

CHAPTER I

INTRODUCTION

1.1. Background of the Research

When a word, phrase, or sentence has more than one meaning, it is ambiguous. The word ambiguous is another of those words that has a specific meaning in linguistics: it doesn't just mean that a sentence's meaning is vague or unclear. Ambiguous means that there are two or more distinct meanings available (Anderson, 2017, pp. 309). Ambiguity occurs in sentences, phrases, and words. Ambiguity is usually found in some resources of data, such as news, magazines, short stories, etc. Ambiguous sentences may lead to misunderstandings about the intended meaning of the resource data.

BBC News is an operational business division of the British Broadcasting Corporation (BBC) responsible for the gathering and broadcasting of news and current affairs in the UK and around the world. The BBC News Department is one of the largest broadcast news organizations in the world. It means that people around the world can get the latest news, information, and events happening around the world from BBC News. People can get the news from BBC News on a few platforms of social media, such as Instagram and Twitter, or directly read the news on the website of BBC News. It is clear why people are following BBC News and reading news around the world on BBC News. The BBC is a quasi-autonomous corporation certified by royal charter, making it operationally independent of the government.

Most researchers around the world seem to agree that ambiguity still plays an important role in both writing and reading. One study found that in most watched news headlines on BBC News, there are some ambiguous sentences in the headlines (Saputra, *et al.*, 2022). Most of the ambiguity lies in structural ambiguity. There are three types of structural ambiguity in general; they are attachment ambiguity, gap finding and filling ambiguity, and analytical ambiguity. Another study also found ambiguities in BBC News' Instagram post (Solihati, *et al.*, 2022). The type of structural ambiguity found in both articles is attachment ambiguity. However, there is another type that also occurs in resources of data like, gap finding and analytical ambiguity. Even though much research has been done before, more research needs to be conducted because of the influence of Ambiguity on writing and reading some resource data.

People are sometimes confused by the text they read when ambiguous sentences occur in the text. The ambiguous sentence in the text causes people to predict the intended meaning that the writer wants the reader to get. This research helps people find out ambiguity and deliver the two forms of structure in the sentence. The researcher tries to deliver a better description and explanation of structural ambiguity, supported by many theories proposed by many linguists. The ambiguous sentence will be analyzed using constituent analysis. Based on the interpretations above, the research aims to describe and find out the structural ambiguity of sentences in texts by using constituent analysis.

1.2. Theoretical Framework

In this research, the researcher uses some theories to support his research. They are Syntax, constituent structure, sentence structure, phrase, ambiguity, constituency test, tree diagram, and context.

1.2.1. Syntax

The term 'syntax' is from the Ancient Greek 'syntaxis', a verbal noun which means 'arrangement' or 'setting out together'. Traditionally, it refers to the branch of grammar dealing with how words, with or without appropriate inflections, are arranged to show connections of meaning within the sentence (Valin Jr, 2001, pp.1). So it means that Syntax is dealing with how sentences are formed. In Syntax, we learn about the structure. People also use the term grammar to be the same as "syntax." In syntax, we will study the classification of words, the order of words in phrases and sentences, phrases and sentence structure, and the different constructions of a sentence that are used by language.

1.2.2. Constituent Structure

The constituent structure of a sentence is concerned with the units into which the words in a sentence are grouped, what the constituents are, and their hierarchical organization. (Valin Jr, 2001, pp.110). Constituents are units that are grouped concerning the grammatical process into words in a sentence. When analyzing the constituent structure of the sentences it is important to divide the sentences into their various constituents, determine the form classes found in the sentence, and also elaborate rules that will determine the constituent structure of the sentence.

. When some of the words can be removed from a sentence and the sentence is still leaving another good sentence that is a good indication that some of the words that have been removed are a phrase functioning as a constituent in the structure of the sentence. However, not all phrases can be removed from the sentence. In sentences, if we can remove some of the words in a sentence without changing the structure of the sentences overall, it means some of the words are functioning as a constituent of the sentences and is, therefore, a phrase (Burton Robert, 2016, pp.12).

