CHAPTER II

REVIEW RELATED LITERATURE

This chapter describe of the several theories related to this research. Those are definition of semantics theories concept of meaning, definition of ambiguity, types of ambiguity (phonological, lexical, and structural), part of speech, kind of phrase, kind of sentence and the review of related studies, as follows in its term.

2.1 Definition of Semantics

Semantics is concerned with aspect of meaning in language. There are certain kinds of meaning or certain aspects of meaning in Linguistics (Lyon, 1983: 139). Hurford and Heasley (1983:1) say that semantics is defined as the study of meaning in language. Semantic theory is a part of a larger enterprise, linguistic theory, which includes the study of syntax (grammar) and phonetics (pronunciation) besides the study of meaning. Meanwhile, Yule (2006:100) states that linguistic semantics deals with the conventional meaning conveyed by the use of words, phrases and sentences of a language, rather than on what an individual speaker might want them to a mean on a particular occasion. This technical approach is concerned with objective or general meaning and avoids trying to account for subjective or local meaning. So that semantics can help an analysis to see the network of lexical relations in its complexity (Missikova, 2009:67).

Dealing with the definition from the experts, it can be concluded that semantics is study of meaning in language that has two basic level, the word and

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sentence that make it exhibit the phenomenon of synonym, ambiguity, redundancy, and so forth.

2.2 Meaning and Lexical Meaning

As has already said on the explanation above, there is no very general agreement either about the nature of meaning or about the way in which it should be described, Kempson (1977:1) argues there is no way to determine whether it be false or not. Besides, the word "meaning" is described in various definitions by semanticists, for instance, Leech (1981:23) notes three points of meaning through the following:

- Meaning involves the speaker's intention to convey a certain meaning that may or may not be evident from the message itself.
- Consequently, interpretation by the hearer is likely to depend on the context.
- Meaning in the sense is something, which is performed rather than something that exists in a static way. It involves action (the speaker produces and effects on the hearer) and the interaction (the meaning being negotiated between the speaker and the hearer on the basis of their mutual language).

While Leech has already noted three meaning, Chaer (2007:289) specified meaning into lexical meaning. Chaer defines lexical meaning is a meaning that possessed by a lexeme without any context. It is the actual thing that is observed through human senses. For example, the lexeme "horse" has a lexical meaning "a

large animal with four long legs" and the lexeme "house" has lexical meaning "the building made for people to live in".

2.3 Ambiguity

Ambiguity can arise in a variety of spoken and written language. If we listen to the speaker's utterance or read a book, we are sometimes difficult to understand what the speaker or the writer means. Ullmann (1977:156) defines ambiguity as a linguistic condition which can arise in variety of ways. From a purely linguistic point a view, he distinguishes ambiguity into three forms: phonetic, grammatical and lexical. Ambiguity can happen in every situation in daily conversation or in the book. In conversation, we have to listen what other person said carefully in order to avoid misunderstanding or ambiguity.

Ambiguity happens because of the vague meaning. According to Djajasudarma (1999:56), a meaning may be unclear because: (a) the word or sentence is common (general). For example, the word "book" has multiple meaning; (b) the word or sentence which interpreted is not the same with the speaker / the writer's intention. The interpretation should depend on the context though the context is not clear; (c) the meaning limit connected to language and non-language is not clear. For example, there's no limit to say that someone is clever at something; (d) the use of the word or sentence is not familiar to us.

2.3.1 Types of Ambiguity

Stephen Ullmann (1977:156) divides ambiguity into three types: phonological, grammatical or structural, and lexical ambiguity.

2.3.1.1 Phonological Ambiguity

Ullman (1972:103) states that ambiguity in the level of phonology arises from the sound of language uttered not in written form. Hamidy (2009:2) says it occurs when a set of sound can be interpreted in more than one way. Sometimes people speak too fast and make other people feel doubt about the meaning or message of the utterance so that people may interpret it in many ways. Hamidy argues that this type of ambiguity arises at the level of the surface structure rather than the deep structure (2009:2).

Example:

"I scream (I skri:m) or Ice cream (aiskri:m)."

When the hearers hear the utterance above, they may have the different interpretation whether "I scream" refers to the action "scream"or "ice cream" refers to the kinds of drink.

