

# An Analysis Homonym Words in English Tongue Twister

Infarul Ghoy Nur Risyida<sup>1\*</sup>, Dias Andris Susanto<sup>2</sup>, Sri Suwarti<sup>3</sup>

<sup>1</sup>English Education Study Program, Universitas PGRI Semarang, Semarang, Indonesia

<sup>2</sup>English Education Study Program, Universitas PGRI Semarang, Semarang, Indonesia

<sup>3</sup>English Education Study Program, Universitas PGRI Semarang, Semarang, Indonesia

[\\*oinfarul@gmail.com](mailto:oinfarul@gmail.com)

## Abstract

A language is a communication tool that cannot separate from human life. With language, humans interact with each other. This research was aimed to figure out and describe the types of homonyms found in the tongue twisters. The implementation of homonym in tongue twister for pronunciation lessons is one way to improve students' speaking ability. The writer uses a descriptive qualitative method in this study. The writer used the documentation method and note technique to collect the data that found in tongue twister. In collecting the data, the writer did these following steps; first, reading the tongue twister list on the internet and watch an online video about the tongue twister frequently used tongue twisters. Second, Searching the words or sentences that have homonym characteristics. Third, selecting the words or sentences which contain homonym in tongue twister. Last, collecting and taking note about homonym found in tongue twister. The findings showed that homonyms often appear in some tongue twisters because tongue twisters have a lot of words in a language that sounds similar to each other and are arranged into something or speech that makes it difficult for both listeners and speakers. Pronunciation can be taught in various methods when studying English in several ways; online class learning, provide theory and material, provide examples, define activity, carry out assessment.

**Keywords:** lexical relation, homonymy, English tongue twister

## Introduction

The One of the causes of the problem is understanding the address or information conveyed by his speech partners. Errors in understanding this meaning often occur in communication. The use of words that mean more than one word often creates doubt, obscurity, and unclear meaning conveyed by the speaker; besides that, it will cause the speech or writing to be ineffective for the listener and the speech partner or reader. The message conveyed by the speaker eventually becomes blurry and does not even reach the speech partner. Therefore, understanding the meaning needs to be considered and understood in communication.

Meaning is the message transmitted by words, phrases, and symbols in a context, according to semantics. People are still unable to determine the meaning of a word without seeing it in the context of a whole phrase (Ratnawati & Sulastri, 2019). There is a meaning

# The 2<sup>nd</sup> Undergraduate Conference on Applied Linguistics, Linguistics, and Literature

Vol. 2(1), August, 2022

Online ISSN: 2807-8926

relation in semantics, which refers to the idea of the actual words, identified with the significance connection or reference. Meaning relation in semantic has many types; synonymy, antonymy, hyponymy, inclusion, etc. The writer decided to find and describe the homonym found in tongue twister in this research. All sources that are cited or paraphrased should be all written in the references list.

Some students are confused with them because it is difficult to distinguish words or sentences containing homonym, whereas many of the decisive factors leading to homonym. Indeed, errors in understanding the meaning of words often occur in daily communication or learning. People in various situations require a language in order to communicate with others. (Susanto & Watik, 2017). Such as when teaching pronunciation, the teacher uses learning media, namely tongue twisters. As we know, tongue twisters often used to practice pronunciation in classroom and as a game in daily conversation. Clear and proper pronunciation makes a discussion more pleasant for both the speaker and the listener and it can even assist to avoid misunderstandings (Yulia Adha & Widyaningtyas, 2017). But are we aware that there is also the same sound and pronunciation in a tongue twister? That is what is called the homophone and homograph contained in the tongue twister.

Based on that, the writer is interested in researching homonym then find out the types of homonym in a tongue twister. Many objects can be uses as the main data to analyzing homonym. Such objects can be magazines, newspapers, novels, songs, movie scripts and much more. In this study, the writer uses a tongue twister as the object. The writer chooses tongue twister as the object because many words are somewhat confusing and likely to have more than one meaning, whether homographs or homophones, in these tongue twister sentences.

