**AMBIGUITY IN *THE LAUGH A DAY BOOK OF BLOOPERS, QUOTES AND GOOD CLEAN JOKES* BY JIM KRAUS**

**SKRIPSI**

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# ABSTRACT

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This research deals with the analyzed the types of ambiguity used in *The Laugh a Day Book of Bloopers, Quotes, and Good Clean Jokes* by Jim Kraus e-book.*The Laugh a Day Book of Bloopers, Quotes, and Good Clean Jokes* by Jim Kraus is about the collection of foreign jokes, contained of 365 days of jokes and the researcher took all of them as the object to be analyzed. This research is focused on the grammatical ambiguity and the lexical ambiguity appears in the object. The objective of this research is to investigate the types of ambiguity used in *The Laugh a Day Book of Bloopers, Quotes, and Good Clean Jokes* by Jim Kraus by using Charles W. Kriedler theory and to find out the dominant type of ambiguity that used in *The Laugh a Day Book of Bloopers, Quotes, and Good Clean Jokes* by Jim Kraus. As the need to analyze and identify the ambiguity sentences in intended object, the researcher using a table.To make easier for analyzing the data, the researcher classifying the ambiguity into its type and then listing them.After classifying and listing the ambiguity into its type, the researcher determining the dominant type of ambiguity and tabulating all of the result to find out the dominant type of ambiguity in *The Laugh a Day Book of Bloopers, Quotes, and Good Clean Jokes* by Jim Kraus in percentage. The data are collected by applying descriptive qualitative method. Hence, the result of this research there were 78 ambiguous sentences in *The Laugh a Day Book of Bloopers, Quotes, and Good Clean Jokes* by Jim Kraus e-book. There were31 grammatical ambiguity(39.74%), and 47lexical ambiguity (60.26%). The most dominant type of ambiguity is lexical ambiguity that is 47 (60.26%).

**Keywords: Semantic, Ambiguity, Grammatical Ambiguity, Lexical Ambiguity**

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

*Assalamu'alaikumWr.Wb*

In the name of Allah, the most Gracious and the Merciful

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In writing this research entitled "Ambiguity in *The Laugh a Day Book of Bloopers, Quotes, and Good Clean Jokes* by Jim Kraus". With purpose for submitting in partial fulfillment of the requirement for degree in study program of English Department, there were so many obstacles faced the researcher can certainly without help for many people, especially the following people, it might be possible for her to finish it. Thus, the researcher would like to express her thanks first to her beloved parents Sugito and Fatimah Capah, for their pray, advise, courage, moral, and material support from her born until forever. May Allah SWT always bless them.

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Hopefully the findings of this research are expected to be useful for those who read thisresearch and interested to the topics.

Finally, the researcher realized that this research is still far from being perfect in spite of the fact she has done her best completing this work. Therefore, constructive criticism, comments, suggestions are welcomed for further improvement of this thesis.

*Wassalamu'alaikumWr.Wb*

Medan,  March 2017

Researcher,

**Sri PermanaDewi**

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# CHAPTER I

# INTRODUCTION

## A.The Background of the Study

Semantic is the study about meaning. It focuses on the relation between signifiers, like words, phrases, signs, and symbols. According to Kriedler (1998:3) semantics is the systematic study of meaning, and linguistic semantics is the study of how languages organize and express meanings. According to Saeed (2000:3) said that semantics is the study of meaning communicated though language.

In language, when expressing or saying something, the user of language is supposed to know how their speech can be received and understood by audience as the listener without any misssing message about. So the listener must know clearly about what mean that the speaker says. Absolutely, that it is includes many parts of understanding, such as meaning, ways, and grammatical as well.

According to Charles W. Kreidler (1998), semantic is the systematic study of meaning. As a part of language semantic less interest people because the object of the study is meaning.In the semantic there are kind of meaning, such as literal and non-literal meaning. There is ambiguity that includes in one of the kind of meaning in the semantic. Ambiguity is, strictly speaking, used to describe a word, phrase, or sentence when it has more than one interpretation.

Although ambiguity is fundamentally a property of linguistic expressions, people are also said to be ambiguous on occasion in how they use language. This can occur if, even when their words are unambiguous, their words do not make what they mean uniquely determinable. Strictly speaking, however ambiguity is a

semantic phenomenon, involving linguistic meaning rather than speaker meaning (Sturt:2003). When people use ambiguous language, generally its ambiguity is not intended. Since the lack process of understanding, absolutely there will be any misunderstanding, so consequently it will be raised ambiguity become a problem.

When the researcher studied about ambiguity in semantic in the class, there are many students and it is including the researcher get difficulty and misunderstanding the meaning. It has been become a big problem in semantic class. Most of them still confused how to interpret and how to find out the meaning that contained about ambiguity.

Based on the explanation above, the researcher chooses an interesting joke book by Jim Krauss entitled *The Laugh a Day Book of Bloopers Quotes and Good Clean Jokes.* By reading this book, the researcher argues an opinion that readers do not only get a story, but also an enjoyment and an entertainment in reading the story. The researcher hope through analyzed this book, the students or any other else such as the readers can easier to understanding about what the ambiguity is, the types of ambiguity and so on. The research will be focus on the kind of ambiguity in the term of phrase and sentence, and identify the kind of sentence and phrase. Therefore the researcher intended to conduct study entitled **"Ambiguity in *The Laugh a Day Book of Bloopers Quotes and Good Clean Jokes* by Jim Kraus".**

**B. The Identification of the Problems**

The problems of this research are identified as follows:

1. students get difficulty in ambiguity.

2. students are confused to interpret the meaning and understanding the ambiguity.

3. typesof ambiguity are found in *The Laugh a Day Book of Bloopers, Quotes and Good Clean Jokes* by Jim Kraus.

4. the dominant type of ambiguity found in *The Laugh a Day Book of Bloopers, Quotes and Good Clean Jokes* by Jim Kraus.

**C. Scope and Limitation**

The scope of this research is semantics. And the limitation of this research are focused on the analysis of grammaticalambiguity andlexical ambiguity in *The Laugh a Day Book of Bloopers Quotes and Good Clean Jokes* by Jim Kraus.

**D. The Formulation of the Problems**

The problems of this research are formulated as the following.

1. What types of ambiguity are found in *The Laugh a Day Book of Bloopers Quotes and Good Clean Jokes* by Jim Kraus?

2. What is the dominant type of ambiguityfound in *The Laugh a Day Book of Bloopers Quotes and Good Clean Jokes* by Jim Kraus?

**E. The Objectives of the Study**

The objectives of this research are stated as below:

1. to find out the types of ambiguity are found in *The Laugh a Day Book of Bloopers Quotes and Good Clean Jokes* by Jim Kraus.

2. to find out the dominant type of ambiguity which is found in *The Laugh a Day Book of Bloopers Quotes and Good Clean Jokes* by Jim Kraus.

## F. The Significances of the Study

Theoretically, this research can give easier and interest way in understanding the types of ambiguity in the "*The Laugh a Day Book of Bloopers Quotes and Good Clean Jokes*" by Jim Kraus.

Practically, students; to inform them about what the ambiguity is, and the types of ambiguity. So the students can get any benefit through this research such as to understanding the ambiguity and to solve any problem that concern with ambiguity. Other researchers; who interested in conducting the same research.

# CHAPTER II

# REVIEW OF LITERATURE

## A. Theoretical Framework

Theoretical framework serving anything theory which considers can explain more than structure kind of theories which is arranges by the researcher. The theoretical framework is presented in the early section of a dissertation and provides the rationale for conducting the research to investigate a particular research problem.

### 1. Theory of Analysis

Chouvery (2003:196) said "Analysis of data means studying the tabulate material in order to determine in facts or meaning". It into determine in facts or meaning". It involves breaking down complex factors into simple one and putting the arts in new arrangements for purpose of interpretation.

Merchand (1989:98) said "Analysis objectives were divided into three types:

1. Identification or classification of the element of communication.

2. Making explicit the relationship or connection that exist among these elements.

3. Recognizing the organizational principle that structure that hold the communication together a whole.

Analysis is investigation about something (accidents, editor, deed). To know whatthe reasons, how to discuss about problems, to know the really of the situations. In this research, the researcher will be analyzed about ambiguity and this title is part of semantic material.

## 2. Theory of Semantics

Semantics is the study of meaning in language (Hurford and Heasley, 1984:1). Semantics tries to understand what meaning is as an element of language and how it is constructed by language as well as interpreted, obscured and negotiated by speakers and listeners of language.