The constituent structure of sentences can be analyzed by using a constituency test to find which words are the constituent of the sentences. There are 3 main tests for constituency: substitution, permutation, and coordination.

a. Substitution

The Substitution test requires the test. The Substitution test requires that only the constituent of the sentence can be changed by other elements or classes, i.e. a pronoun for nouns. For example:

- a. *The visitor saw a tiger, lion, and rhinoceros in the zoo.*
- b. *It was wild animals that the visitor saw in the zoo.*

b. Permutation

A constituent may occur in different positions in a sentence without changing the overall structure of the sentence unity, for example:

- a. *In the class, the nerd student read a short book.*
- b. *?The class, the nerd student read a short book in.*
- c. **In, the nerd student read a short book to the class*

c. Coordination

To form a coordinate structure, a coordinate conjunction may be linked only to the constituent of the sentence. If a coordinate conjunction is linked without a constituent of the sentence, it can change the overall structure of the sentence. For examples:

a. *in the table and under the chair*

b. *in the room and under the sofa*

1.2.3. Sentence Structure

Linguists often divide the sentence into two main parts: the subject and the predicate. A sentence is a collection of words that consist of a subject and a predicate that starts with a capital letter and ends with a full stop. In order to analyze the sentence, the researcher starts with the basic unit of syntax called words. Lexical categories are divided into three categories such as meaning, morphological form, and syntactic function. The most appropriate criterion to determine the lexical category of words is based on syntactic function or distributional possibilities.

The researcher found how to identify word classes by using formal tests by Tallerman. There is another test to identify word classes named informal tests, but linguists in general believe that a formal test is an appropriate way to identify word classes.

a. *Oland wanted to_____.*

b. *Oland wanted to sleep/eat/relax.*

There will be one only particular single word that can fill the slot in (a) to complete the sentence. The words that can fill the empty slot in (a) are all verbs.

Verbs are found in many different positions such as in slot (a). Some positions can be only filled by a specific class of words in the sentence. The slot can be filled as in (b).

1.2.3.1. Verb Phrase (VP)

A collection of words that consist of a head and modifier is called a phrase. Phrases are usually found in a sentence function as subjects and predicates. The phrase which is function as a subject is known as a noun phrase and the phrase that functions as a predicate is known as a verb phrase. A verb phrase is a collection of words that consist of a verb as the head of the phrase and a modifier. For examples:

1. *She died (intransitive verb)*
2. *I brought a bag (mono-transitive)*
3. *I brought her a bag (bi-transitive)*

For example:

Oland Cooked.

The verb “cooked” in the sentence “Oland cooked.” is a predicate and Oland is the participant. Verbs are divided into various sub-classes such as intransitive, transitive, and bi-transitive verbs by Tallerman in his book entitled “*Understanding Language*”. A verb that has only one participant in a sentence is called an intransitive verb. A verb that has two participants in a sentence is called a transitive verb. A bi-transitive verb is a predicate whose pattern is X verb Y to/for Z, usually, the participant in a verb will be someone who doing an action. For example in the sentence “Ari helps Bobi every day.” Verbs only have two tenses, namely present and past (Tallerman. 2015, pp. 43-44).

For examples:

- a. *Ari helps Bobi everyday.*
- b. *Ari helped Bobi everyday.*

The present tense of the verb in (a) is marked by the *-s* inflection (ending), although this only exists in the third person singular form: so in *I help(*s) Bobi*, the verb has no actual suffix (recall that *(*s)* means that the example is ungrammatical if the *-s* is included). This tense is sometimes referred to as ‘non-past’, a more accurate label; because most ‘present’ tense verbs do not refer to something that is happening right now. The past tense in (b) is marked with the *-ed* suffix, and this doesn’t change for person and number. These *-s* and *-ed* endings are the only pieces of regular verbal morphology that represent tense in English, although *-s* has a dual role.

a. Mood

A grammatical category that signs properties such as possibility, probability, and certainty is called mood.