## Literature Review

Language is a tool for conveying information as well as thinking on interesting subjects. People can communicate with others by utilizing language (Tyas & Pratama, 2022). Semantics is the study of interpretation expressed via language and considered as one of the three main fields of linguistics, along with phonology (the study of sound systems) and grammar (the study of word structure and sentence structure) (Saeed, 2015). Further, Hidayati (2020) stated that A semantic symbol or sign reflects meaning and the link between meaning and language. The term semantics is frequently defined as the study of meaning, it might be more accurate to define it as the study of the relationship between linguistic form and meaning (Kroeger, 2018). In other words, Cann (1993) examined semantics is the study of meaning apart from the aspects obtained from the speakers' motivations, psychological states, and social side of the context in which their utterances are made.

Indent Antonymy and synonymy are lexical semantic relationships that are essential to the mental lexicon's arrangement. A lexical relation is a type of semantic relation that is contained in words (Keraf, 2009). In addition, Murphy (2010) explained Lexical semantics or lexical relation is often loosely defined as the study of word meaning, though as we will see, the word is not the most simple and direct term to use. According to Saeed's theories, there are several types of lexical relations, including homonymy, polysemy, synonymy, opposites (antonymy), hyponymy, and meronymy (Saeed, 2015). Furthermore, Crystal (2008) mentioned that in semantic analysis, homonymy refers to lexical objects that have the same form but differ in meaning.

# The 2<sup>nd</sup> Undergraduate Conference on Applied Linguistics, Linguistics, and Literature

Vol. 2(1), August, 2022

Online ISSN: 2807-8926

The term "homonym" is derived from the Greek word ο ὁμώνυμος, which means "to have the same name," and is made up of the conjunction ὁμός meaning "common" and the word ὄνομα means "name". Homonyms are words with different meanings but the same spelling and sound. Saeed divided homonyms into several different types; lexeme of same syntactic category and the same spelling, having the same category but different in spelling, different in categories but same spelling, different in categories but same spelling, different categories and spelling. Homonym is a well-known sort of lexical ambiguity defined as the relationship between separate and unrelated meanings conveyed by the same word form, such as match, which might mean 'sports game' or 'stick for igniting fire'. Homonym is linked to two terms: homophony (the same spoken word but with different (writing and meaning)) and homograph (is the same written word but different spoken and meaning). Homonym is related with two terms: homophony (the same spoken word but with different (written and meaning)) and homograph (is the same written word but different spoken and meaning) (Liddell, 1894; Yonum, 2017; Saeed, 2016; Garcia, 2021; Siregar, 2021; Hidayati, 2020).

## Method

The writer uses a descriptive qualitative method in this study since the goal is to describe the phenomena of semantics research, particularly the meaning relationship, which in homonym. Qualitative research methodologies are being developed in the social sciences to allow researchers to explore social and cultural phenomena (Susanto, 2018). This study can also be done by looking for and collecting words or sentences that contain homonym in the tongue twister, classifying the words or sentences which is contain homonym, then analyzing the data, and making some conclusions.

According to Mertova & Webster (2019), data collection is the stage of providing or collecting data related to providing activities and the availability of data. The technique can be seen through questionnaire, interview, observation, documentation, etc. In collecting the data, the writer used the data collections method to obtain data directly from the research, including relevant books, studies, and relevant research data. The writer used the documentation method and note technique to collect the data that found in tongue twister.

In collecting the data, the writer did these following steps; first, reading the tongue twister list on the internet and watch an online video about the tongue twister frequently used tongue twisters. Second, Searching the words or sentences that have homonym characteristics. Third, selecting the words or sentences which contain homonym in tongue twister. Last, collecting and taking note about homonym found in tongue twister. In analyzing the data of this research, the researcher needs to collecting the data by identifying sentences that contain homonym, then, wording or paraphrasing that have been found will be listed in groups. After that, analyzing data based on each type used the theory. Use single spacing.

