

THE ANALYSIS OF AMBIGUITY IN ENGLISH TEXTBOOK FOR THE TENTH GRADE SMA/SMK/MA

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ABSTRACT

In linguistics, ambiguity is an important phenomenon because it can affect students' understanding of meaning when a sentence has more than one possible interpretation. This study aims to analyze the types of ambiguity found in the *Bahasa Inggris Work in Progress* textbooks, identify sentences and words containing lexical and syntactic ambiguity, and examine the possible interpretations of these ambiguities. This research employed a qualitative descriptive method using document analysis. The data consisted of 302 sentences taken from the textbook *Bahasa Inggris Work in Progress*. The sentences used parsing strategies and thematic analysis to classify the types and interpretations of lexical and syntactic ambiguity found in the texts. The findings revealed that 144 ambiguous sentences were identified, 21 of which contained syntactic ambiguity, which included attachment ambiguity, coordination ambiguity, and adverbial ambiguity. Furthermore, 123 sentences were categorized as lexical ambiguity, consisting of 107 that contain polysemy and 16 that contain homonymy. These results indicate the presence of syntactic and lexical ambiguity in the English textbooks *Bahasa Inggris Work in Progress* shows that these texts use natural language and reflect real-life language use, where a sentence or word can have more than one meaning. Based on these findings, it is suggested that English teachers provide sufficient contextual explanation and guidance when using the english textbooks *Bahasa Inggris Work in Progress* to help students understand the intended meanings. Future researchers are also encouraged to explore the impact of ambiguity on students' comprehension and learning outcomes in classroom settings.

Keywords: Syntactic ambiguity, Lexical ambiguity, Textbook.

1) INTRODUCTION

Language is an inseparable thing for human to communicate with others. Understanding language is not easy, need an effort to understand it. Language is an oral or written communication system used by humans to interact with others. Understanding written language is more difficult than oral language because it allowing the readers to make many interpretations. That is why learning English is very important for students to understand the content of books and gain a lot of knowledge. Students may feel confuse about the meaning of the

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sentences or words in English textbook because occasionally has more than one interpretations in mind. One linguistic phenomenon that is interesting to study is ambiguity. Language and ambiguity cannot be separated, as ambiguity is an inherent property of natural language. Ambiguity occurs when a linguistic form can be interpreted into two or more meanings. Nurjannah (2022), ambiguity is a word that has a double meaning. In addition, Lase, et. al. (2021), state that Ambiguity is a major source of misunderstanding in communication, especially when a sentence can be interpreted in two or more ways. Ambiguities are commonly caused by syntactic structure or polysemous words. Ambiguity in linguistics refers to the phenomenon where a linguistic form, a word, phrase, or sentence, has more than one possible interpretation. Furthermore, According to Yule (2021), ambiguity occurs when a word, phrase, or sentence can be interpreted in more than one way in the context of its use.

There are two main types of ambiguity: first, lexical ambiguity, which occurs when a word has more than one meaning, leading to confusion about the intended message. According to Lase, et. al. (2021), lexical ambiguity arises when a single word has multiple meanings, which can cause misinterpretation if context does not clearly indicate the intended sense. Lexical ambiguity is when words or phrases in a statement or speech have many interpretations. There are two types of lexical ambiguity: polysemy and homonymy. According to Kreidler (2002), lexical ambiguity can happen when a writer or speaker used a word that has two or more meanings, such as a homonymy or polysemy. Homonymy arises when two or more words have the same pronunciation or spelling but different meanings. Murphy (2010), stated that Homonymy can be further divided into two subtypes: homophones and homographs. Homophones are words that have the same pronunciation but different meanings, and they may also have different spellings. In addition to the lexical ambiguity, it also presumes polysemy and the presence of homonyms in the pronunciation. Polysemy arises when the meanings of words are interrelated, whereas homonyms differ. According to Chaer (2013: 101), polysemy is a linguistic device that occurs in both words and phrases and has multiple meanings or double meanings. Polysemy is where a single word or phrase has multiple related meanings or senses. This means that a word can have several different but related interpretations or connotations based on the context in which it is used.

Second, syntactic ambiguity also known as structural or grammatical ambiguity, which arises when the structure or syntax of a sentence allows for more than one interpretation. Structural ambiguity, occurs when the meaning of the component words can be combined in more than one

way, O' Grady et.al. (1997). According to Radford (2009), Syntactic ambiguity refers to a situation where a sentence or phrase can be interpreted in more than one way due to its structure, without changing any of the words. Nugraha (2025), emphasizes that syntactic ambiguity is a key issue in sentence processing and understanding, especially in second language acquisition, where learners struggle to identify correct syntactic boundaries.

This research is here to fill the gap by conducting an in-depth analysis of the possibility of ambiguous sentences in textbooks which are the main source of language learning in schools. In addition, in contrast to the studies of Humaira (2015) and Dewi et al. (2022), which focuses more on lexical ambiguity, this study focuses on syntactic ambiguity as a factor causing difficulties in understanding complex sentence structures. Thus, this study not only provides an academic contribution but also a practical one, namely as a recommendation for improvement in the preparation of clearer and more effective English teaching materials for students at the SMA/SMK/MA Grade X.

This is also conveyed in the Quran surah Al-Alaq verses 1-5

إِقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ اقْرَأْ وَرَبُّكَ الْأَكْرَمُ الَّذِي عَلَّمَ بِالْقَلَمِ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ

Meaning:

1. Read in the name of your Lord who created!
2. He created human from a clinging clot.
3. Read! And your Lord is the Most Generous,
4. Who taught by the pen,
5. Taught humanity what they knew not.