- a. Oland goes to Sydney tomorrow.
- b. Oland would go to Sydney tomorrow if he were rich enough

The mood is used for actual events and this term is known as INDICATIVE as in (a) above. Mood and tense are two different things. The hypothetical event expressed in (b) above is shown in English by a separate auxiliary element, *would*, rather than by a change in the form of the main verb *go* itself. Such auxiliaries (*would*, *could*, *should*, *might*, and so on) are termed modal (i.e. ‘mood’) auxiliaries.

b. Voice

A relational category associated with the positions filled by the NP arguments of a verb is called Voice. The well-known voice contrast is that between active and passive, as we can see below:

- *Active: Mia took my book.*
- *Passive: My book was taken by Mia.*

c. Agreement

Verbs in many languages ‘agree with’ one or more of their arguments. This intends that various properties of the noun phrase arguments are also marked on the verb, the most general properties being person and number, and then gender or noun class. The condition most familiar to speakers of European languages is known as subject/verb agreement (SVA). English has little verbal agreement, there is only the third person singular in the present tense that is openly marked (for example, *I run* versus *She run -s*). This is the multi-role of the *-s* suffix mentioned earlier:

1.2.3.2. Noun Phrase (NP)

Nouns are common and proper, single and plural, etc. Common nouns are nouns that named something in general. Proper nouns are people's names, specific places, or occasions and they are usually begun with a capital letter (Nelson, 2019, p 33). An NP such as *the nice crocodile* is built around a noun, namely, *crocodile*. This noun (or N) is called the head of the noun phrase (NP). We can find the head of the phrase simply by thinking how we'd make the phrase become short and still keep the important part, as in a telegram (Van Gelderen, 2010, pp.36) Noun phrase is a collection of words consisting of a noun as the head of phrase and

modifier. Noun phrases usually function as subject and object, as predicate expressions, and function as complements of prepositions also.

a. Number

Nouns and noun phrases designate by many languages according to if the noun and noun phrase are singular or plural. For example:

- a. my book (singular)
- b. my books (plural)

b. Gender or Noun Class

In many languages, nouns come into different genders, also notable as NOUN CLASSES. Gender could be marked on the noun itself. In Spanish and Italian, for example, nouns ending in *-o* are usually masculine (Italian *il libro* ‘the book’), and nouns ending in *-a* are usually feminine (Italian *la casa* ‘the house’); obviously, these classifications are purely grammatical (Tallerman, 2019, pp. 53).

c. Nouns, Definiteness, and Determiners

The noun itself doesn’t have any ‘definiteness’ morphology in English. Many languages, including English, can identify definite from indefinite nouns by using a separate functional element – an article, such as the definite article *the* or the indefinite article *a/an*. Articles are parts of a bigger class of function words notable as determiners.

d. Case

The case is a grammatical property that appears in many languages, but it doesn’t mean that it appears in all of the languages, and indicates the grammatical relation (or grammatical function) of an NP in a phrase or sentence (Tallerman,

2019, pp. 55). The case does marks to identify whether the noun phrase (NP) is a subject or object of the verb. Not all languages have cases in their language, because they do not mark the grammatical relation of an NP that NP in any way. Pronouns are the only classes that have special forms when they fulfill the ‘subject’ of the finite verb. For example:

- *saya benci dia*

I hate her/him

‘I like her’

- *dia benci saya*

he/she hates me

‘she/he hates me’

The subject and object examples above have the same form. So the word ‘saya’ translates both as ‘I’ and ‘Me’.

1.2.3.3. Adjective Phrase (AP)

The physical properties of nouns, including their size, shape, color, and so on, were denoted by adjectives. They also denote qualities, such as ‘good’ or ‘bad’. An interesting question is: do all languages have adjectives? An adjective phrase is a collection of words consisting of an adjective as the head of the phrase and its modifier. There are two basic functions that adjectives and adjective phrases (APs) fulfill, known as the attributive and the predicative functions.

1.2.3.4. Prepositional Phrase (PP)

In English, maybe not in all languages, we find phrases like ***under*** *the floor*, ***towards*** *that conclusion*, ***outside*** *my house*, where a PREPOSITION (the word shown in bold) has combined with a noun phrase to form a prepositional

phrase (PP). Probably the most typical function of prepositions is to denote locative and temporal information in a language, information that shows location and time. In English, prepositions such as *under, over, into, on (top of), besides, towards,* and *in (front of)* signify location, while prepositions such as *before, during, after, while, until,* and *since* denote temporal information: *before the meeting, during the war, until four o'clock.* Many prepositions express either kind of meaning: *after the game, after the traffic lights, over the bridge, over the summer.* Prepositions also express how an event is carried out: *with a knife, by means of poison, in a loud voice,* and so on. There are also metaphorical uses of prepositions: compare *against the kerb* (spatial) and *against my better judgment* (Tallerman, 2019, pp. 66).