2.3.1.2 Lexical Ambiguity

According to Rodd Gaskell, and MarslenWilson (2002:245), ambiguous words can refer to more than one concept on the basis of the context in which the word occurs. Linguists attempt to clearly make a distinction in the ambiguity between two types; polysemy and homonymy (Cruse, 1986; Lyons, 1977, 1981 as cited in Rodd et al, 2002:245). According to Pateda (2001:202), lexical ambiguity is considered the most common form that this phenomenon characteristic of natural languages tends to take, due to the numerous occurrences of polysemous words and to the various cases languages. Rodd et al. (2002:246) explain polysemy as "...is

considered to be a single word that has more than one sense". For example, the word

walk is polysemous, as proven by the following examples:

- This armchair is too heavy to choose for them to *walk* it into the living room

    (to move a large object by rocking it).

- He who dies a violent death in this church is sure to *walk* the tower.

    (move to a place, haunting it as a ghost).

- The workers threatened to *walk*.

    (to move about instead of working at the workplace because one is on strike).

- *Walk* with God!

    (to walk the paths of life by acting in a moral way)

Lexical ambiguity can be divided into two types, i.e homonymy, and

polysemy. Murphy (2010:84) explains that homonymy means unrelated words which

have the same spoken or written form, but it is also possible that the unrelated words

have the same spoken and written forms. Meanwhile, a word that has two or more

meanings which are still related each other is polysemy.

1) Homonymy

   Murphy (2010:84) explains homonymy happens when two forms of

   meanings involve two different lexemes that just happen to have the same

   spoken and written forms or it also can be the same either spoken or written

   form. It means homonymy happens in the case of two or more lexemes that

   have the same form of pronunciation or spelling or it also can be similar to

both forms, but the meaning is unrelated each other. In accordance, Jackson (2000:61) explains that homonymy refers to a situation in which two or more lexemes have the same shape. The shape of words in homonymy is considered as similar sound or written form. It also can be similar both in sound and written forms. However, homonyms are also considered separate lexemes that have unrelated meanings. Homonymy is specifically categorized into three types i.e. homograph which is related with written form of the word, and homophone which is related to the spoken form of word, and absolute which is related to written and spoken forms.

- **Homograph**

According to Murphy (2010:84), homograph means that two or more words have the same written form but different pronunciations. It is only concerned with the written form of words which is the same. For example:

Lead pronounced as:

1. (li:d) means an action to go with or in front of a person to show the way

2. (led) means heavy soft grayish metal. (Jackson, 2000:61)

The previous word shows the example of homograph. "Lead" has the same spelling, but how it is pronounced is different as well as the meaning. "Lead" pronounced as (li:d) means an action to go with or in front of a person to show the way, while "lead" pronounced as (led) means heavy soft grayish

metal. Thus, it can be seen that similar words with different pronunciation can lead to different meanings even if the written form is the same.

- **Homophone**

    According to Murphy (2010:84), homophone happens in a situation where two or more words are spelled differently but pronounced the same. Murphy also explains that homophone as the opposite of homograph only concerns with the pronunciation of words which is the same but the written form is different, for example:

Pearl [pɜːl] means a small hard shiny white ball that forms inside the shell of an oyster, and Purl [pɜːl] means a stitch used in knitting.

    The two words above are the examples of the homophone. The words "Pearl" and "Purl" are exactly different in spelling, but how they are pronounced is the same. "Pearl" means a small hard shiny white ball, while "purl" means a stitch used in knitting. This similarity of how the words are pronounced can be a kind of difficult to predict what word is actually used in the utterance. Thus, this is how homophone exists in the utterance.

- **Absolute**

    According to Murphy (2010:94), absolute homonymy happens when the different words have the same spoken and written forms. For example:

Lie (laɪ) means:

1. Saying something that is not true

2. The position of a body in flat or horizontal. (Leech, 1968:210)

The word "lie" is an example when both spelling and pronunciation are the same. The word "lie" exactly has the same spelling and also pronunciation. It can be called as absolute homonymy because both aspects are the same. However, the meaning is exactly different. "Lie" means saying something that is not true, while "lie" also means a position of the body in flat or horizontal. It shows that the words which have the same spelling and pronunciation cannot be said clearly that the words also have the same meaning.

2) Polysemy

According to Jackson and Etienne (2000:58), the term polysemy is derived from the Greek "poly" which means many and "semeion" which means sign. Meanwhile, Murphy (2010:84) states that polysemy refers to the situation where a word has two or more distinct meanings but those are still related in sense. It can be said that the sense might be similar, but the meaning is different based on the context of the words. The meaning of a single word can be different and it depends on the context of the word. It can cause the difficulty to determine the exact meaning of one word in a particular context. Besides, this is what is meant by meaning and sense. In general, meaning refers to the understanding of humanity through a word or sign which can be seen as the definition of something. Sense is defined as a relationship between

the words or expressions of a single language which holds between those words or expressions and what that expression stands for on a particular occasion of its utterance (Lyons in Jackson and Etienne, 2000:56). In polysemy, there are several meanings of a word but people might understand how the sense of those meanings is related. For example:

