies,
 - b. Angga , latest addition to their clique
 - c. Therefore was obvious
 - d. Edgar, Milo and Randi groaned in unison
7. Where the have phonetic ambiguity sentences from the paragraph
- a. Randi is student
 - b. Small fish, sea plants, crab and lobsters
 - c. I go to school everyday
 - d. But Sebastian was raring
8. Where have the grammatical ambiguity sentences from the parapraph above?
- a. Sebastian nodded
 - b. Having the time
 - c. A good time
 - d. The victim and squeezes it before eating it.
9. Where have lexical ambiguity sentences from paragraph short story above?
- a. I had to, Sebastian defended himself
 - b. Their body are covered entirely with skin
 - c. I give you
 - d. I have gone
10. Where statement have lexical ambiguous sentences from the paragraph?
- a. She jumped up
 - b. Gave me a hug
 - c. Introduced me to the other guy
 - d. Besides using its tentacles to catch small fish
11. Where the grammatical ambiguity sentences from the paragraph above?
- a. Besides using its tentacles to catch small fish and sea plants
 - b. He wouldn't gone
 - c. Randi added, chukling
 - d. You walked
12. Where has lexical ambiguity sentences from the paragraph above?
- a. Angga, Milo and Randi were disappointed
 - b. Sorry dude
 - c. We're going home
 - d. Its enemies by doing this
13. Where the grammatical ambiguity sentences from every sentences above?

- a. Honey, this Liliana, my oldest dearst friend
 - b. But it cost a furniture,
 - c. The squid and the cuttlefish belong to the same family that has no outside shells.
 - d. You can chalk it up to fate
14. Where the grammatical ambiguity sentences from every sentences above
- a. Their bodies are covered entirely with skin
 - b. Its all wrong
 - c. My oldest dearst friend
 - d. Ali is a student
15. 1. When I fell for her, 2. Ali and Doni friend's in the school, 3. my oldest dearst friend, 4. Their bodies are covered entirely with skin. Where the grammatical ambiguity sentences from the sentences above?
- a. 1 and 3
 - b. 3 and 1
 - c. 4
 - d. 2
16. 1. Angga, Milo and Randi were disappointed 2. Sorry dude 3. We're going home. 4 Their bodies are covered entirely with skin. Where has grammatical ambiguity sentences every sentences?
- a. 1
 - b. 3 and 2
 - c. 4
 - d. 4 and 2
17. 1. The octopus is animal 2. His best friend's benefit. 3.The bachelor party 4. Edgar threw for Sebastian had all the right ingredients for a fun time. Where in the paragraph have lexical ambiguity sentences from short story above?
- a. A
 - b. A- B
 - c. B
 - d. B-A
18. Where the grammatical ambiguity sentences from the paragraph above?
- a. The octopus the quid and the cuttlefish to the same family that has no outside shells.
 - b. Angga , latest addition to their cliquie
 - c. Therefore was obvious

d. Edgar, Milo and Randi groaned

19. (a) The octopus, the squid and the cuttlefish belong to the same family that has no outside shells. (b) Catching only the tail of Sebastian's sentence. (c) Sebastian looked at them. (d) "I was talking about Lilia.

Where are the grammatically ambiguous sentences from the paragraph?

- a. The octopus, the squid and the cuttlefish belong to the same family that has no outside shells.
b. B and C
c. A and B
d. D and C
20. (a) The octopus escapes from its enemies by giving out a thick dark fluid to darken the water. (b) Catching only the tail of Sebastian's sentence. (c) Sebastian looked at them. (d) "I was talking about Lilia.

Where are the grammatically ambiguous sentences from every statement?

- a. The octopus escapes from its enemies by giving out a thick dark fluid to darken the water.
b. B
c. A
d. B and C

APPENDIX II

**KEY ANSWER TO MULTIPLE CHOICE THE TOPIC SHORT STORY, THE
LEXICAL, THE GRAMMATICAL AND PHONETIC AMBIGUITY OF
SHORT STORY**

- | | |
|-------|-------|
| 1. A | 11. A |
| 2. A | 12. D |
| 3. A | 13. C |
| 4. A | 14. A |
| 5. B | 15. C |
| 6. A | 16. A |
| 7. B | 17. A |
| 8. D | 18. A |
| 9. B | 19. A |
| 10. D | 20. A |

APPENDIX V

The Students' Score In Comprehending Ambiguous Sentence In Short Stories Tbi-1 Fifth Semester At IAIN Padangsidimpuan