Semantics (from Ancient Greek: σημαντικός *sēmantikos*, "significant") is primarily the linguistic, and also philosophical study of meaning in language, programming languages, formal logics, and semiotics. In international scientific vocabulary semantics is also called semasiology. It denotes a range of ideas from the popular to the highly technical.

In linguistics, it is the study of the interpretation of signs or symbols used in agents or communities within particular circumstances and contexts. Within this view, sounds, facial expressions, body language, and proxemics have semantic (meaningful) content, and each comprises several branches of study.

Semantics is closely linked with another sub discipline of linguistics, pragmatics, which is also, broadly speaking, the study of meaning. Just as grammatical description, a semantic theory will characterize some composites sentence on the basis of their constituents: their meaning in which they are put together. The basic constituents will ultimately be the meaning of words.

### 2.1. Definition of Meaning

Meaning is the general word denoting that which is intended to be or actually is expressed or indicated the meaning of a word or glance. Sense may be used to denote a particular meaning (among others) of a word or phrase. The word is frequently used in this sense.

Types of meaning:

### a. Connotative Meaning

Connotative meaning is meaning simply the set of associations that a word evokes, is the meaning of a word defined by the images that its users connect to it? So 'winter' might mean 'snow', 'sledging' and 'mulled wine'. But what about someone is living in the amazon? Their 'winter' is still wet and hot, so its original meaning is lost. Because the associations of a word do not always apply, it was decided that this could not be the whole story.

### b. Denotative Meaning

Denotative meaning it has also been suggested that the meaning of a word is simply the entity in the world which that word refers to. This makes perfect sense for proper nouns like 'New York' and 'the Eiffel Tower', but there are lots of word like 'sing' and 'altruism' that do not have a solid thing in the world that they are connected to. So meaning cannot be entirely denotation either.

### c. Social Meaning

The meaning conveyed by the piece of language about the social context of its use is called the social meaning. The decoding of a text is dependent on our knowledge of stylistics and other variations of language. We recognize some words or pronunciation as being dialectical i.e. as telling us something about the regional or social origin of the speaker. Social meaning is related to the situation in which an utterance is used.

It is concerned with the social circumstances of the use of a linguistic expression. For example, some dialectic words inform us about the regional and social background of the speaker. In the same way, some stylistic usages let us know something of the social relationship between the speaker and the hearer.

### d. Affective or Emotive Meaning

In affective meaning, language is used to express personal feelings or attitude to the listener or to the subject matter of his discourse.For Leech affective meaning refers to what is convey about the feeling and attitude of the speak through use of language (attitude to listener as well as attitude to what he is saying). Affective meaning is often conveyed through conceptual, connotative content of the words used.

### e. Reflected Meaning

Reflected meaning and collocative meaning involve interconnection. At the lexical level of language, Reflected meaning arises when a word has more

than one conceptual meaning or multiple conceptual meaning. In such cases while responding to one sense of the word we partly respond to another sense of the word too.

Leech says that in church service 'the comforter and the Holy Ghost 'refer to the third in Trinity. They are religious words. But unconsciously there is a response to their non-religious meanings too. Thus the 'comforter' sounds warm and comforting while the 'Ghost' sounds 'awesome' or even 'dreadful'. One sense of the word seems to rub off on another especially through relative frequency and familiarity (e.g. a ghost is more frequent and familiar in no religious sense.).

### f. Collocative Meaning

Collocative meaning is the meaning which a word acquires in the company of certain words. Words collocate or co-occur with certain words only e.g. Big business not large or great.Collocative meaning refers to associations of a word because of its usual or habitual co-occurrence with certain types of words.

Collocative meanings need to be invoked only when other categories of meaning don't apply. Generalizations can be made in case of other meanings while collocative meaning is simply on idiosyncratic property of individual words. Collocative meaning has its importance and it is a marginal kind of category.

### g. Thematic Meaning

It refers to what is communicated by the way in which a speaker or a writer organizes the message in terms of ordering focus and emphasis .Thus active is different from passive though its conceptual meaning is the same. Various parts of the sentence also can be used as subject, object or complement to show prominence. It is done through focus, theme (topic) or emotive emphasis. Thematic meaning helps us to understand the message and its implications properly.

## 2.2. Word Meaning

Semantics also looks at the ways in which the meaning of words can be related to each other. Here are a few of the ways in which words can be semantically related.

### a. Synonymy

Synonyms are words that are similar or have a related meaning to another word. Words are synonymous/synonyms when they can be used to mean the same thing (at least in some contexts – words are rarely fully identical in all contexts).

Example:

1. Introverted: shy, bashful, quiet.

2. Strong: stable, secure, solid.

3. Honest: honorable, fair, trustworthy.

### b. Antonyms

Words are antonyms of one another when they have opposite meanings (again, at least in some contexts). It comes from the Greek words "anti" for opposite and "onym" for name. Since language is complex, people may at times, disagree on what words are truly opposite in meaning to another word.

Example:

1. Brave – cowardly.

2. Attack – defend.

3. Ascend – descend.

### c. Polysemy

A word is polysemous when it has two or more related meanings. In this case, the word takes one form but can be used to mean two different things. In the case of polysemy, these two meanings must be related in some way, and not be two completely unrelated meanings of the word.

Example:

1. Bright – shining and bright – intelligent

2. Mouse – animal and mouse – on a computer

### d. Homonyms

Homonym is one of a group of words that share the same pronunciation but have different meanings, whether spelled the same or not. The word *homonym* comes from Greek ὁμώνυμος (*homonumos*), meaning "having the same name",which is the conjunction of ὁμός (*homos*), "common, same"and ὄνομα (*onoma*) meaning "name". Thus, it refers to two or more distinct concepts sharing the "same name" or signifier.

Example:

1. The pair of stalk.
    a. Stalk: part of a plant.
    b. Stalk: follow/ harass a person.
2. The pair of left.
    a. Left: past tense of leave.
    b. Left: opposite of right.

### 3. Definition of Ambiguity

Ambiguity is a word, phrase, or sentence which has more than one meaning depend on the grammatical structure (Chaer, 1994:297). It is an attribute of any concept, idea, statements or claims whose meaning, intention or interpretation cannot be definitively resolved according to a rule or process consisting of a finite number of steps.

According to Katie Wales (2001:15) "Ambiguity is a double (or multiple) meaning, an ambiguous expression has more than one interpretation". Linguists would see ambiguity as a linguistic universal, common to all languages, one of the inevitable consequences of the arbitrariness of language, the lack of one to one correspondence between signs and meanings.

The concept of ambiguity is generally contrasted with vagueness. In ambiguity, specific and distinct interpretations are permitted (although some may not be immediately obvious), whereas with information that is vague, it is difficult to form any interpretation at the desired level of specificity.

### 4. Types of Ambiguity

Ullman (1997, in Pateda, 2001:202) divides ambiguity into three: phonetic ambiguity, grammatical ambiguity, and lexical ambiguity.

### 4.1. Phonetic Ambiguity

Ambiguity in the level of phonology arises from the sound of language uttered. 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.

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 kind of drink.

Phonetic ambiguity often results in miscommunication. It is often for humorous effect, and is also used by some people as a persuasion tool.

### 4.2. Grammatical Ambiguity

Ambiguity in the level of grammar occurs when phrase, clause, or sentence create ambiguity because their structure may be interpreted more than one way. Another large of ambiguities are caused by grammatical factors. There are two possibilities: the ambiguousness of grammatical forms or from the structure of the sentence.

Another fertile source of grammatical ambiguity is equivocal phrasing (amphibology from Greek amphi on both side and ballein to throw. Here the individual words are unambiguous but their combination can be interpreted in two or more different ways.

To take a trivial example, in the sentence: I met a number of old friends and acquaintances. The adjective old may be taken to refer either to both friends and acquaintances or only to the former. Most ambiguities of this kind will be clarified by the context and in the spoken language by intonation.

### 4.2.1. Grammatical Forms

Monica Rogati said that grammatical ambiguity can be divided into three types. There are grammatical ambiguity of adjective, grammatical ambiguity of preposition, and grammatical ambiguity of adverb.

**a. Grammatical Ambiguity of Adjective**

For example: I saw the student of the teacher who reads.