## Finding and Discussion

### 1.1 The homonym found in tongue twister

Based on the research findings, it was found that there are several types of homonyms contained in tongue twisters:

- a. Same category and same spelling are lexemes of the same syntactic category and with the same spelling. Case in point, lap "circuit of a course" and lap "part of the body when

# The 2<sup>nd</sup> Undergraduate Conference on Applied Linguistics, Linguistics, and Literature

Vol. 2(1), August, 2022

Online ISSN: 2807-8926

- sitting down." The word a lap has the same pronunciation and form, but the meaning is different.
- b. The same category but with a different spelling are lexemes words that sound the same but have a different meaning. Case in point, verb ring and wring. The word "ring" means to telephone somebody, and the word "wring" means to twist and squeeze clothes to get the water out of cloth. That word has the exact spelling, but the meaning is different.
  - c. Different categories with the same spelling are lexemes words with the same written form but have a different meaning. Case in point, verb keep and the noun keep. The word keep has a purpose of staying in a particular condition or position, and the word keep has a sense of food, clothes, and all the other things that a person needs to live.

The use of homonyms in tongue twisters also appears in learning videos on YouTube, which is on the "Learn English with English class" channel. One of the examples of tongue twisters in the video is:

"If two witches would watch two watches, which witch would watch which watch?"

The tongue twister often appears or heard in learning and conversation. The tongue twister that is an example of this doesn't sound easy because all the words say the same at first glance, but only a few words are the same. When you hear it for the first time, it feels very convoluted and fast for this tongue twister. It also seems that all the words spoken are the same for someone who rarely hears English in their daily lives. But when it is understood further, we know that the words sound the same but have different meanings.

Based on the described above, homonyms often appear in some tongue twisters because tongue twisters have a lot of words in a language that sounds similar to each other and are arranged into something or speech that makes it difficult for both listeners and speakers. student had not received adequate exposure to pronunciation in their earlier studies, students found it difficult to move their mouth and tongue adequately (Sitoresmi, 2016). According to this research, tongue twisters have often been used in pronunciation learning to train understanding and fluency in speaking a foreign language, which is English.

The tongue twister has words that sound almost identical. However, it can hear a homonym in the tongue twister because homonyms say the exact words but have different meanings and categories. The tongue twister often appears or is heard in learning and conversation. The tongue twister that is an example of this sounds pretty easy because all the words say the same at first glance, so it might be easier to notice a homonym in the tongue twister.

## 1.2 The types of homonym found in tongue twister

This research aims to find out the types of homonymy, to describe how the homonymy found in tongue twisters, and to explain the implementation of homonymy in tongue twister in pronunciation lessons. To get the findings of the research, the researcher is doing the data collecting according to the theory. To collect the data, the researcher observed and analyzed the tongue twisters. Words containing homonymy found in tongue twisters are listed according to IPA (International Phonetic Alphabet) and analyzed the words. The types of homonymy found in tongue twister:

# The 2<sup>nd</sup> Undergraduate Conference on Applied Linguistics, Linguistics, and Literature

Vol. 2(1), August, 2022

Online ISSN: 2807-8926

## a. Same category and same spelling

1. If two witches would <b>watch</b> two watches, which witch would watch which <b>watch</b> ?
2. I <b>saw</b> a <b>saw</b> that could out <b>saw</b> any other saw I ever saw.
3. If Kantie can <b>tie</b> a tie and untie a tie, why can't I tie a <b>tie</b> and untie a tie like Kantie can.

## b. Same category but different spelling

1. How much wood <b>would</b> a woodchuck chuck if a woodchuck could chuck <b>wood</b> ?
2. <b>Four</b> furious friends fought <b>for</b> the phone.
3. I <b>see</b> a <b>sea</b> down by the seashore. But which sea do you see down by the seashore?
4. A tutor who tooted the flute tried <b>to</b> tutor <b>two</b> tooters to toot.
5. If you must cross a <b>course</b> cross cow across a crowded cow crossing, cross the cross <b>coarse</b> cow across the crowded cow crossing carefully
6. A flea and a fly <b>flew</b> up in a <b>flue</b> .
7. <b>Whether</b> the weather is cold, or whether the <b>weather</b> is hot, we'll be together whatever the weather, whether we like it or not
8. if you want to <b>buy</b> , buy. if you don't want to buy, <b>bye</b> bye!"
9. Dear! I can't <b>hear</b> ! Are you really near <b>here</b> ?
10. <b>Too</b> good <b>to</b> be true.