Coat:

a) An outer garment with sleeves for wearing outdoors

b) Ananimal's covering of fur

c) A covering of paint or similar material.(Murphy, 2010)

Based on this example, the word "coat" can be understood in three meanings, but they actually have relation. These three meanings are related since they have the same concept which is an outer layer of something, but these three meanings are used in different contexts. People might be difficult to determine one meaning which fits in particular context. Polysemy word still relates in sense which causes difficulty to determine the meanings. A word might have many different meanings in different contexts. People cannot be too sure of one meaning of word which is conveyed in a particular event in which it is possible to have any other meanings. It also means that polysemy involves a single word with several meanings and the similar sense (Murphy, 2010:89). Thus, in the case of polysemy, the word is expected to have relation in the sense, for example:

Board:

a) A long thin flat piece of cut wood

b) A flat surface with pattern, used for playing a game on

c) A flat piece of material used for putting food on.(Jackson, 2000:58)

This is another example of polysemy. It is almost the same with the previous example that one word can be understood in several meanings, but it is still related. By looking at the example, "board" has three meanings. However, the senses of these three meanings are related. These three meanings can be identified as having the same sense because the sense of the three meanings are that board is a kind of flat piece of material.

3) The Differentiation of Homonymy and Polysemy

Homonymy and polysemy identify a word in different ways. The differences between homonymy and polysemy are how they interpret the meaning and the form of word. Homonymy involves two lexemes which have the same form either spoken or written. Meanwhile, polysemy is a word which has two meanings or more, but the sense is still related (Murphy, 2010:84). There is a special case that homonymy perhaps involves two lexemes which have the same form both spoken and written. According to Murphy (2010:88), how to differentiate the words as homonymy or polysemy depends on the meaning or sense of the word, for example, the word "lie". The meaning of "lie" can be "saying something that is not true" and "position of body in flat or horizontal". "Lie" is categorized as homonymy because the

word has two different meanings. It is not a polysemy word because the sense

of the two meaning is not related. The first meaning refers to something that

people say in conversation, while the second meaning refers to the act of

doing something. Another example is the word "coat". It is a polysemy

because the meaning is still related. The word "coat" has three meanings. The

first meaning is the outer garment with sleeves for wearing outdoors. The

second meaning is an animal covering of fur. The third meaning is a covering

of paint or similar material. These meanings are different in context butthey

have the same sense which is an outer layer on something.   That is how

homonymy and polysemy are different.

2.3.1.3 Structural Ambiguity

Structural (grammatical) ambiguity is caused by grammatical factors,

grammatical ambiguities emerge to unit of linguistics that is called sentence or

phrase. According to Stephen Ullmann (1997:157) grammatical ambiguity can be

looked in three sides.

First possibility is ambiguity that is caused by process of the words

grammatical formulation. In English, there are prefix and suffix can make ambiguity.

For example, suffix –able in English is not forever contains same meaning like

desirable, readable, eatable, knowable, debatable, because, desirable and readable are

adjective, whereas eatable, knowable, and debatable are just same in format. And for

prefix –in that causes mean into, within, towards, upon, for example indent, it means

to bring in, but it also means pit or dent. The words contain any meanings when these words in context of sentence. Second possibilities, ambiguity in phrase same equivocal phrasing. Every word that forms phrase actually is clear but the combination can be interpreted more than one meanings. For example, "I met a number of old friends and acquaintances," word old (long time or not young) in this sentence can be connected by friends and acquaintances. In sentence above, where is meant by old, what are friends or acquaintances? To avoid ambiguity like this, we need a context or element of supra segmental that follow. Third possibilities, ambiguity that emerge in context, what is individual context or situational context? For example in minor sentence "go!" What does it mean? People can ask, where do you go? When do you go? Why do you go? To avoid ambiguity in context, we have to know in what is the context people say.