Prepositional phrases (PP) function to modify a verb, but they also modify a noun, such as we {left before dinner}. The bracket shows the prepositional phrase (PP). Prepositions pair up with their own special set of modifiers: these are *straight, right, well,* and *just,* and we can also add the more restricted modifier *bang.*

1.2.3.5. Adverb Phrase (AP)

An Adverb phrase is a collection of words consisting of an adverb as head and modifier. The forms of adverbs are formed from the related adjectives by an affix-*ly,* which changes adjectives like *quick* into *quickly,* and so on. However, we cannot identify adverbs in English by their morphology. Traditionally, English adjectives are distinct from adverbs because they do not generally occur in the same syntactic environment. The roles of both adverbs and adjectives are

different. an adjective is modifying the noun and the adverb is modifying the adjective, other adverbs, verbs, and nouns.

1.2.4. Phrase

In regular usage, the term 'phrase' is used only to refer to sequences of more than one word (Miller, 2002, p 17). So it means that the group of words that form together is called a phrase. The collection of words consists of a head and a modifier, also called phrases. Phrases have different categories, such as noun phrases (NP), verb phrases (VP), adjective phrases (AJP), preposition phrases (PP), and adverb phrases (AP).

1.2.5. Ambiguity

When a word, phrase, or sentence has more than one meaning, it is ambiguous. The word ambiguous is another of those words that has a specific meaning in linguistics: it doesn't just mean that a sentence's meaning is indistinct or unclear. Ambiguity means that there are two or more different meanings available in the sentence. There are two types of ambiguity, lexical ambiguity, and structural ambiguity, or syntactic ambiguity. Structural ambiguity is a situation that arises from two different ways of combining words in a sentence. Sometimes structural ambiguity can lead to funny interpretations. For example, in December 2017, several news outlets reported, "Lindsay Lohan bitten by snake on holiday in Thailand", which led a few commentators to express surprise that snakes, take holidays (Anderson, 2018. pp. 309). A syntactic possibility to combine the words in the sentence is not the only thing that causes the ambiguity, but the word itself. Lexical ambiguity is a situation where one word has more than one distinct meaning.

Example of Lexical Ambiguity:

➤ *‘the lighter’*

The word lighter can be interpreted into more than one meaning or interpretation.

The lighter can mean it is a thing that produces light and the word lighter can mean it is a thing that produces fire.

Example of Structural Ambiguity:

➤ *“She kills the man with the knife.”*

The sentence above can be interpreted into two interpretations. The sentence can mean that she kill the man by using the knife and the sentence can mean the girl kills the man that holding the knife in his hands. The ambiguity occurs because of “MODIFIER PLACEMENT.”

- **Types of Structural Ambiguity**

Structural disambiguation is required whenever a sentence has more than one possible interpretation (Hirst, 1987, pp. 131). There are 3 types of structural ambiguity they are Attachment Problems (Attachment Ambiguity), Gap Finding and Filling, and Analytical Ambiguity.

- c. **Attachment Ambiguity**

The first type of structural ambiguity is attachment ambiguity. The problem of ambiguity occurs because of modifier placement. A prepositional phrase that can modify both a verb and a noun phrase is one of the most common problems why attachment ambiguity occurs in a sentence. There are several situations where the attachment ambiguity occurs in the sentence: a prepositional phrase has more than one noun phrase that can be attached in the sentence; a relative clause has the same type of attachment ambiguities, the last situation is

when adverbial is placed between two clauses that can be attached to the verb of either.