(<https://quran.com/al-alaq>)

The importance of clarity in language as a means of gaining and conveying knowledge is emphasized in the Qur' an, particularly in Surah Al- Alaq verses 1–5, which begin with the command "Iqra' "(Read). These verses highlight that knowledge is a divine gift from Allah SW'T, granted according to each person's needs and responsibilities. As students strive to acquire new knowledge through reading and learning, it becomes essential that the materials they use especially textbooks are clear and free from obstacles such as syntactic ambiguity. In line with this teaching,

this study on syntactic ambiguity in English textbooks aims to support better comprehension by identifying and analyzing ambiguous sentence structures that may hinder students' understanding.

In the context of language teaching, textbooks are widely used as a main source of learning materials. A good textbook should not only present appropriate content and curriculum-aligned topics but also provide grammatically and structurally accurate language examples. However, in practice, some textbooks contain linguistic inaccuracies or ambiguous sentence structures that may lead to misinterpretation. One common linguistic issue found in textbooks is syntactic ambiguity.

Examining lexical and syntactic ambiguity in English textbooks is important because textbooks play a central role in shaping students' understanding of grammatical structures and meaning. When ambiguous sentences appear in learning materials, they may confuse learners and hinder their comprehension of how English syntax functions. For beginner or intermediate learners, such ambiguities can lead to misunderstanding, misinterpretation, or incorrect language use in both writing and speaking. Therefore, identifying and analyzing syntactic ambiguity in "*Bahasa Inggris Work in Progress*" does not only contribute to linguistic studies but also provides valuable insights for teachers, curriculum developers, and textbook writers to improve the clarity and accuracy of future English learning materials under the Kurikulum Merdeka framework.

Therefore, this study focuses on the analysis of lexical and syntactical ambiguity in English textbook entitled "*Bahasa Inggris Work in Progress SMA/SMK/MA Kelas X*" (2022 revised edition) Published By Ministry of Education, Culture, Research, and Technology Agency for Education Standards, Curriculum, and Assessment Center for Books. The objectives of the study are as follows, First, the study aims to identify and categorize the types of syntactic ambiguity present in the English textbook *Bahasa Inggris Work in Progress*, which is currently used in senior high schools under the Kurikulum Merdeka. Second, it seeks to examine how the syntactic structures of these sentences contribute to ambiguity, particularly by analyzing which grammatical components lead to multiple interpretations. Third, the study explores the possible meanings that can arise from each ambiguous sentence and discusses how such ambiguities might influence students' comprehension of English texts. By addressing these objectives, the research intends to provide practical insights that may support the development of clearer and more effective English learning materials, and encourage greater awareness of sentence structure among educators and textbook developers.

Review Of Literature

The following review outlines the most relevant studies that form the foundation and comparison point for this research. This study connects with several previous studies conducted by other researchers.

First, a study conducted by Rohmaniah & Shartika, (2017) entitled “Syntactic Ambiguity on Students’ Writing in State Senior High School 9 Malang” aimed to find out the types of syntactic ambiguity in students’ writing and how parsing plays a role in resolving them. The study used a descriptive qualitative method and analyzed ambiguous sentences written by first-year students. The researcher found 12 sentences that contained syntactic ambiguity. These ambiguities occurred when a phrase or sentence had more than one interpretation due to its structure.

Second, a study conducted by Demir, n. d.,(2020) entitled“ Lexical and Structural Ambiguities in Student Writing: An Assessment and Evaluation of Results” explored the types of ambiguity lexical and syntactic found in student writing. The study revealed that lexical ambiguity was more common than syntactic ambiguity, but both types caused confusion in written communication. The study emphasized that written discourse, unlike spoken discourse, offers no immediate opportunity for clarification, making ambiguity particularly problematic.

Third, a study by Humaira (2015) titled “Different Interpretation of Ambiguities Sentences” investigated how second-semester postgraduate students interpreted ambiguous sentences. The study involved 10 students from the English Education Program of State University of Semarang. Participants were asked to translate five ambiguous English sentences into Indonesian. The findings showed that almost all participants provided different interpretations for each sentence, indicating varied understanding of ambiguous structures.

Fourth, a study by Mumrikoh et.al (2019) entitled“ A Syntactic Analysis on Sentences Found in the English Textbook for the tenth grade Students” analyzed sentence structures in the Bahasa Inggris Kelas X (2017 revised edition) textbook published by the Ministry of Education and Culture. The aim of the study was to identify the types of sentence structures and syntactic elements using tree diagrams. The study found 191 sentences, consisting of 53 simple sentences, 79 compound sentences, 33 complex sentences, and 26 compound-complex sentences. The researchers illustrated that tree diagrams helped to visualize the syntactic structure of each sentence.

Sixth, Humaira (2015) conducted a study titled “Different Interpretation of Ambiguous Sentences” which focused on how postgraduate students interpret ambiguous English sentences. Ten students were given five ambiguous sentences and asked to translate them into Indonesian. The study found that different students produced varied interpretations, particularly for structurally ambiguous sentences such as *“The lady bit the man with an umbrella.”* The findings showed that structure can greatly affect meaning, and that syntactic ambiguity remains a serious issue in language comprehension and translation.

Seventh, a study by Dewi et.al. (2022), titled “The Lexical Ambiguity in News Headlines of The Jakarta Post” focused on identifying lexical ambiguities in headlines and analyzing their causal factors. While the study emphasized lexical rather than syntactic ambiguity, it identified the types and examples of homonymy and polysemy found in news headlines. Although not directly aligned with syntactic ambiguity, this study contributed to the broader understanding of how ambiguous structures lexical or otherwise can affect readers’ interpretation.