2.4 Part of Speech

Part of speech is the traditional term for a grammatical class of words. Yule, (2006:74) divides it into 8 types; they are noun, article, adjective, verbs, adverb, preposition, pronoun, conjunction.

a. **Nouns** are words used to refer to people (boy), objects (backpack), creatures (dog), places (school), qualities (roughness), phenomena (earthquake) and abstract ideas (love) as if they were all things.

b. **Articles** are words (a, an, the) used with nouns to form noun phrases classifying those "things" (e.g. You can have a banana or an apple) or identifying them as already known (e.g. I will take the apple).

c. **Adjectives** are words used typically with nouns, to provide more information about the things referred to (e.g. happy people, large objects, a strange experience).

d. **Verbs** are words used to refer to various kinds of actions (go, talk) and states (be, have) involving people and things in events (e.g. Jessica is ill and has a sore throat so she can't talk or go anywhere).

e. **Adverbs** are words used typically with verbs, to provide more information about actions, states and events (slowly, yesterday). Some adverbs, such as really and very, are also used with adjectives to modify information about things (e.g. Really large objects move slowly. I had a very strange experience yesterday).

f. **Prepositions** are words (at, in, on, near, with, without) used with nouns in phrases providing information about time (e.g. at five o'clock, in the morning), place (e.g. on the table, near the window) and other connections (e.g. with a knife, without a thought) involving actions and things.

g. **Pronouns** are words (she, herself, they, it, you) used in place of noun phrases, typically referring to people and things already known (e.g. She talks to herself. They said it belonged to you).

h. **Conjunctions** are words (and, but, because, when) used to make connections and indicate relationships between events (e.g. Chantel's husband was so sweet and he helped her a lot because she couldn't do much when she was pregnant).

2.5 Kinds of Phrase

Crystal (1980:170) states that phrase is a term used in grammatical analysis to refer to a single element of structure containing more than one word, and lacking the subject-predicate structure typical of clauses; a part of a structural hierarchy falling between a word and a clause. Eastwood (2012:3) distinguishes phrase into five types: noun phrase, verb phrase, adverbial phrase, adjectival phrase, and prepositional phrase.

a. **Noun phrase** is the construction into which nouns most commonlyenter, and of which they are the head word (Crystal, 1980:170). Eastwood (2012:168-169) explains about noun phrase; it can be a noun on its own (e.g. Silence is gold). It can be the subject, object, or complement of a sentence (e.g. The vehicle hit the tree). It can be combination between noun with articles (a house), possessives (my job), demonstratives (this way), quantifiers (many cars), adjectives (a good idea), or with another noun (a car accident).

b. **Verb phrase** consists of the main verb and one or more auxiliaries (Crystal, 1980:170). For example: is coming, may be coming, get up to, etc.

c. **Adverbial phrase** functions in sentence as the adverbial, its head word and modifier are adverb. For example: yesterday morning, very quickly, rather quietly, etc.

d. **Adjectival phrase** functions in sentence as the adjectival, its head word is adjective. For example: very important, extremely hot, etc.
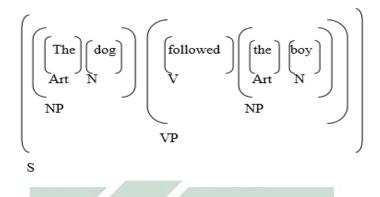
e. **Prepositional phrase** consists of a preposition, the object of the preposition and the modifiers (if any). For example: in the corner, under the big tree, etc.

2.6 Labeled and Bracketed Sentences or Phrases

Yule (1985: 75) states that an alternative type of diagram is design to show how the constituents in sentence structure can be marked off via labeled and bracketed sentences or phrases. The first step is to put brackets (one on each side) around each constituent, and then more brackets around each combination of constituents. For example:

$$\left[\left[\left[\text{The}\right]\left[\text{dog}\right]\right]\left[\left[\text{followed}\right]\left[\left[\text{the}\right]\left[\text{boy}\right]\right]\right]\right]$$

With this procedure, the different constituent of the sentence are shown at the word level – (the); at the phrase level - (the boy); and at the sentence level – (the dog followed the boy). We can, of course, labeled each constituent with grammatical terms such as "Art" (= article), "N" (= noun), "NP" (= noun phrase), "V" (= verb), "VP" (= verb phrase) and "S" (= sentence). In the following diagram, these labels are placed beside each bracket which marks the beginning of a constituent. The result is a labeled and bracketed analysis of the constituent structure of the sentence.

$$\left[\left[\left[\begin{matrix}\text{The}\\\text{Art}\end{matrix}\right]\left[\begin{matrix}\text{dog}\\\text{N}\end{matrix}\right]\right]_{NP}\left[\left[\begin{matrix}\text{followed}\\\text{V}\end{matrix}\right]\left[\begin{matrix}\text{the}\\\text{Art}\end{matrix}\right]\left[\begin{matrix}\text{boy}\\\text{N}\end{matrix}\right]\right]_{NP}\right]_{VP}\right]_{S}$$