Example of Attachment ambiguity:

- *Britney Spears announces engagement to Sam Smith.*

Ambiguity in the sentence above occurs because of the placement of the modifier that can be attached to the noun *engagement* and the verb *announces*. There will be different interpretations arise because of the ambiguity. The prepositional phrase *to Sam Smith* can be attached to both noun *engagement* and verb *announces*. When the prepositional phrase *to Sam Smith* modifies the noun *engagement* the meaning will be that *Britney spears announces that she will have an engagement with Sam Smith*. When the Prepositional Phrase *to Sam Smith* modifies the verb *announces* the sentence will be interpreted as *Britney Spears announces to Sam Smith that she will have an engagement*.

d. Gap Finding and Filling Ambiguity

Gap-finding ambiguities happen when a moved constituent should be returned to its pre-transformational beginning point, and there's more than one spot that it might go to. Example of Gap Finding and Filling:

“Those are the boys that the police debated about fighting.”

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

“Those are the boys that the police debated () about fighting ().”

Taking the first gap gives the meaning that the police debated with the boys on the topic of fighting. The second gives the police debate (among themselves) about

fighting the boys. The constituent that is moved into a gap is whether a relative pronoun, as in below or a question wh-, as in this example:

Which boys did the police debate () about fighting ()?

This example was taken from (Hirst, 1987, pp. 131).

e. Analytical Ambiguity

Analytical ambiguity is one of the types of structural ambiguity that occurs because there is more than one possible analysis of the constituent or phrase. One of the situations is when a constituent can function as a noun or a verb.

Example of analytical ambiguity:

- *Teenagers escape from the burning building.*

There is more than one possible analysis of the sentence above. The first analysis is the word *burning* function as an adjective. So the building is an attribute of the noun building. The second analysis is the word *burning* is a present participle. Both analyses produce different interpretations. The first analysis will produce the meaning of the sentence that the *Teenagers* are in the building and the *Teenagers* escape from the *building* when the building is on fire. The second analysis will produce the meaning of the sentence that the *burning building* happens because of *Teenagers*. It means that the word *burning* is the action of the *Teenagers*.

1.2.6. Constituency Test

The word order into phrases and phrases into clauses may seem clear from the discussion, especially if you are a native speaker of English or a non-native speaker who knows English well. It is not always clear how the words in a given phrase are structured or how the phrases are structured in a given clause (Miller,

2002, pp. 13-20). Fortunately, tests have been developed to help analysts. There are three tests for phrases, they are:

a. Transposition

The transposition test shows that some words can be in different positions in clauses without any other changes in the clauses. For examples:

- a. *This bag is very heavy.*
- b. *This very heavy bag was received yesterday.*
- c. *Very heavy, this bag!*
- d. *What this bag is very heavy.*

In example (a) the phrase *very heavy* functions as a complement for auxiliary *is* and in example (b) the phrase *very heavy* functions to be a modifier of the parcel. In example (c) the phrase *very heavy* comes at the beginning of the sentence. In example (d) the position of the phrase *very heavy* is the same as the position in example (a) which functions as the complement of *is*. The sentence can be made longer if we replace the word *very* with *astonishingly*. The sentence can still be transposed even though the word *very* is changed into *astonishingly*.

b. Substitution

This test of phrases is to show that a single word can be substituted as a phrase. For example:

- a. *Razi handed the latest test result of the latest examination to Alan on Tuesday.*
- b. *Razi handed them to Alan on Tuesday.*

c. Ellipsis

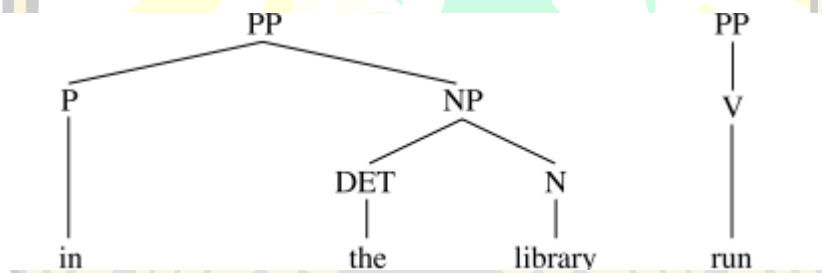
The function of this test is that this test of phrases is used only to complete phrases. For example:

- a. *Oland kicked the door. Oland broke the door.*
- b. *Oland kicked the door and Oland broke the door.*
- c. *Oland kicked the door and (...) broke the door.*

In example (a) the two clauses are separated by dot punctuation, but in example (b) the two clauses are linked by the word *and*. After that, in (c) the sentence is made by deleting the first word of the second phrase “*Oland*”.