## c. Different categories but the same spelling

1. I thought a <b>thought</b> . But the thought <b>I thought</b> wasn't the thought I thought I thought.
2. <b>Can</b> you can a can as a canner can can a <b>can</b>
3. How many cookies could a good cook <b>cook</b> , If a good <b>cook</b> could cook cookies? A good cook could cook as much cookies as a good cook who could cook cookies.
4. I <b>wish</b> to wish the wish you wish to wish, but if you <b>wish</b> the wish the witch wishes, I won't wish the wish you wish to wish
5. There's no need to <b>light</b> a night <b>light</b> on a light night like tonight
6. I cannot <b>bear</b> to see a <b>bear</b> . Bear down upon hare. When bare of hair he strips the hare, right there I cry, "Forbear!"
7. It's hard to <b>park</b> a car in a dark car <b>park</b> .

According to the homonym found in the tongue twister below, this is a table based on the words found:

Table 1: Same category and same spelling

No	Homonyms word	Meaning
1.	Watch / wɒtʃ; /	Looking or observing attentively for a certain period of time.
	/ wɒtʃ; /	A small timepiece worn typically used in someone wrist
2.	Saw / sɔ: /	A past tense from word see, to have or use the power

# The 2<sup>nd</sup> Undergraduate Conference on Applied Linguistics, Linguistics, and Literature

Vol. 2(1), August, 2022

Online ISSN: 2807-8926

		/ sɔ: /	of sight.
			A tool that has a long blade with sharp points along one of its edges.
3.	Tie	/taɪ/	To attach or hold two or more things together using string or rope.
		/taɪ/	A long narrow piece of cloth worn around the neck, especially by men.

Table 2: Same Category but Different Spelling

No	Homonyms word	Meaning
1.	Would	/ wʊd; / Indicating the consequence of an imagined event or situation.
	Wood	/ wʊd; / Hard fibrous material that forms the main material of the trunk or branches of trees or shrubs.
2.	Four	/ fɔ:r / Refers to the number or the cardinal number that is the sum of three and one.
	For	/ fɔ:r / Similar with the word 'to', used to preposition to indicate purpose.
3.	Sea	/ si: / The salt water that covers most of the earth's surface and surrounds its continents and islands.
	See	/ si: / To have or use the power of sight.
4.	To	/ tu: / Used to show that two things are attached or connected.
	Two	/ tu: / Refers to the number of the cardinal number 2.
5.	Coarse	/ kɔ:s; / A rough thing like skin or cloth.
	Course	/ kɔ:s; / The general direction or route followed by vehicle, ship, or aircraft.
6.	Flew	/ flu: / To move through the air, using wings.
	Flue	/ flu: / A pipe or tube that takes smoke, gas or hot air away from a fire.
7.	Whether	/ˈweðə(r)/ Used to show apprehension or a choice between two options.
	Weather	/ˈweðə(r)/ The temperature on nature, for example, is a measure of the state of the atmosphere at a specific location and time.
8.	Buy	/ baɪ / To get something by the payment of money.
	Bye	/ baɪ / Can be used as a farewell phrase, is a phrase that means "to say good-bye."
9.	Hear	/ hɪə(r); / To use your hearing to detect noises.
	Here	/ hɪə(r); / In, at, or to this position or place' when used following a verb or preposition.
10.	To	/ tu: / Refers in the direction of something; towards something.
	Too	/ tu: / Used before adjectives and adverbs to express that something is better, more necessary, or more possible than it appears to be.

Table 3: Different Categories but The Same Spelling

No	Homonyms word	Meaning
1.	Thought	/ ðəʊ; / As a verb, expect to something, past participle of think.
		/ ðəʊ; / Wishful thinking, ideas, opinions, speculation.
2.	Can	/ kæn/ as a modal auxiliary, often used to express ability to