Eighth, a comparative study by Deng (2023) entitled “A Comparative Study of the Syntactic Complexity of English Writing for High School Students” analyzed the difference in syntactic complexity between native speakers and English language learners. The study used L2SCA tools to measure 14 aspects of syntactic complexity and found that English learners used simpler structures with significantly lower measures in subordination, clause length, and phrase complexity.

All of these studies have contributed valuable insights into the analysis of ambiguity in English learning, particularly in identifying either lexical or syntactic ambiguity in student writing or textbook materials. Some focused on the types of ambiguous structures in sentences, while others analyzed ambiguity using semantic or parsing approaches. However, most of these studies tend to concentrate on general ambiguity in student compositions or analyze textbooks from a structural or lexical viewpoint without focusing on how ambiguity might affect student comprehension in actual classroom settings.

Furthermore, while previous research has examined ambiguity in various contexts, few have specifically focused on syntactic ambiguity within textbooks currently used under the Kurikulum Merdeka across senior high school levels (SMA, MA, and SMK). There is limited research that explores the ambiguity found in officially used English textbooks, such as *“Bahasa Inggris Work in Progress”*, and even fewer that analyze how these ambiguous sentence structures may impact the clarity of learning materials or influence students’ understanding in the classroom.

This study is not intended to find the weaknesses of the “*Bahasa Inggris Work in Progress*” textbook. Instead, it aims to provide a linguistic contribution by identifying and analyzing sentences that contain syntactic ambiguity. The findings of this research are expected to give insight into how ambiguous structures may appear in English textbooks and how they might influence students’ comprehension. Therefore, the results can serve as valuable input for textbook writers, teachers, and curriculum developers to be more aware of sentence structures that could potentially cause misunderstanding among learners. In this way, the study supports the improvement of English teaching materials without directly criticizing the textbook itself.

2) METHOD

This research employed a document analysis method, as the object of the study is an English textbook. According to Glenn A. Bowen (2009), Document analysis involves skimming (superficial examination), reading (thorough examination), and interpretation. This iterative process combines elements of content analysis and thematic analysis. Content analysis is the process of organising information into categories related to the central questions of the research. The researcher used document analysis to identify, classify, and interpret instances of lexical and syntactic ambiguity found in the English textbook.

As the main instrument, the researcher was conducted a systematic content analysis using a data identification, a coding sheet and syntactic theories by Gorrell’s (1995) phrase tree syntax as well as Murphy’s lexical meaning theory for lexical ambiguity. First, the instrument includes data identification sheet a worksheet designed to record all potentially ambiguous sentences found in the english textbook. A Data Identification Sheet is a research instrument used especially in qualitative studies where text is analyzed. The data identification in this research presented in the form of a table consisting of several columns: chapter/page, type of ambiguity (syntactic or lexical), sentences, and interpretations. This instrument allows the researcher to systematically record each ambiguous sentence, specify its category of ambiguity, and provide possible interpretations based on syntactic structure. For syntactic ambiguity, the interpretations were generated through structural analysis using Gorrell’s phrase tree syntax and parsing strategies. For lexical ambiguity, the interpretations were developed using Murphy’s lexical semantics framework to identify multiple meanings arising from polysemy or homonymy.

In this study, the researcher used thematic analysis as the technique for analyzing qualitative informasi. According to Braun and Clarke (2006), Thematic Analysis is a flexible and accessible method for analyzing qualitative informasi, particularly useful for identifying, analyzing, and interpreting patterns of meaning across a dataset. This method was chosen due to its flexibility and systematic approach in identifying, organizing, and interpreting patterns of meaning within textual data.

3) RESULTS

Results

This research analyzed a total of 302 sentences taken from the Bahasa Inggris Work in Progress textbooks. From these sentences, 21 were identified as syntactically ambiguous and 123 were identified as lexically ambiguous. The syntactically ambiguous sentences exhibited several types of structural ambiguity that occur when a sentence allows more than one possible grammatical interpretation. The analysis showed that these syntactic ambiguities have three categories: Attachment Ambiguity, Coordination Ambiguity, and Adverbial Ambiguity.

Meanwhile, the lexical ambiguities identified in the textbooks consisted of two types: polysemy and homonymy. For the 123 lexically ambiguous sentences, 107 involved polysemy, in which a single word carries multiple related meanings, and 16 involved homonymy, where a word has multiple unrelated meanings. Overall, the findings indicate that both syntactic and lexical ambiguities are present throughout the textbooks and may influence readers' understanding of the texts.

Types of Ambiguity

There are some types of syntactic ambiguity that appear in the data. Each sentence contains structural patterns that create more than one possible interpretation. First, Attachment ambiguity happens when a part of the sentence can connect to more than one place in the sentence. Because the phrase can attach to different words or groups of words, the meaning becomes unclear. The reader is not sure which part the phrase describes, so the sentence can have more than one meaning. Second, Coordination ambiguity happens when a sentence uses connecting words like "and" or "or," and it is not clear which parts of the sentence are being connected. Because the connector can join different words or groups of words, the sentence can be understood in more

than one way. This creates confusion about what things are grouped together. Third, Adverbial ambiguity happens when an adverb can describe different actions in the sentence. An adverb can tell when, how, or why something happens, but sometimes it is not clear which action the adverb is talking about. Because of this, the sentence can have two possible meanings. The classification of the ambiguous sentences revealed several different types of syntactic ambiguity. The detailed distribution is summarized in the following table:

Table 1. The Data Identification of Syntactic Ambiguity

No.	Page/Chapter	Sentence	Types of Syntactic Ambiguity
1	Ch. 1, p. 15	He believes that a tattoo will not be good for the blood that he donates to the blood bank.	Attachment Ambiguity
2	Ch. 1, p. 27	Her left leg ended up seven centimeters shorter than the other and stopped playing the game she loves.	Coordination Ambiguity
3	Ch. 2, p. 35	I was getting nervous in the stadium because my team wasn't exactly playing up to our expectations.	Adverbial ambiguity.