1.2.7. Tree Diagram

A tree diagram is also known as a phrase-structure tree or immediate constituent analysis diagram. A tree diagram is an alternative way to represent constituent structures. A tree diagram is useful to separate a sentence into phrases and phrases into constituents. When the sentence is already separated into phrases, we can identify the meaning of the phrases (Van Valin Jr, 2001, pp. 115). For example:



The aspect of phrase structure tree from (Van Valin Jr, 2001, pp. 115).

1.3. Review of Previous Studies

The research deals with previous studies such as journals, articles, etc. The researcher uses five articles to support the research. The first article was conducted by Saputra, *et al.* entitled “*An Analysis of Structural Ambiguity’s Patterns of The Most Watched News Headlines in BBC News.*” The study is aimed to find the pattern of structural ambiguity of the most watched news in BBC News

headlines. The researcher used the most watched news in BBC News' headlines as the object of the research.

The method used by the researcher to collect the data inquires a library data collection method (reading and note-taking technique). The study used a qualitative descriptive approach. Qualitative research focuses on the analysis of thorough ideas. Qualitative research is aimed to describe the problem in the overall picture from the perspective of the person being studied. There are two objectives that descriptive research as they are to know certain physical development and to describe in detail certain social experiments. The study used document analysis or content analysis of qualitative research.

The result of the study is the researchers found eight data and seven of eight data which are data 1, data 2, data 4, data 5, data 6, data 7, and data 8 were ambiguous because of the order of the Preposition Phrase. In line with it, one of eight data which is data 3 was ambiguous because of the status of the verb phrase. The syntactic structure can be ambiguous showed by the result of the study. The study shows that ambiguous sentence or structure occurs regularly in prepositional phrase and because of the status of verb phrase also.

In presenting the result of the analysis, the researchers have presented the explanation briefly and clearly. They also provide the analysis in the form of a tree diagram to show the pattern of the structural analysis and apply the newest theory. However, the results lack of interpretation of the meaning of each data. It will be better if they include an interpretation of the meaning of the data to enhance their analysis using a tree diagram.

The second article is conducted by Purba, *et al* entitled “*An Analysis of Lexical and Structural Ambiguity in the Jakarta Post Newspaper*”. The study is aimed to find out lexical and structural ambiguity in the opinion of the Jakarta Post. The theory used by the researchers is proposed by Fromkin *et al*. The data of the article was taken from ten texts of the opinion in Jakarta Post about Covid-19.

The method used by the researchers is the qualitative method. Document or content analysis was the way how the researchers collected and analyzed the source data. The technique used by the researchers to collect the data is the gathering technique, including in-depth reviewing, participation observation, and document analysis. The result of the study is the researchers found that there are 26 lexical ambiguities and 16 structural ambiguities in Jakarta Post. The study shows that Jakarta Post usually used words or a phrase that has more than one meaning and the most used is Lexical Ambiguity. Ambiguity used by Jakarta Post may lead to misunderstanding by the readers of Jakarta Post.

Briefly, the researchers do not only analyze the structural ambiguity of the data but also the lexical ambiguity that can support the findings of structural ambiguity since word classes and phrases are highly contributed in the analysis. However, their research only investigates an observation of finding the data and organizing it. It limits the findings of the research and can be considered unfinished research. On the other hand, the interpretation of the data, related to the meanings that occur in each ambiguity, should be considered to enhance and enrich the result of the analysis.

The third article is written by Solihati, *et al*. entitled “*Structural Ambiguity on BBC News’ Instagram Post.*” This study is aimed to find out the types of

structural ambiguity on BBC News' Instagram posts that are published from February 2021 until July 2022 and the interpretations that arise from those ambiguities. The arrangement of words in a good sentence sometimes still made people interpret the sentence in a different interpretation.

The method used by the researchers is qualitative method with document analysis technique. The analysis is done by doing some steps: investigating which word or phrase makes the sentences ambiguous, categorizing the ambiguities to their every type, finding out meanings that are produced by those ambiguities, parsing the sentences by using a tree diagram, and interpreting the actual meaning of the news headlines or sentences by relating it to context.