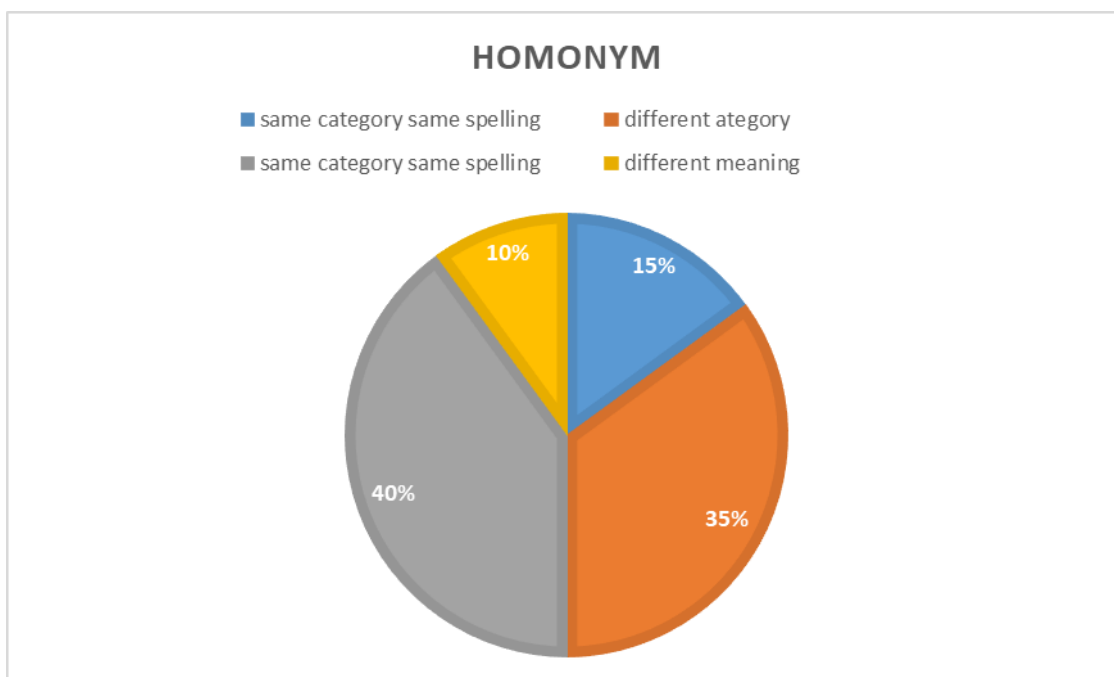
# The 2<sup>nd</sup> Undergraduate Conference on Applied Linguistics, Linguistics, and Literature

Vol. 2(1), August, 2022

Online ISSN: 2807-8926

			do something.
3.	Cook	/ kæn / / kɒk /	as a noun, a cylindrical object or metal container. (as a verb) to prepare food by heating it.
4.	Wish	/ kɒk / / wɪʃ /	(as a noun) a person who cooks food or whose job is cooking. As a verb, to want something to happen or true even though it is unlikely or impossible.
5.	Park	/ wɪʃ / / pɑ:k; /	As a noun, a desire or a sensation that you want to do or own something. As a verb, public space in a town or city where people can park their vehicle, walk, play, and relax.
6.	Light	/ pɑ:k; / / laɪt /	As a noun, to park a vehicle like a car for a period of time in a specific location. As a noun, the energy that allows us to see objects, such as from the sun or a lamp.
7.	Bear	/ laɪt / / beə(r); / / beə(r); /	As a adjective, getting the benefit of natural light during the day. As a verb, to be able to accept and deal with something, or to be able to suppress one's emotions and desires. As a noun, a large, ferocious wild animal with thick fur and sharp claws.

Chart 1: The Types of Homonymy Found in Tongue Twister



Based on the research findings, it showed that there are several types of homonym found in a tongue twister. They have pretty different meanings but share the same shape through coincidence. A homonym has several implications, but if we consider the common explanation, it is a word with the same sound but different meanings. A word can be defined

# The 2<sup>nd</sup> Undergraduate Conference on Applied Linguistics, Linguistics, and Literature

Vol. 2(1), August, 2022

Online ISSN: 2807-8926

as a homonym if it is spelled and pronounced the same as another but has a different meaning. Therefore, the research findings conducted by researchers have found several types of homonyms that often appear in a tongue twister. There are tongue twisters that are short and simple, while others have long sentence structures that are difficult to pronounce. Judging from the sentences that tend to be short and straightforward, this is what makes this kind of tongue twisters often appear, and of course, there are homonyms in them.

