

ENGLISH HOMONYM AND POLYSEMY WORDS THROUGH SEMANTIC APPROACH: NOVELS *WOY & THE DANCER***Ayu Bandu Retnomurti**

Program Studi Pendidikan Bahasa Inggris,
Fakultas Bahasa dan Seni, Universitas Indraprasta PGRI
ayubandu@gmail.com

Abstrak

Setiap kata atau kalimat yang kita ucapkan sehari-hari harus memiliki makna tertentu yang dapat dipahami pendengar kita dengan baik. Ketika kita berbicara atau menulis sesuatu dengan kata-kata yang terkandung di dalamnya, makna dianggap memiliki peranan penting. Penelitian ini bertujuan untuk mempelajari beberapa kata yang diidentifikasi mirip dengan pengucapan dan pengejaan tetapi maknanya mungkin berbeda atau serupa. Penelitian ini menggunakan jenis metode kualitatif deskriptif dilihat dari tujuan penelitian kualitatif itu sendiri berdasarkan mode pengamatan yang digunakan. Hasil dari penelitian ini adalah peneliti menemukan bahwa ada sepuluh kata homonim dan lima kata polisemi yang ditemukan dalam novel "Waiting on You and the Dancer".

Kata Kunci: *Homonim, Polisemi, Pendekatan Semantik, Novel*

Abstract

Every single word or sentence we utter every day should carry particular meaning that our listener can digest well. When we speak or write something with words contained in it, the meaning is considered as being contributed to it. This research aims to study some words which are identified similar by pronunciation and spelling, but the meaning may be either different or similar. This research was undertaken by the researcher used type of descriptive qualitative method seen from the objective of research and qualitative research seen from the inquiry mode used. The results of the research are the researcher found that there are ten homonym words and five polysemy words found in novels *Waiting on You and the Dancer*.

Keywords: *Homonym, Polysemy, Semantic Approach, Novel*

INTRODUCTION

Language is one of the crucial tools of people, in general, to speak to each other. Without language, people will never ready to communicate with each other. People need language to speak, to interact, and to urge information from others. Language is employed widely for communication between people that don't share an equivalent first (or even second) language. It implies that language is often a primary necessity in human life. It has an enormous role for each people in making good relationships with others. Language is a means of communication. Through language, people can express their ideas, thought, and feelings. Therefore, language is a human and non-intensive method of communicating ideas, feelings, and desires through a system of sounds and sound

symbols. The language may represent the express and implicit feelings and thoughts. It may be described as a vehicle of thought because through language people can share or deliver what put in mind. In learning and understanding language, people do not only understand the form of language, but also the meaning in it (Talmy, 2011).

People require a means to convey a message to each other. The general and widely used means people use to convey a message is by language. The language also has features as a system. It structures in sequence and systematically. The language also has features as sound. Every word we utter contains the smallest unit which is later called as phoneme (Phonetic field) or morpheme (Morphology field). Because language is also dynamic, every change we can experience from the recurring change of language is natural. When we speak or write something with words contained in it, the meaning is considered as being contributed to it. However, the meaning is also considered as an arbitrary one. The reason is there is no relation between concept and thing that it refers to. In brief, we cannot explain how the thing we refer to (e.g. Drinkable liquid) can be called a particular name (e.g. water) (Peterson, 2018). Meaning is learned in Semantics. Semantics is a study of meaning. This research aims to study some words which are identified similar by pronunciation and spelling, but the meaning may be either different or similar. Therefore, such a study is categorized in lexical semantics. There are some thoughts regarding sense. Peterson's (2018, 88) thoughts view sense by seen from the difference between sense and reference. There are some common categories for sense relations that embody: synonym, antonym, homonym, and polysemy. The most well-known linguist is Ferdinand De Saussure which currently we know terms "significant" and "signified". Because sense varies, and it relates to each other creating sense relation. Sense relation occurs as the result of semantics relation among a unit of languages with another one. There are some common categories for sense relations that embody: synonym, antonym, homonym, and polysemy. The researcher, however, will only determine the meaning of words (lexemes) themselves without the intervention of external context relation (external context relation is discussed in pragmatics). When we learn about semantics, we surely learn about meaning and sense. Some opinions attempted to define meaning. According to Umagandhi and Vinothini (2017, 76), the meaning is defined as "what is referred to or indicated by e.g. sound, words or signals". Meanwhile, he recognized meaning linked to sign. A sign is slightly different from the symbol. The sign refers to something which can be referred or signified to represent notion, ideas, feeling directly and naturally. A symbol is something that conventionally used to mark something indirectly and unnaturally. Ferdinand also implied that every linguistics sign consists of two components where we currently recognize as significant (that define) and signified (that is defined). Significant embodies sequence of sound which explains something it refers to (signified). Assume an animate thing possesses two legs used to walk or run and it has two hands with a face on top of the body. Surely, we can acknowledge this concept (signified) is the concept or definition of /h/, /j/, /u:/, /m/, /a/, /n/ (significant). In another word, there are some expressions which are adherence to sign. The concept of referring expression and referent also contributes to the meaning formation. A referring expression is defined as something to which the linguistics units are linked to the non-linguistics unit. While referent is something to which referring expression is referred to. Concept Significant and Signified cannot be treated the same as the concept of referring and referent. Because significant and signified belongs to the concept of sign. At the same time, Riemer (2010, 86) cites the relation between symbol and concept as an association. The relation between referent and thought can be called as