Table 2. The Coding/Theme Analysis worksheet

NO	Type of Syntactic Ambiguity	Sentences	Meaning 1	Meaning 2
1	Attachment Ambiguity	He believes that a tattoo will not be good for the blood that he donates to the blood bank.	The tattoo is bad for his blood	His blood is not accepted at the blood bank because of the tattoo
2	Coordination Ambiguity	Her left leg ended up seven centimeters shorter than the other and stopped playing the game she loves.	Her leg itself stopped playing the game.	She stopped playing the game because her leg was shorter or injured.
3	Adverbial Ambiguity	I was getting nervous in the stadium because my team wasn't exactly playing up	I get nervous when I'm at the stadium	I became nervous because my team did not play as expected at the stadium. I'm at the stadium.

to our
expectations.

The table above illustrates how a single sentence can produce more than one interpretation due to the syntactic structure and the way constituents are attached or grouped. In this case, the ambiguity arises from the uncertainty of which phrase the clause. Furthermore, the phrase tree analysis is used to visually represent the structural differences that lead to these two interpretations, clarifying where the ambiguity originates within the sentence.

Interpretation Syntactic Ambiguity

After the identification and coding of each ambiguous sentence, the next step involves illustrating how the grammatical components are hierarchically organized. This process helps reveal how different syntactic attachments or groupings can produce multiple interpretations of the same sentence. A Parse tree focuses on how the reader's parsing strategy may differ depending on how constituents are mentally grouped during sentence processing, Paul Gorell (1995). Each parse tree represents a distinct interpretation that aligns with one of the meanings presented in the previous coding table.

He believes that a tattoo will not be good for the blood that he donates to the blood bank.