## 1.3 The implementation of homonym found in tongue twister for pronunciation lessons

From the data above, it can be found that there is also a homonym on the tongue twister. Teaching and learning pronunciation must be adapted to each student's age because each student has a variety of responses both cognitively and emotionally. Pronunciation can be taught in various methods when studying English in several ways. However, what should be the role of the lecturer here in carrying out learning? What a lecturer can do is:

### d. Online class learning

An online meeting application can be used to conduct teaching and learning activities. As we know, online-based learning has become a common thing to do now. This application allows lecturers and students to meet and carry out teaching and learning activities. It is hoped that this method can facilitate these learning activities. Google Meet and Zoom Meeting are two applications that can be used.

### e. Provide theory and material

The teacher provides theory and material about pronunciation. How to pronounce a word correctly, and what is the structure of a word. For example, the terms scene and seen. Scene /si:n/, means the place where something happens or refers to some area. Meanwhile, the word seen /si:n/ means referring to look something by using your eyes. This example is a homonym in 2 different words but has the same meaning. This theory and material explanation are as short, clear, and concise as possible.

### f. Provide examples.

In this case, the teacher can use a tongue twister as an example in the pronunciation material. One example is, too good to be true. Too /tu:/ has a meaning, namely, used before adjectives and adverbs to express that something is better, more necessary, or more possible than it appears to be. Meanwhile, To /tu:/ has the meaning, namely, Refers in the direction of something; towards something. In giving these examples, it is necessary to pay attention to the correct pronunciation and meaning because this can affect the input and output of students.

### g. Define activity.

Pay attention to what activities or approaches can improve students' abilities for the better. For example, in the first meeting, the teacher gave material and examples of pronunciation. After being given the material and examples, the students were then asked to practice pronunciation correctly using a tongue twister. Through tongue twister media as teaching material, it is hoped that students can better understand pronunciation and do it correctly.

### h. Carry out an assessment.

The role of the teacher is to give value to the accuracy of students' pronunciation. Giving assignments can be one of the assessments of students' abilities. Students can be asked to analyze what words contain homonyms in tongue twisters, or students can also be asked to



# The 2<sup>nd</sup> Undergraduate Conference on Applied Linguistics, Linguistics, and Literature

Vol. 2(1), August, 2022

Online ISSN: 2807-8926

practice how to pronounce tongue twisters correctly. These things can be the object of assessment of students' abilities. Review is essential so that students can be motivated and know their progress.

These things can be done by a lecturer in carrying out pronunciation learning. However, good communication between teachers and students is the primary point in learning. In this regard, the teacher plays a significant role in guiding students to learn pronunciation. But it is undeniable student interest is also the main point. Things that can support learning and trigger student interest include:

## a. Instructional Media

Learning media that can be used as material related to homonyms are videos, novels, and tongue twisters. Furthermore, External variables influencing learners, such as making instructional media less appealing to students, have an influence (Ardhiani et al., 2021). This media is the best option because it is one of the most up-to-date media that can be used for homonym learning.

## b. Use of online video applications

Teaching and learning activities can now be done through online meeting applications. Examples of applications that can be used now are Zoom meetings, Google Meet, and WhatsApp videos. This application is chosen to conduct learning and support these activities.

Tongue twisters are short, difficult-to-pronounce lines that are unforgettable, remarkably quickly because of alliteration or a slight variation of consonant sounds. Also, Tongue twisters are helpful in learning pronunciation, and it is beneficial to improve students' pronunciation, not only practicing and pronouncing words but also developing memory skills. After all, it is contained in online videos and may also increase students' interest in participating in pronunciation learning. The tongue twister has such a beneficial impact on students that it has become an alternative medium for teaching pronunciation, particularly in terms of increasing students' abilities when studying from home is used (Aziz, 2021). The key to every teaching is how to make students interested to participating in learning. Lecturers as facilitators and mentors can prepare classes and online learning about homonym material in tongue twisters by using learning media such as novels, movies, and online videos. The media is used as an introduction or warm-up to explain what homonyms are and where they can be found. Some people can more capture complex or straightforward material in the form of video or sound. The selection of learning media in the video is expected to make it easier for students to understand the material. However, the provision of learning material and a brief but solid explanation of the material is the main focus that can be done.