The two possible parsing were "reads" modifies "student" or reads modifies "teacher". The network was sensitive enough to the context to choose the correct parsing when the target sentence was preceded by: "I know a student

who reads" and "that teacher reads". In this case, the target words applied pressure to the network simply by their common presence in the context.

A similar effect was observed when the context was "He asked me which student I saw: the one who reads or the one who does not. The parsing sentence was not correctly determined when the preceding that teacher I saw: the one who reads or the one who does not.

The wrong choice was made here because unlike human who activate "student" when they read "one". When the context is being modify to resolve the pronouns before being used. For example: He asked me which student of that teacher I saw: the student who reads or the student who does not it, the correct choice is made.

### b. Grammatical Ambiguity of Preposition

For example: He graded the homework with the pen.

The two alternatives are: "with the pen" modifying "graded" or "homework". In this case one of the interpretations is unlikely and we expected to be forced to pressure the network a great deal for this unlikely parsing to be chosen. Indeed, when the context was "The homework was to draw a pen". Other "homework were to draw a computer", the wrong interpretation was still chosen, but the differences between two lengths were small. The correct interpretation was chosen only when the context really insisted that is was the odd parsing that it

wants: "the homework was to draw a pen". One homework represented a pen. This had a pen draw on it.

### c. Grammatical Ambiguity of Adverb

For example: She ate a cake she cooked yesterday.

The two possible parsing involved was happened yesterday: the eating or the cooking of the cake. In this example, the direct context worked as expected. In this case, the correct parsing was chosen when the context was "They were wondering when she would eat a cake. This last sentence showed that even when the exact words or concept are not activated directly by their presence in the context, activation could spread to them from neighboring.

### 4.2.2. Structural Ambiguity

Huford and Hasley (1998:128) say that structural ambiguity or grammatical ambiguity arises because of the structure in a phrase or sentence. Moreover, Huford, et al. (1983:128) states "Any ambiguity resulted from the ambiguity of a word is a lexical ambiguity, and a sentence which is ambiguous because its word relates to each other in different way even though none of the individual word are ambiguous is structurally (or grammatical) ambiguous".

For example: The chicken is ready to eat.

This phrase is represented in two structurally different ways:

a. [The chicken] is ready to eat.

Means: The chicken is hungry.

b. The chicken is ready [to eat].

Means: A broiled chicken.

For example: The girl hit the boy with a book.

This sentence is also represented in two structurally different ways:

a.  [The girl] hit the boy with a book.

Means: The boy with a book is hit by the girl.

b.  [The girl hit the boy] with a book.

Means: The girl hit the boy by using a book.

## 4.3. Lexical Ambiguity

It happens when a word has more than one meaning. For examples:

1.  He found a bat. (Bat: baseball bat; flying rodent).

2.  She couldn't bear children. (Bear; give a birth; put up with).

Words may also have more than one meaning through their unrelated use in more than one category of speech. Clara states: "Something is ambiguous when it can be understood in two or more possible sense or ways. If the ambiguity is in a single word it is called lexical ambiguity. In a sentence or a clause, it is called structural ambiguity". It means that lexical ambiguity occurs in a single word. This implies that a word may have two or more different meaning. Example of lexical ambiguity could be seen in the following examples:

There is a good hunting.

The word "hunting" in this sentence is ambiguous since it has two interpretations, first interpretation is a verb, it means that there is a good act of hunting or shooting, and the second one is an adverb of place, it means that there is a good place for hunting.

## 5. Cause of Ambiguity

Clark (1974:18) states "Ambiguous sentences could be caused by combining proposition and considering surface structure". In relating to this statement, the writer interprets that there are 2 causes of ambiguous sentences, they are combining proposition and considering surface.

### 5.1. Combining Proposition

Clark (1974:11) said that proposition as a unit of the meaning, it is consist of a verbal unit plus one or more nouns.

For example: John runs

This is consist of one verbal unit: "runs". Although verbal unit is often expressed by a single verb, it can be expressed by "be + adjective".

For example: Hathway is diligent.

This sentence consist of to be "is" + adjective "diligent". Proposition is also be expressed by "be" + "proposition" (in, at, on, etc).

For example: Hathway is in Indonesia.

This sentence consist of to be "is" + proposition "in".

Proposition could be combined in many ways that can cause ambiguity. Clark (1974:14) says "Proposition is combined by three different ways, technically called: coordination, relativization, and complementation".

### a. Coordination

Coordination links two proposition by "and, or, but, for, etc", or some other coordination conjunction. As illustrated in the sentence below:

1. Troops are young, **and** the army belongs to Napoleon.

2. Rose like flower, **but** Rose gave the orchid to Jake Sullivan.

The two proposition are placed on a par with each other, and this make coordination quite unlike the next ways of combining proposition.

**b. Relativization**

In relativization, one proposition is attached to a part of another proposition in order to restrict or quality that part. The most obvious examples are found in relative clauses. For example, sentence number a is consist of two clauses, they are:

1a. The troops defeated the army.

1b. The army belonged to Napoleon.

The proposition expressed by 1b can be turned into the relative clauses "that belonged to Napoleon and attached to "the army" in 1a. So, these two clauses become:

2. The troops defeated the army that belonged to Napoleon.

This relative clauses serves to restrict or quality army. It wasn't just any army that troops defeated, but the army belonged to Napoleon.

**c. Complementation**

In complementation, one proposition is used to fill in an empty part of another. For example:

1. Anything was nice.

"Anything", here is "empty" noun. The readers are being ambiguous by what it was that was nice. One way to specify this is to insert another proposition, called the complement, in place of empty "anything". For instance, that the complement was the proposition expressed by Sally got the job.

2. [Sally got the job] was nice.

Yet sentence 1, cannot be left as it was. "Sally got the job" must be explicitly marked to show that it is a complement and not some other kind of clause. For this, English has three main devices, as shown in 3:

3.a. That Sally got the job was nice.

b. For Sally to get the job was nice.

c. Sally's getting the job was nice.

What has been introduces in 3a is the word "that", in b the word "for" and "to", and in c the possessive –s, –ing, and "of". Complements in this examples don't have the remain in their original places. For example, the complementation in 3a and b, could have been expressed instead with the surface structure in 4a and b below:

4.a. It was nice that Sally got the job.

b. It was nice for Sally to get the job.

By a combining proposition, many sentences become ambiguous. This is the first reason of ambiguity, and the second one is by considering surface structure.

**5.2. Condensing Surface Structure**

Surface structure can often be condensed into very compact forms. The two most important are ellipsis (the omission of word) pronominalization (the use of pronouns. The two most important types condensation are: ellipsis and pronominalization.

**a. Ellipsis**

With ellipsis, certain words can be omitted from surface when they repeat content given elsewhere in sentence. In the following pairs of sentences, the first sentence has no obvious omission, whereas the second contain ellipsis with the omission of the word in "italics".

1.a. *Alexander visited* America,*Alexander visited* London, and *Alexander visited*Australia.

b. Alexander visited America, London, and Australia.


**b. Pronominalization**

Whereas ellipsis achieves condensation by leaving out the certain predicable entirely, pronominalization does it by using simple expressions (example: pronouns) to stand for complicated ones (example: full noun phrase). The condensation this achieves is illustrated in the following sentence:

1.a. Before the teacher leaves the class, *the teacher* gives the summary and homework to the students.

b. Before the teacher leaves the class, shegives the summary and homework to

the students.

In b the pronoun "she" takes place of the teacher as in a, or at least refers to the same personals the longer noun phrase and it thereby makes the sentence more compact. With all the ways of combining proposition and condensing surface structure, many sentences turn out to be ambiguous. Some surface structures correspond to two or more underlying representations.

**6. The Laugh a Day Book of Bloopers Quotes and Good Clean Jokes**

This book written by Jim Kraus, published on January 1, 2012. It brings together hundreds of the funniest bits of wit and humor to brighten anyone's day. From blunders like "For sale: Electric hospital bed, hardly used. No one died in it," to truisms like "The only thing worse than hearing the alarm clock in the morning is not hearing it," there's something to tickle everyone's funny bone.

In this book you will find:

**Bloopers** like "For sale: Electric hospital bed, hardly used. No one died in it".

**Quotes** like "The only thing worse than hearing the alarm clock in the morning is not hearing it".

**Good clean jokes** like

This morning, my wife came into the kitchen and asked, "What are you doing today?".

"Nothing," I said.

Peeved, she said, "That's what you did yesterday".

I replied, "I wasn't finished".