Interpretation 1

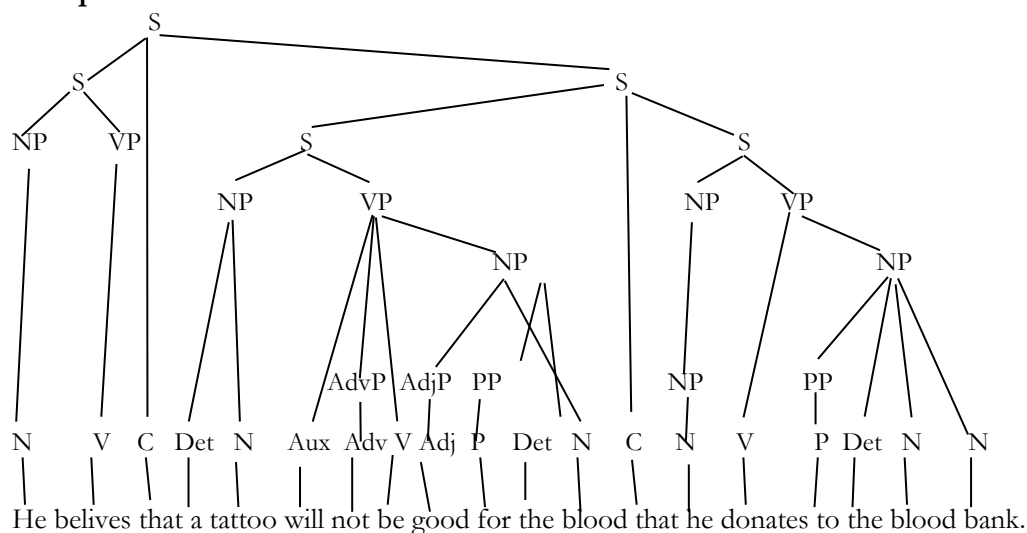


Figure 1. The First Parse Tree of Attachment Ambiguity

Interpretation 2

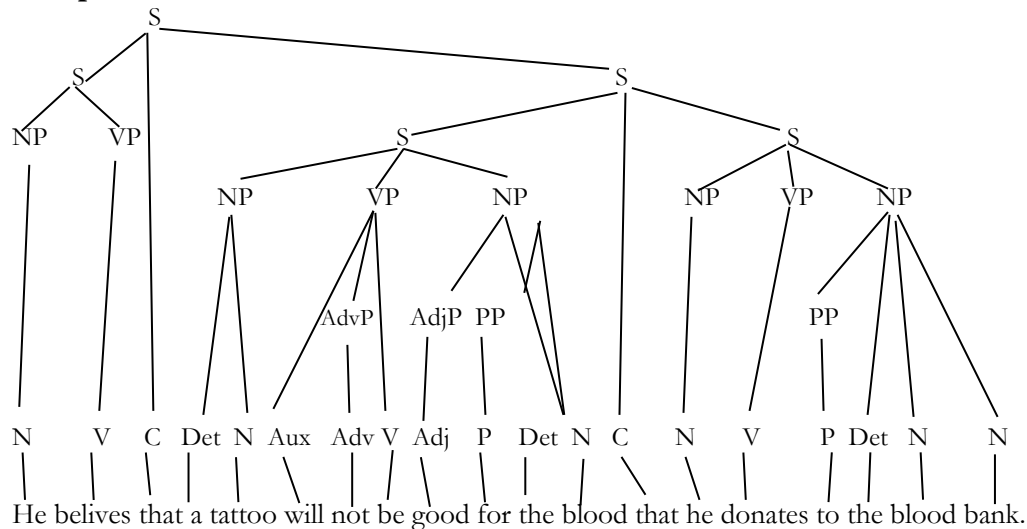


Figure 2. The Second Parse Tree of Attachment Ambiguity

The two parse trees represent two different interpretations of the sentence due to syntactic ambiguity. In the first tree, the clause “that he donates to the blood bank” functions as a restrictive relative clause attached to the noun phrase “the blood.” A relative pronoun is a word used to connect a noun with a clause that describes that noun. In this sentence, the complementizer that operates as a relative pronoun which directly modifies blood and specifies what kind of blood is being referred to, namely the blood that he donates. Thus, the meaning of the whole sentence becomes: “He believes that a tattoo will not be good for the blood which he donates to the blood bank.” The focus here is on the specific subset of blood that is donated, not on blood in general.

Furthermore, the second tree treats “that he donates to the blood bank” not as a relative clause but as a separate complement clause introduced by that. A complementizer is a word used to begin a clause that serves as a complement to a verb or noun. Here, the clause does not modify the noun blood but instead stands independently, providing additional information after the main idea. In this interpretation, the sentence can be understood as: “He believes that a tattoo will not be good for the blood. He donates that blood to the blood bank.” In other words, the negative effect of tattoos applies to blood in general, and the donation clause is presented as supplementary information rather than a modifier.

Her left leg ended up seven centimeters shorter than the other and stopped playing the game she loves.

Interpretation 1

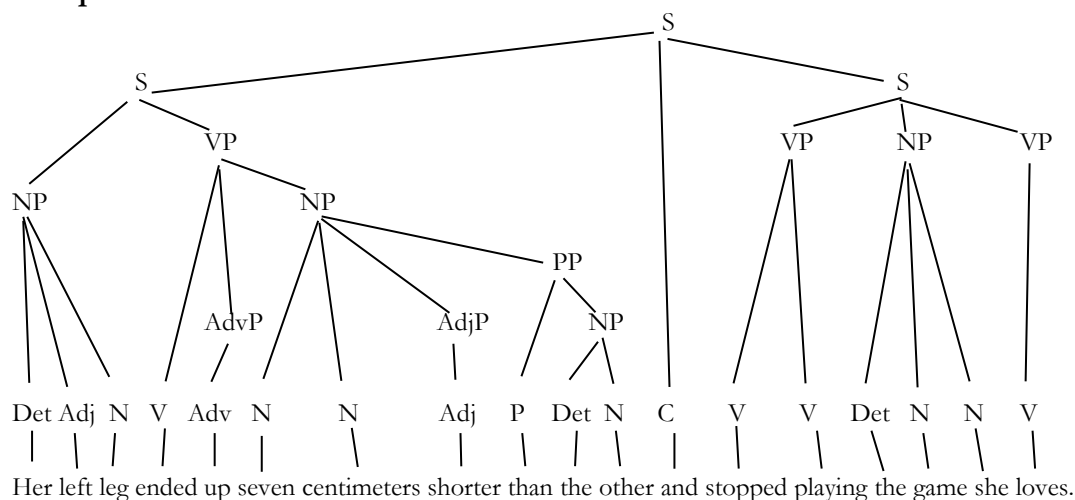


Figure 3. The First Parse Tree of Coordination Ambiguity

Interpretation 2

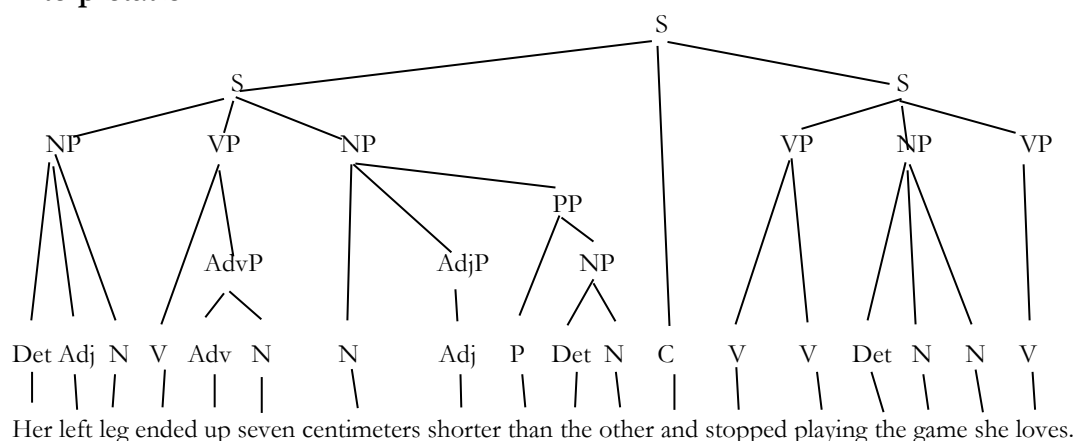


Figure 4. The Second Parse Tree of Coordinataion Ambiguity

The sentence "Her left leg ended up seven centimeters shorter than the other and stopped playing the permanan she loves." is syntactically ambiguous because the coordination structure the use of "and" can be interpreted in two different ways depending on which constituent it connects. In the first parse tree, "and stopped playing the permanan she loves" is interpreted as being coordinated with the main verb phrase (VP) "ended up seven centimeters shorter than the other". This means the subject "her left leg" is grammatically the doer of both actions it ended up shorter and stopped playing the game. Under this interpretation, the sentence implies that her leg somehow stopped playing the game, which is semantically odd but grammatically possible. This

reading arises because the conjunction “and” attaches high in the structure, connecting two entire verb phrases that share the same subject.