Respondents' Numbers	Respondents' answers of each item numbers																				Sum
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	5	5	0	5	0	5	0	5	0	0	5	0	5	0	5	5	5	0	0	0	50
2	5	0	5	5	0	5	5	5	0	0	5	0	0	0	0	5	5	5	5	0	55
3	5	0	0	5	0	5	0	5	0	0	5	0	0	0	0	5	5	5	5	5	50
4	5	5	5	5	0	5	5	5	5	0	5	0	0	5	5	5	5	5	5	5	80
5	5	0	0	0	0	0	0	0	0	0	5	5	0	0	0	5	5	5	0	0	30
6	5	5	5	5	0	5	5	5	0	0	5	0	0	0	0	5	5	5	5	5	65
7	5	0	0	5	5	5	5	5	5	5	5	0	0	0	5	5	5	5	0	5	60
8	5	0	5	5	0	5	0	5	0	0	5	0	0	0	0	5	5	5	5	5	60
9	5	5	0	5	0	5	5	5	0	0	5	0	0	0	0	0	5	5	0	5	50
10	5	0	5	5	0	5	5	5	0	0	5	0	0	0	0	5	5	5	5	5	55
11	5	0	0	5	0	5	5	0	5	5	5	0	0	0	0	5	5	5	5	0	65
12	5	5	5	5	0	5	5	5	0	0	5	0	0	0	5	0	5	5	5	5	45
13	5	0	0	5	0	0	5	5	0	0	5	0	0	0	0	5	5	5	5	0	65
14	5	5	5	5	0	5	5	5	0	0	5	0	0	0	0	5	5	5	5	5	60
15	5	0	0	5	0	5	5	5	0	0	5	5	0	0	0	0	5	5	5	5	55
16	5	0	5	5	0	5	5	5	0	0	5	0	0	0	0	5	5	5	5	0	50
17	5	0	0	5	0	5	5	5	0	0	5	0	0	0	0	5	5	5	0	5	50
18	5	5	5	5	0	5	5	5	0	0	5	0	0	0	0	5	5	5	5	0	55
19	5	0	0	5	0	5	5	5	0	0	5	0	0	0	5	5	5	5	0	5	60
20	5	0	5	0	0	5	0	5	0	5	5	0	0	0	0	5	5	5	5	0	55
21	5	0	0	5	0	5	5	0	0	0	5	0	0	0	0	5	5	5	5	5	40
22	5	5	5	5	0	5	5	5	0	0	5	5	0	0	0	5	5	5	0	0	60
23	5	0	0	5	0	0	5	5	0	0	5	0	0	0	0	5	5	5	0	5	45
24	5	0	0	5	0	5	5	0	0	0	5	0	0	0	0	5	5	5	0	0	45
25	5	0	5	5	0	5	5	5	0	0	5	0	0	0	0	5	5	5	5	0	50
26	5	0	0	5	0	5	5	5	0	0	5	0	0	0	0	5	5	5	0	0	45
27	5	0	5	5	0	0	5	5	0	0	5	0	0	0	0	5	5	5	0	0	45
28	5	0	5	0	0	0	5	5	0	0	5	0	0	0	0	5	5	5	0	0	35
29	5	0	0	5	0	5	5	0	0	0	5	0	0	0	0	5	5	5	0	0	40
30	0	0	5	5	0	0	5	0	0	0	0	0	0	0	0	0	0	0	0	0	15
\sum_n	29	8	15	27	1	23	25	24	3	3	29	3	1	1	5	26	29	28	16	14	1535

The researcher calculated the score by using the formula :

$$= \frac{\sum \text{score}}{\sum \text{respondent} \times \sum \text{item} \times \text{highest value of item}} \times 100 \%$$

$$= \frac{1535}{30 \times 20 \times 5} \times 100\%$$

$$= \frac{1535}{3000} \times 100\%$$

$$= 0,51 \times 100\%$$

$$= 51 \%$$

APPENDIX IV

LIST OF INTERVIEW

A. To The Students

1. What do you know about the comprehending ambiguous sentence in short stories?
Apa yang anda ketahui mengenai tentang pemahaman kalimat ambigu didalam sebuah cerita pendek.
2. Are them hard comprehending ambiguous sentence short stories?
Apakah usaha mereka dalam memahami kalimat rancu dalam cerita pendek?
3. How do you feel when you are in comprehending ambiguous sentence in short stories?
Bagaimanakah perasaan anda ketika kamu memahami kalimat rancu dalam sebuah cerita pendek?
4. Where are the difficulties that you found when you in comprehending ambiguous sentence in short stories?
Dimanakah kesulitan yang kamu temukan dalam memahami kalimat rancu didalam sebuah cerita pendek?
5. How do you think about your English lecturer?
Bagaimanakah pikiranmu mengenai dosen bahasa inggris?
6. Are they enjoyed for learning?
Apakah mereka santai dalam mengajar?
7. How do you think about the ability of English lecture in teaching?
Bagaimanakah menurutmu tentang dosen bahasa inggris dalam mengajar?
8. How do you think about the medias of learning like library, books?
Bagaimana menurutmu tentang media pembelajaran seperti perpustakaan, buku-buku?
9. What do you hope for developing your English ability in comprehending ambiguous sentence in short stories?
Apa yang kamu harapkan untuk mengembangkan kemampuan bahasa inggris dalam memahami kalimat rancu dalam sebuah cerita pendek?
10. What are the problems that you found when you in comprehending ambiguous sentence in short stories?
Apakah masalah-masalah mereka yang kamu temukan didalam memahami kalimat rancu dalam sebuah cerita pendek?