The result of the study shows that fifty posts from BBC News conceive structurally ambiguous sentences. Using the theory of Hirst, those ambiguities are categorized as attachment and analytical ambiguity. The ambiguities are mostly caused by phrases that are unclear what their functions are in a sentence. From the result, it can be seen that structural ambiguity is a language phenomenon that is still widely found in our surroundings, not to mention the news headlines. The study only focuses on one type of ambiguity which is structural ambiguity.

In terms of presenting the data and the result of the analysis, the researchers have provided a clear and easy explanation that expresses their interpretation of the data. It helps the researcher in conducting this research. It gives an overview of how research with similar methods and theories is used by offering simple explanations and interpretations and providing understandable analysis in the form of diagrams. However, the researchers involve context to help them to determine the meaning of their interpretation. It might help the finding of

the meaning but based on the theory, the meaning of their interpretation must be obtained from the structural analysis of the data.

The fourth article is written by Sri Sartini (2015) entitled “The Analysis of Three Approaches in Syntax (Traditional Grammar, Immediate Constituent Analysis, and Transformational Grammar): Their Strengths and Weaknesses in Maritime English Context.” This research is aimed to compare these three approaches and their uses in analysis of the English sentences in the context of maritime English. She wants to analyze sentence formation in maritime English subjects. The three approaches that would be compared are useful for maritime English subjects.

The method is library research. Traditional focuses on a correct arrangement in the native language and its meaning. The immediate constituent analysis focuses on the analysis of constituent relations in a sentence. Transformational grammar focuses on grammar as a model or systematic description of linguistic competence. Researchers search for sources of data in the library. The source of data was collected without involving any participant to do the research. The strength of this journal is that the researcher analyzed the broader topic which discussed three approaches in syntax in analyzing sentence structures. The result of the analysis already answered the objective of the study as well. However, this journal did not specify how the data were organized such as how the data were collected, what kind of data or sampling method was chosen, and so forth to make the reader understand better the relation between the data and the research topic.

The result of the research is transformational grammar has been used widely in analyzing linguistic phenomena. The object of the study in this approach is internal language or it is called competence. It focuses on grammar which is assumed as a model or systematic description of linguistics competence. Whereas in the traditional grammar approach, the study is limited to the correct arrangement of the word in the native language. It is another approach of syntax that is based on meaning. It is also based on written language which is considered better than spoken language. Finally, there is immediate constituent analysis in which the focus of analysis is more on the relation of each constituent in a sentence rather than on how the sentence is constructed.

The last article is written by Abdulhakim, *et al.* entitled “Immediate Constituent Analysis.” The researchers describe the immediate constituent analysis shortly. In the article, the researchers describe how sentences are analyzed and divided into constituents on large construction. The researchers also put an example of how to analyze ICA, how to analyze its sentences, and the limitation of ICA. The used method is the qualitative method and immediate constituent analysis. The qualitative method is a procedure that produces descriptive data in the form of written data or data verbally (Djajasudarma, 1993, pp. 10).

The result of the study is this study shortly discusses the immediate constituent analysis and it also gives an account of what is ICA by giving clear illustrations and examples. It starts with the introduction of the ICA and how ICA developed from the 1950s onwards. Then it discusses what is ICA, and its approach and frame. In this paper, we also know how to analyze the ICA and how

we analyze ICA sentences and it also discusses the limitations of ICA. The strength of this journal is the result already achieved the purpose of the study and presented the data analysis in a structured organization along with the diagram tree to make the reader easier to understand the paper. On the other hand, the weakness is that the research is limited only to the immediate constituent analysis, whereas there are many other types of constituent analysis.

1.4. Research Questions

In doing this research, the writer proposes two research questions, including:

1. What are the realizations of structural ambiguity in BBC News' Titles?

1.5. Objective of the Research

The objective of the research based on the analysis done by the writer, includes:

1. To find out the realization of structural ambiguity in BBC News' Titles.

1.6. Scope of Research

In this research, the researcher uses Tree Diagram analysis to find out or identify the structural ambiguity of some titles news on BBC News on the internet. Tree diagram analysis helps the researcher find out the realization of structural ambiguity of a sentence by dividing the sentence into their classes. The ambiguous sentences will be analyzed by constituent analysis using tree diagram analysis.