**7. Jim Kraus's Biography**

Jim Kraus is a longtime writer and editor who has authored or co-authored more than 20 books, both fiction and nonfiction. His best-selling humor book, Bloopers, Blunders, Jokes, Quips, and Quotes, was published by Tyndale House Publishers, sold more than 40,000 copies and inspired several spin-off books. Jim, and his wife, novelist Terri Kraus, and one son, live in the Chicago area.

In 1972 he graduated from the University of Pittsburgh, with a degree in English and communication arts. He attended the Paris American Academy in France, where he learned to effectively point at various menu selections and get lost on the Metro without trying. He also was awarded a master's degree in writing arts from DePaul University in 2008. For the past two decades, he has been senior vice president at Tyndale House Publisher.

Passionate about writing, Jim loves to create true-to-life characters. "I tend to be the one at the party that is on the edge of things--observing how folks act and react. Plus, I'm not that crazy about people in general--so it works out fine." The idea of the last book came from Jim's twice-daily walks with his dog, Rufus. "I tend to think through problems as we walk, and I sometimes, softly, pose questions to the noble dog Rufus. And if he could, he would answer them. I know he wants to. Sometimes I give his answers a voice. And I imagined that most pet-owners do the same thing. The idea of a talking dog didn't seem so far-fetched. And the story grew from there."

**B. Previous of the Study**

There are some studies that related to thisresearch had been conducted before. The previous research about ambiguity, exactly on structural ambiguity that had been conducted by Sarah Lizara Sevida (2015). The researcher analyzed the structural ambiguity on News Headline "Yahoo News". The researcher interested in analyzing the headlines because in the headlines of news, the researcher often finds structurally ambiguous meanings, which are able to confuse the readers.

The thesis is purposed to depict the structural ambiguity in the headline of Yahoo News by using x-bar theory of syntax and also find the cause of structural ambiguity. There are 9 data found that possible be structural ambiguity. As the findings, the structural ambiguity occurs in the headline of Yahoo News, which caused by modifier placement, such as prepositional phrase, relative clause, adjective phrase, and noun phrase, in which, it can be as an adjunct or as complement in the headline. In conclusion, the headline of Yahoo News are vulnerable have structural ambiguity, which make the readers have (at least) more than one interpretation meaning in their mind.

The research about ambiguity that had been conducted by Novia Widya Rahma (2016). The researcher analyzed the ambiguous sentences in "Laskar Pelangi". The researcher interested  in analyzing because the students get difficulty in mastering ambiguity. The thesis is purposed to find out the types of ambiguous sentences found in "Laskar Pelangi". The researcher found 18.91% grammatical ambiguity and 81.09% lexical ambiguity that contained in "Laskar Pelangi" novel.

From the previous of the study, the researcher takes *The Laugh a Day Book of Bloopers Quotes and Good Clean Jokes*book by Jim Kraus will be analyzed the lexical ambiguity and grammatical ambiguity by the helps both of the thesis above as the object of the study.

**C. Conceptual Framework**

Ambiguity is an attribute of any concept, idea, statement or claim whose meaning, intention or interpretation cannot be definitively resolved according to a rule process consisting of a finite number of steps.

In this research, the researcher will analyzes the ambiguity which found in Jim Kraus's clean joke book by using qualitative descriptive analysis method to identifying the types of ambiguity and then classifying the dominant types of ambiguity that found in *The Laugh a Day Book of Bloopers Quotes and Good Clean Jokes.*

# CHAPTER III

## METHOD OF RESEARCH

This chapter deals with the research methods of the study. It consists of research approach, data and data source, techniques of data collection, andtechniques of data analysis.

### A. Research of Design

This research wasconducted by using qualitative design. According to J. Moleong(2016:6) "Qualitative reseacrh is the used to understand the phenomenon of what experienced is by the subject for example behaviours, perceptions, motivations, actions, etc. However, the use of research design is aimed to help the researcher make a better analysis."

The qualitative method refers to research procedure which procedure descriptive data. Qualitative method involves looking in –depth at non-numerical data, qualitative method think of the qualitative of data. It meant that the data is only on descriptive of data. However, the use of research design is aimed to help the researcher make a better analysis. By using this method, the data will be collected in order to find out the types of ambiguity found in *The Laugh a Day Book of Bloopers Quotes and Good Clean Jokes* by Jim Kraus.

### B. Source of Data

The source of data in this research is ambiguity sentence that was obtained from foreign jokes e-book *The Laugh a Day Book of Bloopers Quotes and Good Clean Jokes*written by Jim Kraus consisted of 365 days of jokes. This book

published on 1 January, 2012 by Revell Books, a division of Baker Publishing Group, Grand Rapids, Michigan.

**C. The Techniques of Data Collection**

There were some steps in collecting the data, they were:

1. reading the book carefully.

2. underlining the ambiguity found in *The Laugh a Day Book of Bloopers Quotes and Good Clean Jokes.*

**D. The Techniques of Data Analysis**

In analyzing the data, the researcher used the descriptive qualitative method as the following steps:

1. classifying the ambiguity into its type that consist in *The Laugh a Day Book of Bloopers Quotes and Good Clean Jokes.*

2. listing the types of ambiguity that consist in *The Laugh a Day Book of Bloopers Quotes and Good Clean Jokes*into the table.

3. determining the dominant type of ambiguity in *The Laugh a Day Book of Bloopers Quotes and Good Clean Jokes.*

4. tabulating the dominant type of  ambiguity in *The Laugh a Day Book of Bloopers Quotes and Good Clean Jokes.*

# CHAPTER IV

# THE DATA AND DATA ANALYSIS

## A. The Data Collection

The data were collected from *The Laugh a Day Book of Bloopers Quotes and Good Clean Jokes* by Jim Kraus e-book, consisted of 365 days. In analyzing the data, the researcher analyzed them day by day and a table to get the frequency of occurrence for each types of ambiguity.

**Table 4.1**

**The Data of Ambiguous Sentencesin *The Laugh a Day Book of Bloopers Quotes and Good Clean Jokes***

| No. | Day and Line | Ambiguous Sentence | Interpretation |
|---|---|---|---|
| 1. | **Day 1;Line 1** | Susan was having <u>a lot of problems</u> trying to sell her old car because it had 250,000 miles on it. | 1. Susan gets a lot of problem to sell her car because it is too old.<br>2. The problems come from the place where Susan will sells her old car is 250,000 miles away. |
| 2. | **Day 2; Line 2** | Mom, who had her number for years, asked the owner of the company <u>to have the number changed</u>. | 1. His mom would to changes her number.<br>2. His mom would to changes the owner of the computer repair company number. |
| 3. | **Day 3; Line 1** | <u>Every member of the Mensa organization</u> has an IQ in the top 2 percent and has to pass a difficult test of logic and reasoning to be admitted. | 1. Every member of Mensa organization is genius with the high IQ.<br>2. A difficult test of logic passed by every member of the Mensa organization. |
| 4. | **Day 6; Line 2** | "<u>Have any of you ever broken a bone</u>?" he asked. | 1. He asked have any of them broken themselves |

| | | | |
|---|---|---|---|
| | | | bone.<br>**2.** He asked have any of them broken somebody's bone. |
| **5.** | **Day 6; Line 6** | <u>Which bone did you break</u>? | **1.** He asked to the girl which bone did she breaks.<br>**2.** He asked whom bone that the girl breaks. |
| **6.** | **Day 9; Line 4** | <u>He told the farmer his story</u>. | **1.** He told the farmer about his story.<br>**2.** He told the farmer story. |
| **7.** | **Day 10; Line 1** | <u>My sister</u>, <u>a truck driver</u>, decided to get a dog for protection. | **1.** His sister with someone, he is a truck driver.<br>**2.** His sister is a truck driver. |
| **8.** | **Day 10; Line 2** | As she inspected a likely candidate, the trainer told her, "<u>He doesn't like men at all</u>." | **1.** He explained the trainer.<br>**2.** He explained the dog candidate. |
| **9.** | **Day 18; Line 2** | I've had two bypass surgeries, I've had a <u>hip replacement.</u> | **1.** His hip replace with something.<br>**2.** His hip replace on somewhere. |
| **10.** | **Day 20; Line 1** | <u>My first stop</u> on my vacation was my sister's house in Montana. | **1.** Stop from doing anything.<br>**2.** An activity that stop in somewhere/place. |
| **11.** | **Day 21; Line 7** | "<u>That is what your wife needs at least three times a week.</u> Can you do that?" | **1.** The counselor treats Lois.<br>**2.** Lois treats by her husband. |
| **12.** | **Day 22; Line 1** | <u>Five-year-old Logan</u> and <u>his family</u> were having Thanksgiving dinner at his grandmother's house. | **1.** Five-year-old is Logan.<br>**2.** Both Logan and his family is five-year-old. |
| **13.** | **Day 23; Line 1** | While <u>Miss William's third-grade class was completing a writing exercise</u>, one of the students asked the teacherto spell *piranha*. | **1.** Miss William is a third-grade class was completing a writing exercise.<br>**2.** Miss William as a teacher was giving her students a writing exercise. |
| **14.** | **Day 23; Line 3** | <u>To her delight</u>, he headed straight to the dictionary. | **1.** It means to make sure hers answer.<br>**2.** To make her felling |