B. To The English Lecturer

1. What do you think about the students in comprehending ambiguous sentence in short stories?
Bagaimana menurutmu tentang mahasiswa didalam memahami kalimat rancu dalam sebuah cerita pendek?
2. What do you think about their abilities in comprehending ambiguous sentence in short stories?
Apakah menurutmu tentang kemampuan mereka dalam memahami kalimat rancu dalam cerita pendek?
3. What do you know about their difficulties in comprehending ambiguous sentence in short stories?
Apa yang kamu ketahui tentang kesulitan-kesulitan mereka dalam memahami kalimat rancu dalam sebuah cerita pendek?
4. What are important things for helping them in comprehending ambiguous sentence in short stories?
Apakah perlu benda-benda untuk menolong mereka dalam memahami kalimat rancu dalam sebuah cerita pendek?
5. What have you done to overcome the students' problems?
Apa yang mereka lakukan untuk mengatasi masalah?
6. What do you hope from the leader to develop students' in comprehending ambiguous sentence in short stories?
Apa yang anda harap dari kaprodi untuk mengembangkan mahasiswa didalam memahami kalimat rancu dalam sebuah cerita pendek?

C. Interview to the leader TBI IAIN Padangsidimpuan

1. How many students' TBI in IAIN Padangsidimpuan?
Berapa banyak mahasiswa TBI di IAIN Padangsidimpuan?
2. How the proses of teaching and learning?
Bagaimanakah proses belajar mengajar?
3. How many lecturer in TBI IAIN Padangsidimpuan?
Berapa banyak dosen di TBI IAIN Padangsidimpuan?
4. How the situation of fasilitas, what the are succes?
Bagaimanakah situasi pasilitas, apakah mereka berhasil?
5. How the kompetensi the lecturer in teaching English?
Bagaimanakah kemampuan dosen didalam mengajar bahasa inggris?

APPENDIX IV

Table 4. Names of TBI-1 Fifth Semester

No	FEMALE	NO	MALE
1.	Afriani	1.	Ahmad Maratua
2.	Arnita Sari	2.	Fahrul Marito Rkt
3.	Anita	3.	Akmal Khairani
4.	Armi Avrianti	4.	Yudi yalvin
5.	Dewi Fatimah		
6.	Desi Hardiani		
7.	Dewi Ari		
8.	Fitriyanti		
9.	Fitri Yani		
10.	Elida Fitri Nasty		
11.	Kholilah		
12.	Hotni Roito		
13.	Ita Purnama Sari		
14.	Mei Astuti		
15.	Masnidar		
16.	Maslijah Nasty		
17.	Nur Salimah		
18.	Nur Inayah		
19.	Nur Hotma		
20.	Nurhamidah		
21.	Nurjannah		

22.	Nur Mala Sari		
21.	Sry Heryani		
22.	Sepri Mautua Mora		
23.	Rina Pebriyani		
24.	Ummi Saleha		
25.	Yeni Maryani Rmb		
26.	Yesi Manda Sari Sir		
27.	Yenti		
28.	Winda Fitria		
29.	Nurasiah		
30.	Nur Madina		
31.	Novita Sari		
32.	Noviyahamni		
33.	Husnil khotimah		



**KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
PADANGSIDIMPUAN**

Prodi Tadris Bahasa Inggris

Jln. Imam Bonjol Km 4.5 Sihitang Padangsidimpuan

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SURAT KETERANGAN

Nomor: Sti. 14 / C.3 / PP. 00.9/ 051 / 2013

Ketua Program Studi Tadris Bahasa Inggris Sekolah Tinggi Agama Islam Negeri (STAIN) Padangsidimpuan menerangkan bahwa :

Nama : Isropil Ritonga
Nim : 08 340 0058
Semester : XI
Jurusan / Prodi : Tarbiyah / TBI-2
Alamat : Sihitang

adalah benar mahasiswa Sekolah Tinggi Agama Islam Negeri (STAIN) Padangsidimpuan dan telah menyelesaikan penelitian di prodi TBI- 1 semester V STAIN Padangsidimpuan dengan judul skripsi "**The Analysis on Students' Ability in Comprehending Ambiguous Sentences in Short Stories Fifth Semester English Education Study Program (TBI) STAIN Padangsidimpuan**".

Demikian surat keterangan ini diperbuat dan diberikan kepada yang bersangkutan untuk dapat dipergunakan seperlunya.

Padangsidimpuan, 27 November 2013
Ka. Program Studi Tadris Bahasa Inggris

RayLubi

Rayendriani Fahmei Lubis.

Tembusan :

1. Ka. Jur Tarbiyah
2. Arsip.