2.7 Previous Study

This research deals with some previous researchers but it has difference in some matters. In this previous related studies, the writer would like to review three others studies which have been done by Kristiana Tri Wahyuni (2014), Dimple Kapadia and Jufrizal (2013), and Susan Kristianty (2006).The first research by the title *Lexical Ambiguity Represented through Pun and Wordplay in The Script of Romeo and Juliet Adapted by David Hundsness* is focused on lexical ambiguity in the script of Romeo and Juliet adapted by David Hundsness which is seen from stylistic perspective. This research has three objectives: (1) to identify the forms of lexical ambiguity in the script of Romeo and Juliet adapted by David Hundsness, (2) to find out how lexical ambiguity is represented through pun and wordplay in the script of Romeo and Juliet adapted by David Hundsness, and (3) to interpret the effects of lexical ambiguity represented through pun and wordplay towards the meanings in the script of Romeo and Juliet adapted by David Hundsness. The findings of the research shows that there are two types of lexical ambiguity are found. They are homonymy (78.26%) and polysemy (21.74%). Meanwhile, among the three sub-types of

homonymy, only two of them occur. They are absolute homonymy (73.91%) and homophone (4.35%). The absent type is homograph. Homonymy is the most frequent form of lexical ambiguity in the script in which two or several lexemes have the same spoken or written forms or even both. The finding of polysemy shows that the same words which have several distinct meanings can still be related in sense. Then, there are three types of pun and wordplay that occur in the script i.e. punning repetition (54.54%), the asyntactic pun (9.10%), and the etymological pun (36.36%) Punning repetition is the most dominant type since the characters use a lot of repetitions of word. Meanwhile, syllepsis does not occur in the script. Finally, the two effects of lexical ambiguity are shown in the script. They are humorous (12.5%) and ironic effects (87.5%). Ironic effect is mostly shown in the script rather than humorous effect. This finding shows that the script tends to capture the ironic side of the story of Romeo and Juliet.

The second research is conducted by Dimple Kapadia and Jufrizal (2013). In his research entitled *Types of Semantic Ambiguity Found in The Editorials of Jakarta Post Daily Newspaper*. Their research is focused on classifying the types of semantic ambiguity trough the editorials Jakarta Post daily newspapers. However, in this research, they only found lexical and structural ambiguity in their object. The data of this study are ambiguous expressions which were used in the editorials of The Jakarta Post daily newspapers. The ambiguous expressions can be words, phrases, or sentences. They choose editorials from ten editions of The Jakarta Post newspapers as a source of data. The editorials were collected during November and December

2012.From the publication of ten editions of the Jakarta Post newspapers, they found 113 ambiguous expressions used in different types. From 113 data, structural ambiguity is used 60 times (53.10%) and lexical ambiguity is used 53 times (46,90%).

The third research is conducted by Susan Kristianty (2006), by the title *The Structural and Lexical Ambiguity Found in Cleo Magazine Advertisements*, her goals are to analyze the words/ sentences that can be structurally and lexically ambiguous, the meaning, frequency and dominantly appear in advertisements of Cleo Magazine. She applied the theory of structural and lexical ambiguity from Hurford and Heasley's theory (1984). She also used the theory of syntactic structures by Adrian Akmajian (1995) and Nelson Francis (1954). She found the ambiguity in the advertisements by those theories and also finds the meanings from the dictionary. This study used a descriptive qualitative approach. In analyzing the data, she identified the structurally ambiguous sentences by using Tree Diagrams or IC Analysis. Moreover, she found that there are five structural ambiguities including three declarative sentences, one adjective phrase, and one noun phrase. There are also 10 lexical ambiguities that are included in the advertisements; there are four nouns, two verbs, three adjectives and one adverb. Finally, she found that lexical ambiguity occurs more frequently than structural ambiguity of advertisements in Cleo Magazine.

Based on the previous study above, researcher will show the difference between this research and the previous to prove that she is not doing plagiarism. The

first researcher analyzed only on lexical ambiguity in the script of Romeo and Juliet adapted by David Hundsness using stylistic theory, but this research not only analyzes lexical ambiguity but also structural ambiguity. Next, the difference between second research and this research is on the data source. The researcher attempts to analyze of ambiguity found in *The Editorials of Jakarta Post Daily Newspaper*, while the first researcher used the data source taken from Zootopia movie.

Subsequently, the third research analyzed structural ambiguity also, but the data source is the advertisement in Cleo Magazine by using Harford and Heasley's theory. On the other hand, the difference showed from the data source and the objective of the research. This research does not only analyze structural ambiguity but also lexical ambiguity. Finally, looking all of the previous studies above, the writer wants to enrich the knowledge and extend the previous research especially on lexical and structural ambiguity that emerge in Zootopia movie.