| | | | |
|---|---|---|---|
| | | | happy. |
| **15.** | **Day 24; Line 1** | <u>Hazel</u>, <u>a recent widow</u>, requested the epitaph "Rest in Peace" for her husband's tombstone. | **1.** Hazel is a recent widow.<br>**2.** Hazel with a recent widow. |
| **16.** | **Day 24; Line 4** | <u>"In that case,"</u> Hazel said, "please add 'Till We Meet Again." | **1.** It means when she found out her husband's left his fortune to his mistress.<br>**2.** When she requested the engraver to change the carving of the epitaph "Rest in Peace" for her husband's tombstone. |
| **17.** | **Day 25; Line 2** | <u>Betty sat the display skeleton in the front of her car</u>, his bony arm across the back of her seat. | **1.** Betty sat on the skeleton.<br>**2.** Betty put the skeleton sat in the front of her car. |
| **18.** | **Day 25; Line 7** | "I hate to tell you, lady," he said, <u>"but I think it's too late!"</u> | **1.** The man is thinking it's too late to delivering a man that changed become a skeleton.<br>**2.** The man thinking that a skeleton is a mankind before. |
| **19.** | **Day 26; Line 1** | <u>Stan</u>, <u>a contestant on a TV game show</u>, was only 100 points behind the leader and was set to answer the final question-worth 250 points. | **1.** Stan is a contestant on a TV game show.<br>**2.** Stan with a contestant on a TV game show. |
| **20.** | **Day 27; Line 7** | Someone who can <u>pick out</u> the voice of a friend from three blocks away but can't hear his mother calling from the next room. | **1.** Is an activity brings the voice.<br>**2.** It means she can hearing her friend's voice. |
| **21.** | **Day 27; Line 9** | <u>A connoisseur</u> of two types of fine music: loud and very loud. | **1.** An expert in research about fine of music in literal meaning.<br>**2.** It just as a satire to the teenagers. |
| **22.** | **Day 28; Line 1** | <u>Lewis</u>, <u>an eight-year-old</u> | **1.** Lewis is an eight-year-old |

| | | boy, was an eyewitness to a crime and was called to testify in court. | boy.<br>**2.** Lewis together with an eight-year-old boy. |
|---|---|---|---|
| **23.** | **Day 29; Line 2** | The owners of the new salon put up a big, bold sign that read: "<u>WE GIVE SEVEN-DOLLAR HAIRCUTS</u>!" | **1.** The owners give seven-dollar for customer of the barbershop.<br>**2.** Seven-dollar is a payment for haircuts customer. |
| **24.** | **Day 30; Line 1** | Two women came before wise king Solomon, <u>dragging between them</u> a young man in a three-piece suit. | **1.** Two women came, dragging a young man between them before wise king Solomon.<br>**2.** The wise king Solomon, dragging a young man between two women.<br>**3.** Someone dragging a young man in a three-suit piece between the wise king Solomon and the two women. |
| **25.** | **Day 31; Line 3** | That was the reason he got the job in the <u>first place</u>. | **1.** It refers to a place in somewhere.<br>**2.** It refers to a high-ranking Mafia "businessman" place. |
| **26.** | **Day 31; Line 9** | "He says he doesn't know what you're talking about," the attorney tells the <u>godfather</u>. | **1.** He says something to his godfather.<br>**2.** It refers to a high-ranking Mafia "businessman". |
| **27.** | **Day 32; Line 6** | Women call up and say they want you to <u>marry them</u>. | **1.** The woman asks the preacher to marry a couple.<br>**2.** The preacher asked to marry the women.<br>**3.** The women asked the preacher to marry someone else. |
| **28.** | **Day 33; Line 1** | Old aunts used to come up to me at <u>weddings</u>. | **1.** His old aunt weddings.<br>**2.** His wedding.<br>**3.** Someone weddings, he and his old aunts come as the guess. |

| 29. | **Day 34; Line 1** | <u>Murphy and his wife</u>, <u>Ann</u>, <u>a middle-aged couple</u>, went for a stroll in the park. | 1. Ann is name of Murphy's wife. <br> 2. Murphy and his wife name Ann is a middle-aged couple. <br> 3. Murphy and his wife together with Ann and a middle-aged couple. |
|---|---|---|---|
| 30. | **Day 35; Line 2** | He decided to <u>kill</u> some time at an airport coffee shop. | 1. He is assassinates something. <br> 2. He is spending time in the coffee shop. |
| 31. | **Day 35; Line 3** | He walked in and sat down next to a clearly nervous guy, who had three empty latte cups <u>in front of him</u>. | 1. It refers to Charlie. <br> 2. It refers to a nervous guy. |
| 32. | **Day 35; Line 10** | "N-no, <u>I</u> <u>fly</u> c-cross-country all the t-time. | 1. He has flying with the wings. <br> 2. He flies cross the country with something that can helps like a plane. |
| 33. | **Day 36; Line 1** | One afternoon Herb was <u>walking on a trail with his infant daughter</u>, chatting to her about the scenery. | 1. Herb walking alone together with his daughter. <br> 2. Herb and his daughter walking side by side. |
| 34. | **Day 39; Line 12** | The pharmacist replies, "Well, you know… math always was a little hard <u>to swallow</u>." | 1. It means a pill for math is difficult to swallow. <br> 2. Math is a knowledge that too hard to understanding. |
| 35. | **Day 40; Line 1** | <u>Suzanne</u>, <u>a cheerful blonde woman</u>, enters a store that sells curtain. | 1. Suzanne is a cheerful blonde woman. <br> 2. Suzanne with a cheerful blonde woman enters a curtain store. |
| 36. | **Day 41; Line 2** | The mother exclaimed, "<u>That's terrible</u>! I'm going to have a talk with your teacher about this. | 1. It refers to when the girl had been punished. <br> 2. It refers for something that the girl didn't it. |
| 37. | **Day 53; Line 1** | A guy sees a buddy and notices that <u>his</u> car is a total wreck. | 1. A guy sees and notices a buddy who has a car that total wreck (friend's belong). |

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|---|---|---|---|
| | | | **2.** A guy who has a car in total wreck sees and notices his buddy. |
| **38.** | **Day 56; Line 5** | "You know, Dad, "she replied, "we don't <u>show</u> you everybody." | **1.** It refers to past time. <br> **2.** It refers to future time. |
| **39.** | **Day 60; Line 1** | Two elder Jewish men were sitting in a wonderful deli, with a mostly Jewish clientele, in <u>New York City</u>. | **1.** The Jewish clientele of two elder Jewish is come from New York City. <br> **2.** They are all in the New York City. |
| **40.** | **Day 68; Line 3** | Then it <u>hit</u> me. | **1.** He strikes by something. <br> **2.** He has realizing about something. |
| **41.** | **Day 69; Line 5** | As Nancy <u>sat</u> with fingers poised over the keyboard, her mother thought a minute, thenasked, "How is my sister Hellen feeling?" | **1.** Nancy was sat and her fingers on the keyboard. (Nancy's fingers position). <br> **2.** Nancy sat with her fingers. (Nancy's position). |
| **42.** | **Day 83; Line 1** | A truck driver was travelling down the freeway and <u>saw</u> a sign that said "Low Bridge Ahead". | **1.** He sees a sign. <br> **2.** He cut the sign with the sharp tool. |
| **43.** | **Day 86; Line 6** | All pigs Fed and Ready to <u>Fly</u>. | **1.** The pigs are in the air. <br> **2.** The pigs are sent to somewhere else. |
| **44.** | **Day 94; Line 3** | <u>The bride kissed her father and placed something in his hand</u>. | **1.** The bride kissed her father and placed something in his hand (doing in the different time). <br> **2.** The bride kissed her father and placed something in his hand (doing in the different time). |
| **45.** | **Day 113; Line 1** | A flight attendant was getting annoyed by three children <u>on the plane</u>. | **1.** A flight attendant was getting very annoyed by three children who stay on the plane. (It refers to three children). <br> **2.** A flight attendant was |