In the second parse tree, however, “and stopped playing the game she loves” is interpreted as being coordinated with the clause (S) containing the subject “her”. In this interpretation, it is understood that “she”, not “her leg”, is the one who stopped playing the game. The clause “she stopped playing the game she loves” functions as an additional action performed by the person, not the leg. Here, the conjunction “and” attaches at a lower structural level, connecting two clauses that have different implied subjects “her left leg ended up...” and “she stopped playing...”

I was getting nervous in the stadium because my team wasn’t exactly playing up to our expectations.

Interpretation 1

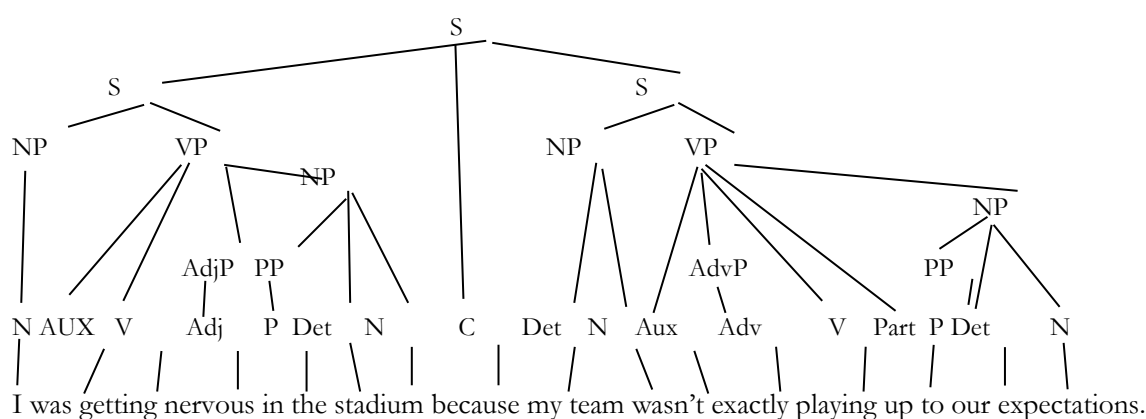


Figure 5. The First Parse Tree of Coordination Ambiguity

Interpretation 2

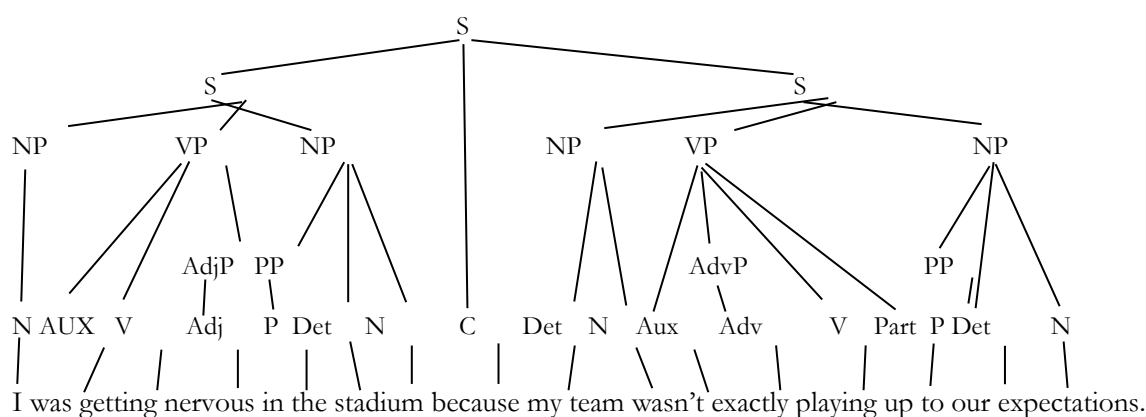


Figure 6. The Second Parse Tree of Coordination Ambiguity.

The two syntactic trees above illustrate different interpretations of structurally ambiguous sentences. In both trees, the ambiguity arises from the attachment of subordinate clauses and prepositional phrases (PP) that can syntactically and semantically attach to different constituents, resulting in distinct interpretations. In the first sentence, “I was getting nervous in the stadium because my team wasn’t exactly playing up to our expectations,” the ambiguity centers on the scope of the prepositional phrase “in the stadium.” The first interpretation positions the PP as modifying the verb phrase (VP), suggesting that the action of “getting nervous” occurred specifically in the stadium. The second interpretation allows “in the stadium” to attach to the entire clause, implying that the event as a whole took place in that location. This difference in syntactic attachment leads to subtle shifts in meaning and reader interpretation.

Types of Lexical Ambiguity

Lexical ambiguity is ambiguity that results from a words meaning as opposed to its structure, Wiyanto (2022). This is a collection of words that, like a speech or conversation, can have several interpretations because each word has several lexical meanings. Lexical ambiguity arises not from the structure of the term but from its meaning. One common type of lexical ambiguity is homonymy. Homonymy arises when two or more words have the same pronunciation or spelling but different meanings. These words are called homonyms. Words with similar pronunciation and spelling but distinct meanings are called homonymy. The meanings of words that are homonymy are unrelated to one another, in contrast to polysemy. Homonyms are spelling and pronunciations that are the same but have different meanings, according to Kreidler (2002: 52). It can be found in other pairs that have different spellings but the same pronunciation. The classification of the ambiguous sentences revealed several different types of lexical ambiguity. The detailed distribution is summarized in the following table:

Table 3. The Coding/Theme Lexical Analysis worksheet

No	Sentences	Words	Interpretations	Types of Lexical Ambiguity
1	He used to train very hard since his childhood.	Train	1. Train (v): to practice or exercise) 2. Train (n): a type of transportation	Homonymy
2	A goal was scored by my team, leaving the supporters of my team completely ecstatic and	Crazy	1. Crazy (adj): extremely excited or enthusiastic 2. Crazy (adj): mentally unstable or not thinking clearly	Polysemy

crazy with the feeling of a
possible victory.