## Conclusion

The types of homonymy found in tongue twister are Same Category and Same Spelling, Same Category but Different Spelling, and Different Category but the Same Spelling. And the data is displayed in the appropriate table according to the international phonetic symbols. From the analyzed tongue twister above, it was found that there are several types of homonyms found in these tongue twisters. Homonyms can find in tongue twisters because researchers wonder if any object besides a movie or novel contains homonyms. In a movie or reading a novel, the researcher often hears or sees the same words but have different meanings. Pronunciation is one thing that needs to be learned in English class. This research

explains other alternatives that can be used to use homonymy in tongue twisters in pronunciation lessons, how to choose the material, and realize it in learning class.

## **References**

- Ardhiani, C., Setiyaji, A., Sodik, J., & Susanto, D. A. (2021). Using hand puppets as media to improve students' speaking skill through narrative text: A case of eighth students of SMP N 16 Semarang in academic year of 2016/2017. *ETERNAL (English Teaching Journal)*, 12(1). <https://doi.org/10.26877/eternal.v12i1.8307>
- Cann, R. (1993). *Formal Semantics: An Introduction*. Cambridge University Press.
- Crystal, D. (2008). *Dictionary Of Linguistics And Phonetics*. Blackwell Publishing.
- Garcia, M. (2021). Exploring the representation of word meanings in context: A case study on homonymy and synonymy. *ACL-IJCNLP 2021 - 59th Annual Meeting of the Association for Computational Linguistics and the 11th International Joint Conference on Natural Language Processing, Proceedings of the Conference*, 3625–3640. <https://doi.org/10.18653/v1/2021.acl-long.281>
- Hidayati, N. (2020). The correlation between semantic and phonology. *LINGUAMEDIA*, 1(1), 34–47. <http://dx.doi.org/10.56444/lime.v1i1.1401>
- Keraf, G. (2009). *Diksi dan Gaya Bahasa*. PT. Gramedia Pusaka Utama.
- Kroeger, P. (2018). *Analyzing meaning: An introduction to semantics and pragmatics*. Language Science Press.
- Liddell, H. G. (1894). *A greek-english lexicon*. Harper.
- Mertova, P. & Webster, L. (2019). Using Narrative Inquiry as a Research Method. In *Using Narrative Inquiry as a Research Method*. <https://doi.org/10.4324/9780429424533>
- Murphy, M. L. (2010). *Lexical meaning*. Cambridge University Press.
- Ratnawati, R. & Sulastri, S. (2019). An analysis on students' ability in distinguishing polysemy and homonymy. 254, 344–348. <https://doi.org/10.2991/conaplin-18.2019.66>
- Saeed. (2016). *Semantics Fourth Edition*. Blackwell Publishing.
- Saeed, J. (2015). *Semantics and Pragmatics*. In *The Routledge Handbook of Semantics*.
- Siregar, W. R. (2021). An analysis of lexical relation in English translation of al-quran surah al-kahf. *State institute for Islamic Studies*.
- Susanto, D. A. (2018). The use of experiential meanings in the drink labels. *ETERNAL (English Teaching Journal)*, 9(1). <https://doi.org/10.26877/eternal.v9i1.2414>
- Susanto, D. A. & Watik, S. (2017). The interpersonal meaning realized in the lyrics of christina perri's album "lovestrong" and the contribution for teaching a modern english grammar. *DEIKSIS*, 9(3), 283. <http://dx.doi.org/10.30998/deiksis.v9i03.962>
- Tyas, N. K. & Pratama, F. G. (2022). Conversation analysis : turn-taking analysis on boy william podcast episode 06 in collaboration with cinta laura. *ALLURE JOURNAL* 02(2), 96–104. <http://dx.doi.org/10.26877/allure.v1i2.11997>
- Yonum. (2017). The linguistic effects of homonyms and homophone in tiv language system. *Journal of Humanities and Culturesstudies R&D*, 22(11), 1-9.
- Yulia Adha, A. & Widyaningtyas, A. (2017). Students' error in lexical meaning in communication through conversation in the classroom. *104(Aisteel)*, 442–445. <https://dx.doi.org/10.2991/aisteel-17.2017.95>