| | | | |
|---|---|---|---|
| | | | getting very annoyed by three children on the plane. (It refers to a flight attendant). |
| 46. | **Day 116; Line 9** | The violation: illegal use of <u>firearm</u>. | 1. It means the arm is on fire (burning down). <br> 2. The arm is concerned by fire flame. |
| 47. | **Day 125; Line 1** | While attending a marriage seminar dealing with communication, <u>Tom and his wife</u>, <u>Grace</u>, listened to the instructor say, "It is essential that husbands and wives know the things that are important to each other." | 1. Tom and his wife, and Grace are coming together. <br> 2. Grace is name of Tom's wife. |
| 48. | **Day 134; Line5** | Now I am just trying to get out as fast as I can, when I hear <u>another question</u>: "Can I come over to your place after a while?" | 1. A question is from the same person. <br> 2. A question from someone else. |
| 49. | **Day 143; Line 16** | She'll read it very slowly: '<u>com-for-da-bull</u>'! | 1. It refers to a comfortable. <br> 2. She asked her sister for come to the bull. |
| 50. | **Day 153; Line 3** | A few minutes later the rooster walked in, <u>saw</u> all the colored eggs, then stormed outside and beat up the peacock! | 1. The rooster sees the colored eggs. <br> 2. The rooster breaks the colored eggs with a sharp tool. |
| 51. | **Day 157; Line 3** | "We have a Betty on the line. Will you <u>accept the charges</u>?" | 1. It refers to an exchange about Betty and payment. (Price of Betty). <br> 2. It refers to a payment that must be charges if want to talk. (Price of payment). |
| 52. | **Day 158; Line 1** | After her son fell into the pond yet again and came home with his good school clothes dripping wet, his exasperated mother sent him to his room and | 1. Mother is washed and dried his son's clothes. <br> 2. Mother asked her son washed and dried his clothes. |

| | | washed and dried his clothes. | |
|---|---|---|---|
| 53. | **Day 160; Line 2** | When I walked into the surgery department carrying a <u>bat</u> that belonged to one of the surgeons, I passed several patients and their families in a waiting area. | **1.** He holds a baseball bat. **2.** He brings a flying nocturnal animal. |
| 54. | **Day 166; Line 2** | After a few weeks of this, his boss was mad and threatened to <u>fire</u> him if he didn't do something about it. | **1.** The boss will throws him into a flame. **2.** The boss will forced to sending him out from the office. |
| 55. | **Day 181; Line 13** | <u>They raced away</u> from the stoplight, and about a half a mile down the road they passed a speed trap. | **1.** A minivan and a Ferrari and a Lamborghini have a race. **2.** A Ferrari has a race with a Lamborghini that has pulled a minivan in. |
| 56. | **Day 189; Line 1** | "Where is my <u>Sunday paper</u>?" | **1.** It refers to the name of the paper. **2.** It refers to the paper on Sunday edition. |
| 57. | **Day 210; Line 6** | I <u>saw</u> an animal on the way to Banff today. | **1.** He sliced an animal with a sharp edge tool. **2.** He sees an animal. |
| 58. | **Day 216; Line 4** | Her question was, "If you are in a <u>vacuum</u> and someone calls your name, can you hear it?" | **1.** It refers to a vacuum cleaner. **2.** It refers to a vacuum condition such as in a space. |
| 59. | **Day 218; Line 1** | The day after a young couple had returned from their honeymoon, <u>the bride called her mother in a panic</u>. | **1.** The bride called by her mother. **2.** Mother called by the bride. |
| 60. | **Day 219; Line 6** | "<u>A gang of snails</u> beat me up," Herman replies. | **1.** A colony of a slowly animal are attacked him. **2.** It refers to a name of a gang. |
| 61. | **Day 224; Line 3** | "Well, I guess I could use | **1.** It refers to a veranda. |

| | | | |
|---|---|---|---|
| | | somebody to paint my <u>porch</u>," he said. | **2.** It refers to a high –class brand of sport car product. |
| 62. | **Day 241; Line 1** | Joey and his classmates had just <u>finished a tour of the local fire hall</u>. | **1.** Joey's classmates had just finished a tour of the local fire hall. <br> **2.** Both of Joey and his classmates had just finished a tour of the local fire hall. |
| 63. | **Day 248; Line 1** | Passengers aboard a luxurious cruise ship were having <u>a great time</u> when a beautiful young woman fell overboard. | **1.** It refers to a happiness of the passengers. <br> **2.** It refers to a surprised moment for the passengers when the beautiful young woman fell aboard. |
| 64. | **Day 260; Line 1** | The parents in our cycling group were discussing the subject of teenagers and <u>their appetites</u>. | **1.** It refers to the parent's appetites. <br> **2.** It refers to the teenager's appetites. |
| 65. | **Day 264; Line 5** | Sure, they're very <u>scent-imental</u>! | **1.** It refers to a sentimental feeling. <br> **2.** It refers to smell of skunk. |
| 66. | **Day 279; Line 9** | Customer: "Can you give me the telephone number for <u>Jack</u>?" | **1.** It refers to a name of person. <br> **2.** It refers to an electric tool. |
| 67. | **Day 289; Line 11** | They can take <u>their teeth and gums out</u>. | **1.** It refers to their wide smile. <br> **2.** It refers to an imitation teeth and gums. |
| 68. | **Day 297; Line 4** | <u>I saw your patient today</u>, who is still under our car for physical therapy. | **1.** He sliced the patient with a sharp edge tool. <br> **2.** He sees a patience of someone. |
| 69. | **Day 301; Line 3** | "Excuse me," I said, "<u>I can't hear</u>." | **1.** He can't hears the dialogue of the movie he has watching. <br> **2.** He can't hears the two women's chatter. |
| 70. | **Day 309; Line 1** | A lifeguard <u>told</u> a mother to make her young son stop urinating in the pool. | **1.** A mother told by a lifeguard. <br> **2.** A lifeguard told by a |

| | | | |
|---|---|---|---|
| | | | mother. |
| 71. | **Day 317; Line 1** | One weekend my friend Sally, a nurse, was looking after her six-year-old nephew when he fell off a playground slide and <u>hit his head</u>. | **1.** Sally hits a six-year-old head. <br> **2.** A six-year-old head's hits by a playground slide. |
| 72. | **Day 319; Line 3** | I took the item away and asked her <u>not to do that</u>. | **1.** It refers to not to picked up something off the ground. <br> **2.** It refers to not to eat something from the ground. |
| 73. | **Day 325; Line 1** | My teenager was headed to school one morning when I <u>told</u> him that the neck tag on his shirt was hanging out. | **1.** The teenager told by her mother. <br> **2.** A mother told by his son. |
| 74. | **Day 330; Line 7** | Marc (age four) was engrossed with <u>a young man and woman</u> who were hugging and kissing in a restaurant. | **1.** A young man with the girl who were hugging and kissing. (A man is young). <br> **2.** A young man and young woman who were hugging and kissing. (Both of them is young). |
| 75. | **Day 332; Line 7** | "Until you <u>chased</u> the cab away with my luggage in the trunk." | **1.** You chased the cab away with my luggage (location of luggage) is in the trunk. <br> **2.** You chased the cab away with my luggage in the trunk (location of the cab away). |
| 76. | **Day 338; Line 8** | Again there was no answer from his <u>new friend</u> and pet. | **1.** He has making a friend with someone else. <br> **2.** He considered his pet as his new friend. |
| 77. | **Day 343; Line 1** | <u>An aged farmer and his wife</u> were leaning against the edge of their pigpen when the old woman wistfully recalled that the next week would mark | **1.** It refers to an old man. <br> **2.** It refers to both of them. (Old man and old woman). |

| | | their golden wedding anniversary. | |
|---|---|---|---|
| **78.** | **Day 365; Line 9** | The farmer replied, "I told you it is not a <u>good-looking horse</u>!" | 1. It refers to a horse that has no good vision of looking. 2. It refers to a horse that looking good. |

 

**Table 4.1** showed from 365 days there were 78 ambiguous sentences found in *The Laugh a Day Book of Bloopers, Quotes, and Good Clean Jokes* by Jim Kraus.