In the first sentence *"He used to train very hard since his childhood"*. The lexical ambiguity in this sentence arises from the word *train*, which is a homonym with two entirely unrelated meanings. In one interpretation, *train* functions as a verb meaning "to practice intensively," suggesting that the subject engaged in rigorous physical or skill-based training from a young age. However, the same surface structure can also evoke the meaning of *train* as a noun referring to a railway vehicle. In this alternative reading, the sentence could be interpreted as describing someone who worked with trains perhaps operating, cleaning, or repairing them or even someone who frequently traveled by train "very hard," a nonsensical but grammatically possible interpretation. Because both meanings share the same form but differ completely in semantic origin, the sentence becomes lexically ambiguous without contextual cues to determine which meaning is intended.

Next, the second sentence *"A goal was scored by my team, leaving the supporters of my team completely ecstatic and crazy with the feeling of a possible victory"*. The ambiguity in this sentence is created by the word *crazy*, which is polysemous and has multiple related meanings that can shift the tone of the entire statement. In one sense, *crazy* can mean "extremely excited or enthusiastic," painting the supporters as passionately energized by the hope of winning. In another sense, however, *crazy* carries the connotation of irrationality or mental instability, implying that the supporters behaved wildly or even absurdly due to the emotional intensity of the moment. Both interpretations are plausible, and because *crazy* routinely functions in both literal and figurative ways in everyday discourse, its presence creates uncertainty regarding whether the sentence describes joyful excitement or unrestrained, chaotic behavior.

4) DISCUSSIONS

This research discusses the syntactic ambiguity and lexical ambiguity identified in the data, focusing on how structural configurations and lexical meaning variations contribute to multiple interpretations. To address the research questions, this section presents a detailed explanation of the findings in relation to the two primary theoretical frameworks used in this study: the Syntax and Parsing Theory proposed by Gorrell (1995) and the lexical meaning distinctions of homonymy and polysemy by Murphy (2010). Gorrell's (1995) parsing theory emphasizes the role of structural configurations in shaping readers' interpretations, arguing that ambiguity arises when a sentence allows more than one syntactic structure to be constructed during the parsing process. This

framework helps explain how syntactic ambiguity emerges from attachment differences, phrase boundary uncertainty, or competing structural analyses that the reader must resolve.

Furthermore, Murphy (2010) distinguishes two central forms of lexical ambiguity homonymy and polysemy which prove essential for interpreting ambiguous words found in the dataset. Homonymy occurs when words share the same written or spoken form but represent entirely different lexemes with unrelated meanings, while polysemy refers to a single lexeme that develops multiple related senses. By applying Murphy's distinctions, this study clarifies how specific lexical items contribute to the overall ambiguity and how meaning shifts depending on contextual cues. The combination of Gorrell's syntactic perspective and Murphy's lexical framework allows for a comprehensive interpretation of the ambiguity phenomena observed, demonstrating how structural and lexical factors interact to shape meaning within the selected data.

Types of Ambiguity

The study focuses on identifying the types of ambiguous sentences found in the textbook Bahasa Inggris Work in Progress. The analysis revealed the presence of both syntactic ambiguity and lexical ambiguity throughout the examined sentences. Using Gorrell's (1995) Syntax and Parsing Theory, the researcher identified several syntactic ambiguity patterns, including attachment ambiguity, adverbial ambiguity, coordination ambiguity, prepositional phrase attachment ambiguity, and noun modifier ambiguity. These syntactic structures allow more than one grammatical interpretation, demonstrating how readers may construct competing parse trees for the same sentence. Furthermore, applying Murphy's (2010) framework shows that lexical ambiguity in the textbook predominantly appears in the form of both homonymy and polysemy. The findings indicate that ambiguous words often contribute to sentences with dual interpretations, supporting Murphy's argument that lexical variation plays a significant role in shaping meaning.

Sentences of Lexical and Syntactic Ambiguity

This research examines which sentences can contain lexical and syntactic ambiguity. Based on Gorrell's (1995) parsing theory, ambiguity arises when a sentence can be structured or grouped in more than one way. In addition, the reader may interpret the sentence differently depending on how they mentally attach certain words or phrases. For example, a prepositional phrase may be read as modifying either the noun before it or the verb in the sentence, leading to two possible meanings. Similarly, the placement of adjectives can create uncertainty about which noun they are describing. These structural possibilities allow multiple interpretations to emerge, which explains

how syntactic ambiguity appears. In addition, from a lexical perspective, Murphy's (2010) distinction between homonymy and polysemy explains how ambiguity arises when a single word carries either unrelated meanings (homonymy) or closely related senses (polysemy). When such words appear in sentences without sufficient contextual cues, the reader must infer which meaning is intended, leading to lexical ambiguity. Thus, syntactic structures and lexical forms collectively contribute to the emergence of ambiguous interpretations.