**B. The Data Analysis**

As has been mentioned above, ambiguous sentences had three different types, such as: phonetic ambiguity, lexical ambiguity, and grammatical ambiguity. Based on the three types of ambiguous sentences, the data were classified to find out whether the three types of ambiguous sentences were found in *The Laugh a Day Book of Bloopers, Quotes, and Good Clean Jokes* by Jim Kraus e-book. **Table 4.2** below illustrated the distribution of the ambiguous sentences.

**Table 4.2**

**An Analysis of the Types of Ambiguous Sentences Found in *The Laugh a Day Book of Bloopers, Quotes, and Good Clean Jokes* by Jim Kraus**

| No. | Ambiguous Sentences | Types of Ambiguous Sentence | | |
|---|---|---|---|---|
| | | **Phonetic** | **Grammatical** | **Lexical** |
| **1.** | Susan was having <u>a lot of problems</u> trying to sell her old car because it had 250,000 miles on it. | | | ✓ |
| **2.** | Mom, who had her number for years, asked the owner of the company <u>to have the number changed</u>. | | ✓ | |
| **3.** | <u>Every member of the Mensa</u> | | ✓ | |

| # | Sentence | | | |
|---|---|---|---|---|
| | organization has an IQ in the top 2 percent and has to pass a difficult test of logic and reasoning to be admitted. | | | |
| 4. | "Have any of you ever broken a bone?" he asked. | | | ✓ |
| 5. | Which bone did you break? | | | ✓ |
| 6. | He told the farmer his story. | | ✓ | |
| 7. | My sister, a truck driver, decided to get a dog for protection. | | ✓ | |
| 8. | As she inspected a likely candidate, the trainer told her, "He doesn't like men at all." | | | ✓ |
| 9. | I've had two bypass surgeries, I've had a hip replacement. | | | ✓ |
| 10. | My first stop on my vacation was my sister's house in Montana. | | | ✓ |
| 11. | "That is what your wife needs at least three times a week. Can you do that?" | | | ✓ |
| 12. | Five-year-old Logan and his family were having Thanksgiving dinner at his grandmother's house. | | ✓ | |
| 13. | While Miss William's third-grade class was completing a writing exercise, one of the students asked the teacher to spell *piranha*. | | ✓ | |
| 14. | To her delight, he headed straight to the dictionary. | | ✓ | |
| 15. | Hazel, a recent widow, requested the epitaph "Rest in Peace" for her husband's tombstone. | | ✓ | |
| 16. | "In that case," Hazel said, "please add 'Till We Meet Again.'" | | | ✓ |
| 17. | Betty sat the display skeleton in the front of her car, his bony arm across the back of her seat. | | ✓ | |
| 18. | "I hate to tell you, lady," he said, "but I think it's too late!" | | | ✓ |
| 19. | Stan, a contestant on a TV game show, was only 100 points behind the leader and was set to answer the final question-worth 250 points. | | ✓ | |
| 20. | Someone who can pick out the voice | | | ✓ |

| | | | | |
|---|---|---|---|---|
| | of a friend from three blocks away but can't hear his mother calling from the next room. | | | |
| 21. | A connoisseur of two types of fine music: loud and very loud. | | | ✓ |
| 22. | Lewis, an eight-year-old boy, was an eyewitness to a crime and was called to testify in court. | | ✓ | |
| 23. | The owners of the new salon put up a big, bold sign that read: "WE GIVE SEVEN-DOLLAR HAIRCUTS!" | | | ✓ |
| 24. | Two women came before wise king Solomon, dragging between them a young man in a three-piece suit. | | ✓ | |
| 25. | That was the reason he got the job in the first place. | | | ✓ |
| 26. | "He says he doesn't know what you're talking about," the attorney tells the godfather. | | | ✓ |
| 27. | Women call up and say they want you to marry them. | | ✓ | |
| 28. | Old aunts used to come up to me at weddings. | | | ✓ |
| 29. | Murphy and his wife, Ann, a middle-aged couple, went for a stroll in the park. | | ✓ | |
| 30. | He decided to kill some time at an airport coffee shop. | | | ✓ |
| 31. | He walked in and sat down next to a clearly nervous guy, who had three empty latte cups in front of him. | | ✓ | |
| 32. | "N-no, I fly c-cross-country all the t-time. | | | ✓ |
| 33. | One afternoon Herb was walking on a trail with his infant daughter, chatting to her about the scenery. | | ✓ | |
| 34. | The pharmacist replies, "Well, you know… math always was a little hard to swallow." | | | ✓ |
| 35. | Suzanne, a cheerful blonde woman, enters a store that sells curtain. | | ✓ | |
| 36. | The mother exclaimed, "That's | | | ✓ |

| | | | | |
|---|---|---|---|---|
| | terrible! I'm going to have a talk with your teacher about this. | | | |
| 37. | A guy sees a buddy and notices that <u>his</u> car is a total wreck. | | | ✓ |
| 38. | "You know, Dad, "she replied, "we don't <u>show</u> you everybody." | | | ✓ |
| 39. | Two elder Jewish men were sitting in a wonderful deli, with a mostly Jewish clientele, in <u>New York City</u>. | | ✓ | |
| 40. | Then it <u>hit</u> me. | | | ✓ |
| 41. | As Nancy <u>sat</u> with fingers poised over the keyboard, her mother thought a minute, then asked, "How is my sister Hellen feeling?" | | | ✓ |
| 42. | A truck driver was travelling down the freeway and <u>saw</u> a sign that said "Low Bridge Ahead". | | | ✓ |
| 43. | All pigs Fed and Ready to <u>Fly</u>. | | | ✓ |
| 44. | <u>The bride kissed her father and placed something in his hand.</u> | | ✓ | |
| 45. | A flight attendant was getting annoyed by three children <u>on the plane</u>. | | ✓ | |
| 46. | The violation: illegal use of a <u>firearm</u>. | | | ✓ |
| 47. | While attending a marriage seminar dealing with communication, <u>Tom and his wife</u>, <u>Grace</u>, listened to the instructor say, "It is essential that husbands and wives know the things that are important to each other." | | ✓ | |
| 48. | Now I am just trying to get out as fast as I can, when I hear <u>another question</u>: "Can I come over to your place after a while?" | | | ✓ |
| 49. | She'll read it very slowly: '<u>com-for-da-bull</u>'! | | | ✓ |
| 50. | A few minutes later the rooster walked in, <u>saw</u> all the colored eggs, then stormed outside and beat up the peacock! | | | ✓ |
| 51. | "We have a Betty on the line. Will you <u>accept the charges</u>?" | | | ✓ |
| 52. | After her son fell into the pond yet | | ✓ | |

| | | | | |
|---|---|---|---|---|
| | again and came home with his good school clothes dripping wet, his exasperated mother sent him to his room and <u>washed and dried his clothes.</u> | | | |
| 53. | When I walked into the surgery department carrying a <u>bat</u> that belonged to one of the surgeons, I passed several patients and their families in a waiting area. | | | ✓ |
| 54. | After a few weeks of this, his boss was mad and threatened to <u>fire</u> him if he didn't do something about it. | | | ✓ |
| 55. | <u>They raced away</u> from the stoplight, and about a half a mile down the road they passed a speed trap. | | | ✓ |
| 56. | "Where is my <u>Sunday paper</u>?" | | | ✓ |
| 57. | I <u>saw</u> an animal on the way to Banff today. | | | ✓ |
| 58. | Her question was, "If you are in a <u>vacuum</u> and someone calls your name, can you hear it?" | | | ✓ |
| 59. | The day after a young couple had returned from their honeymoon, <u>the bride called her mother in a panic</u>. | | ✓ | |
| 60. | "<u>A gang of snails</u> beat me up," Herman replies. | | | ✓ |
| 61. | "Well, I guess I could use somebody to paint my <u>porch</u>," he said. | | | ✓ |
| 62. | Joey and his classmates had just <u>finished a tour of the local fire hall</u>. | | ✓ | |
| 63. | Passengers aboard a luxurious cruise ship were having <u>a great time</u> when a beautiful young woman fell overboard. | | | ✓ |
| 64. | The parents in our cycling group were discussing the subject of teenagers and <u>their appetites</u>. | | ✓ | |
| 65. | Sure, they're very <u>scent-imental</u>! | | | ✓ |
| 66. | Customer: "Can you give me the telephone number for <u>Jack</u>?" | | | ✓ |
| 67. | They can take <u>their teeth and gums out</u>. | | | ✓ |

| 68. | I saw your patient today, who is still under our car for physical therapy. | | | ✓ |
|-----|----------------------------------------------------------------------------|---|---|---|
| 69. | "Excuse me," I said, "I can't hear." | | | ✓ |
| 70. | A lifeguard told a mother to make her young son stop urinating in the pool. | | ✓ | |
| 71. | One weekend my friend Sally, a nurse, was looking after her six-year-old nephew when he fell off a playground slide and hit his head. | | ✓ | |
| 72. | I took the item away and asked her not to do that. | | | ✓ |
| 73. | My teenager was headed to school one morning when I told him that the neck tag on his shirt was hanging out. | | ✓ | |
| 74. | Marc (age four) was engrossed with a young man and woman who were hugging and kissing in a restaurant. | | ✓ | |
| 75. | "Until you chased the cab away with my luggage in the trunk." | | ✓ | |
| 76. | Again there was no answer from his new friend and pet. | | | ✓ |
| 77. | An aged farmer and his wife were leaning against the edge of their pigpen when the old woman wistfully recalled that the next week would mark their golden wedding anniversary. | | ✓ | |
| 78. | The farmer replied, "I told you it is not a good-looking horse!" | | ✓ | |
| **TOTAL** | | **0** | **32** | **46** |

It can be seen in **Table 4.2** above there were two types of ambiguous sentences used in the e-book of *The Laugh a Day Book of Bloopers, Quotes, and Good Clean Jokes* by Jim Kraus, 32 belonged to Grammatical type and 46 belonged to Lexical type.

The next step to determine the ambiguous sentences based on the three types of ambiguous sentences used in *The Laugh a Day Book of Bloopers, Quotes, and Good Clean Jokes* by Jim Kraus e-book.

The first type is Phonetic Ambiguity. In this type, ambiguity in the level of phonology arises from the sound of language uttered. So, there is no phonetic ambiguity that the researcher found because the researcher just only analyzed the written language not in spoken language. The researcher just read the e-book and marked it.

The second type is Grammatical Ambiguity. The sentence can called ambiguity if the meaning of the sentences is still flout. Ambiguity in this level of grammar occurs when phrase, clause, or sentence create ambiguity because their structure may be interpreted more than one way.

Example:

1) Day 6; Line 6

    a.   [He told [the farmer his story].

    b.   [He told [the farmer] his story.

2) Day 10; Line 1

    a.   [My sister [a truck driver] decided to get a dog for protection].

    b.   [My sister a truck driver [decided to get a dog for protection].

3) Day 24; Line 1

    a. [Hazel [a recent widow] requested the epitaph "Rest in Peace" for her husband's tombstone].

    b. [Hazel a recent widow [requested the epitaph "Rest in Peace" for her husband's tombstone].

4) Day 30; Line 1

    a. [Two women came [before wise king Solomon dragging between them a young man in three-piece-suit].

    b. [Two women came before wise king Solomon [dragging] between them a young man in three-piece-suit].

5) Day 36; Line 1

    a. [One afternoon Herb was walking on a trail [with his infant daughter chatting about the scenery].

    b. [One afternoon Herb was walking on a trail with his infant daughter [chatting about the scenery].

6) Day 53; Line 1

    a. [A guy [sees a buddy and notices that his car is a total wreck].

    b. [A guy [sees a buddy and notices] that his car is a total wreck].

7) Day 94; Line 3

    a. [The bride [kissed her father and placed something] in his hand].

    b. [The bride [kissed her father and placed something in his hand].

8) Day 113; Line 1

    a. [A flight attendant was getting annoyed [by three children] on the plane].

    b. [A flight attendant was getting annoyed by three children [on the plane].

9) Day 241; Line 1

    a. [Joey and [his classmates had just finished a tour of the local fire hall].

    b. [Joey and his classmates [had just finished a tour of the local fire hall].

10) Day 332; Line 7

    a. [Until you chased [the cab away with my luggage] in the trunk].

    b. [Until you chased [the cab away with my luggage in the trunk].

And the third type is a Lexical Ambiguity. This type refers to ambiguity in the word. The same word may have two or more different meaning.

Example:

1) Day 27; Line 7

Someone who can <u>pick out</u> the voice of a friend from three blocks away but can't hear his mother calling from the next room.

    a. It refers to an activity such as bring the voice.

    b. It means she can hearing her friend's voice.

2) Day 31; Line 9

He says he doesn't know what you're talking about, the attorney tells the <u>godfather</u>.

    a. It refers to a proxy.

    b. It refers to a high-ranking Mafia "businessman".

3) Day 39; Line 12

The pharmacist replies, "well, you know… math always was a little hard <u>to swallow</u>."

    a. It refers to an activity such as take something to get in the throat.

    b. It is name of bird.

4) Day 68; Line 3

Then it <u>hit</u> me.

    a. He strikes by something.

    b. He has realizing about something.

5) Day 116; Line 9

The violation: illegal use of a <u>firearm</u>.

    a. It means the arm is burning down on fire.

    b. The arm is concerned by fire.

6) Day 160; Line 2

When I walked into the surgery department carrying a <u>bat</u> that belonged to one of the surgeons, I passed several patients and their families in a waiting area.

    a.   He holds a baseball bat.

    b.   He brings a flying nocturnal animal.

7) Day 210; Line 6

I <u>saw</u> an animal on the way to Banff today.

    a.   He sliced an animal with a sharp edge tool.

    b.   He sees an animal.

8) Day 166; Line 2

After a few weeks of this, his boss was mad and threatened to <u>fire</u> him if he didn't do something about it.

    a.   The boss will throws him into a flame.

    b.   The boss will forced to sending him out from the office.

9) Day 224; Line 3

"Well, I guess I could use somebody to paint my <u>porch</u>", he said.

    a.   It refers to a veranda.

    b.   It refers to a high-class brand of sport car product.

10) Day 279; Line 9

Customer: "Can you give me the telephone number for <u>Jack</u>?"

    a.   It refers to a name of person.

    b.   It refers to an electric tool.

After determining all of the type and explanation of ambiguity the last step was calculating the percentage of all types of ambiguity to figure out the dominant type. There were 32 in the type of Grammatical Ambiguity, and 46 in the type of Lexical Ambiguity.

**Table 4.3**

**The Percentage of the Type of Ambiguous Sentences in *The Laugh a Day Book of Bloopers, Quotes, and Good Clean Jokes* by Jim Kraus**

| No. | Kinds of Types Ambiguous Sentences | Total (F) | $X = \dfrac{F}{N}\text{x}100\%$ |
|---|---|---|---|
| 1. | Grammatical Ambiguity | 32 | **41.02%** |
| 2. | Lexical Ambiguity | 46 | **58.98%** |
| | **Total** | **78 (N)** | **100%** |

**C. Research Findings**

After the researcher analyzed all of the data obtained in *The Laugh a Day Book of Bloopers, Quotes, and Good Clean Jokes* by Jim Kraus, the findings can be reported as follows:

1. two types of ambiguity there were found in *The Laugh a Day Book of Bloopers, Quotes, and Good Clean Jokes* by Jim Kraus, grammatical ambiguity and lexical ambiguity.

2. the most dominant categories used is lexical ambiguity with total number 46 (59.98%), followed by grammatical ambiguity with total number 32 (41.02%).

# CHAPTER V

## CONCLUSION AND SUGGESTION

### A. Conclusions

Having analyzed the data, conclusions can be drawn as in the following.

1. There were two types of ambiguity in *The Laugh a Day Book of Bloopers, Quotes, and Good Clean Jokes* by Jim Kraus, grammatical ambiguity with the total number 31 (39.24%), and lexical ambiguity with the total number 47(60.26%).

2. The dominant type category used was lexical ambiguity with the total number 47 (60.26%).

### B. Suggestions

In relation to the conclusions, suggestions are stated as in the following.

1. This research is suggested for the readers to read *The Laugh a Day Book of Bloopers, Quotes, and Good Clean Jokes* by Jim Kraus to find and understanding its meaning and suggested for the English students that learning semantic, especially about ambiguity.

2. Thisresearch is also suggested for the researcher in learning about ambiguity and its type.

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# APPENDIX