Interpretations of Lexical and Syntactic Ambiguity

The study focuses on identifying the possible interpretations that emerge from the lexical and syntactic ambiguity. The analysis shows that each syntactically ambiguous sentence generally produced two possible meanings, depending on how the reader groups or connects the phrases in the sentence. This supports Gorrell's (1995) explanation that syntactic ambiguity occurs because readers can form more than one grammatical structure in their minds before the context clarifies the intended meaning.

For lexical ambiguity, the interpretations also varied depending on which meaning of the ambiguous word the reader chose. In the case of homonymy, the interpretations tended to be very different because each meaning belongs to a completely different lexeme. In polysemy, the meanings were more related but still resulted in different possible readings. Overall, the results show that both syntactic structure and lexical influence how many interpretations a sentence can have, and sometimes the two types of ambiguity combine to create even more complex meanings.

As supporting the previous studies as discussed previously, the present research also offers a more integrated analysis by examining both lexical and syntactic ambiguity within the context of Bahasa Inggris Work in Progress, an English textbook developed for the newest Indonesian curriculum, Kurikulum Merdeka. First, the study by Mumrikoh et al. (2019), analyzed sentence structures in an English textbook using tree diagrams, showing how syntactic structures shape meaning. Even though their research did not focus specifically on ambiguity, it demonstrated the importance of structural analysis in understanding sentence interpretation. The present study builds upon this by not only describing the syntactic structures found in the Kurikulum Merdeka textbook but also identifying which structures result in syntactic ambiguity. This contributes additional insight by linking sentence structure to ambiguity within current educational materials.

Second, the study by Demir (2020), which investigated lexical and structural ambiguities in student writing, found that lexical ambiguity occurred more frequently than syntactic ambiguity

and often caused miscommunication due to the lack of opportunities for clarification in written discourse. While Demir's research highlights the importance of guiding students to identify and revise ambiguous expressions, his focus was on student-produced texts. In contrast, the present study demonstrates that ambiguity is not only a learner-related issue but can also be found within official instructional materials aligned with the national curriculum, indicating the need for greater attention to clarity in educational resources.

Third, Humaira's (2015), study, which explored how postgraduate students interpreted ambiguous sentences, showed that participants frequently generated different interpretations, emphasizing how lexical and structural ambiguities can challenge comprehension. Although Humaira centered her study on readers' interpretive performance, the current research differs by locating and classifying ambiguous sentences directly within a Kurikulum Merdeka textbook rather than assessing how readers interpret them. Nevertheless, both studies reveal that lexical ambiguity, especially homonymy, tends to produce greater interpretive variation than syntactic ambiguity.

Overall, while previous research has approached ambiguity through student writing, translation performance, or structural analysis of older textbooks, the present study stands apart by investigating both lexical and syntactic ambiguity within a textbook designed for Kurikulum Merdeka, the most updated curriculum in Indonesia. This integrated approach provides a more comprehensive understanding of how ambiguous words and sentences appear in contemporary instructional materials, highlighting the importance of ensuring textual clarity in resources intended to guide student learning.

This study indicate that the textbook contains both lexical and syntactic ambiguities that may influence students' comprehension. Lexical ambiguity occurs when a word has more than one meaning, allowing students to interpret the sentence differently depending on the vocabulary meaning they activate. Without sufficient contextual clues, these ambiguous words may cause misunderstanding among learners. Meanwhile, syntactic ambiguity arises when a sentence structure can be interpreted in more than one grammatical arrangement. This structural uncertainty may lead readers to identify the incorrect subject, predicate, or modifier relationship, resulting in confusion about the intended meaning of the sentence.

Based on the findings of this study, the presence of syntactic and lexical ambiguity shows that appears quite frequently in the English textbook. In the syntactic ambiguities, such as attachment ambiguity, coordination ambiguity, and adverbial ambiguity, indicate that some

sentence structures in the textbook can be interpreted in different ways. Therefore, readers need to understand the context and grammar to grasp the correct meaning. This can help students practice reading more carefully and improve their understanding of English sentence structure.

In addition, lexical ambiguity, such as polysemy and homonymy shows that the vocabulary in textbooks has multiple meanings. This condition can enrich students' understanding of vocabulary because they learn that one word can have different meanings in different contexts. Therefore, teachers need to provide guidance to students so that the students do not misinterpret the meaning of the word. Teachers play an essential role in helping students overcome ambiguity in the textbook. Teachers are encouraged to explain both ambiguous words and ambiguous sentence structures encountered during the learning process.

Overall, these findings indicate that textbooks serve not only as teaching materials, but also as a means of introducing students to the complexities of the English language. Students' level of understanding of ambiguity in texts depends heavily on their language skills and the learning support provided by teachers.

5) CONCLUSION

This research analyzed 302 sentences from the “*Bahasa Inggris Work in Progress*” textbook and identified 21 sentences that contain syntactic ambiguity and 123 sentences that contain lexical ambiguity. Based on the findings, seven types of syntactic ambiguity were found: Attachment Ambiguity, Coordination Ambiguity, Adverbial Ambiguity, and Prepositional Phrase Attachment Ambiguity. In addition, the analysis of lexical ambiguity showed that 107 cases involve polysemy, where a single word carries multiple related meanings, and 16 cases involve homonymy, where a word has distinct and unrelated meanings. The presence of such ambiguous lexical items may further complicate learners' understanding, especially when context does not clearly signal the intended meaning. These findings indicate that, based on the data of ambiguous sentences identified, the presence of ambiguity shows that appears frequently in the English textbook. As a result, meaning in the texts is often constructed through contextual cues and grammatical interpretation rather than fixed interpretations or meanings. This suggests that the textbooks expose learners to the inherent complexity of English as it is used beyond controlled classroom settings.

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