a reference, meanwhile, the relation between symbol and referent is meaning. Talking about meaning, it cannot be separated from the term "sense". Mansyur and Said (2020, 261) also proposed another view that was stated as if meaning were equated with reference, then two different expressions with the same reference could be substituted for one another in a sentence without changing its meaning. They also gave an example regarded as their statement about "evening star" and "morning star". Two statements indicate for the same reference, that is, Venus planet. Therefore, it is best to state that two statements are equally suited to the equality concept. Talking about meaning and sense, some linguistic signs are inseparable. It is also particularly important to distinguish between lexical, grammatical, and contextual meaning. There is indeed a relationship between a unit of language and another unit of language. This unit of language can be constituted into words, phrases, even sentences. This relationship is called a sense relation. This relation embraces the "sameness of meaning" (Hurford and Heasley, 2014). The opposition of meaning (antonym), the anomaly, the inclusion of sense (hyponym), Homonym and Polysemy, and redundancy. A synonym is supposed by "sameness of meaning". Almost entire of languages have synonymous words. An antonym refers to a linguistic relation between two opposite meanings. The inclusion of sense is encompassed into Hyponym; take an example of burung we can classify *burung* into several kinds like *merpati*, *tekukur*, *perkutut*, *kepodang*, etc (Riwu & Pujiati, 2018). A homonym is a word that has similar spelling and pronunciation but differs in meaning. While Polysemy is a word that has quite one meaning which is treated as bookkeeping in a dictionary. The last is Redundancy is kind of word which sounds redundant e.g. '*Bola itu ditendang Tono*' Ball the kicked (passive form) by *Tono*. The ball is kicked by *Tono*. In Indonesian, it sounds redundant to use '*oleh*' because we might not use such word and it becomes: "*Bola itu ditendang Tono*" (Machery et al., 2011).

However, during this research, the researcher prefers to investigate sense relation handling homonym and polysemy. The researcher chooses only sense relation between homonym and polysemy because the researcher feels that words don't just one meaning attached to different or perhaps the same sentences (connotative meaning, not denotative meaning like metonym). That's why the objective of this research is to describe English homonym and polysemy are found in 'Waiting on you and also the Dancer Novels'.

A homonym is troublesome because it should ask three distinct classes of words. Homonyms are also words with identical pronunciations but different spellings and meanings, like to, too, and two. Or they will be words with both identical pronunciations and identical spellings but different meanings, like quail (the bird) and quail (to cringe). Finally, they will be words that are spelled alike but are different in pronunciation and meaning, like the bow of a ship and bow that shoots arrows. Examples of homonym during a Sentence for the noun "bear" and also the verb "bear" are homonyms. Homonyms are words that sound similar or are spelled similar, but they have different meanings. A more restrictive definition sees homonyms as words that are simultaneously homographs (words that share an equivalent spelling, no matter their pronunciation) and homophones (words that share an equivalent pronunciation, no matter their spelling) – that's to mention they need identical pronunciation and spelling, whilst maintaining different meanings. The connection between groups of homonyms is named homonymy. Examples of homonyms are the pair stalk (part of a plant) and stalk (follow/harass a person) and also the pair left (past tense of leave) and left (opposite of right) (Fontes and Schwartz, 2015). A different is made between real homonyms, which are unrelated in origins, such as skate (glide on ice) and skate (the fish), and polysemous homonyms, or polysemy's, which have

a shared origin, such as mouth (of a river) and mouth (of an animal). In non-technical contexts, the term "homonym" could also be used (somewhat confusingly) to ask words that are either homographs or homophones. For example, the words row (propel with oars) and row (argument) and row (a linear arrangement of seating) are considered homographs, whereas the words read (peruse) and reed (waterside plant) would be considered homophones; under this looser definition, both groups of words represent groups of homonyms. An additional example of a homonym, which is both a homophone and a homograph, is a fluke. Fluke can mean a fish and a flatworm. The top parts of an anchor. The fins on a whale's tail. A stroke of luck. These meanings represent a minimum of three etymologically separate lexemes but share the one form, fluke. Note that fluke is additionally a capitonym, in this Fluke Corporation (commonly mentioned as simply "Fluke") could be a manufacturer of commercial testing equipment. Similarly, a riverbank, a savings bank, a bank of switches, and a basketball shot within the game of pool share a standard spelling and pronunciation but differ in meaning. Here, the words bow and bough are examples which is there are two meanings associated with one pronunciation and spelling (the weapon and also the knot); two meanings with two different pronunciations (the knot and the act of bending at the waist), and two distinct meanings sharing an equivalent sound but different spellings (bow, the act of bending at the waist, and bough, the branch of a tree). Additionally, it's several related but distinct meanings – a bent line is usually called a 'bowed' line, reflecting its similarity to the weapon. Though it is related to the particular restrictive terms, various pairs of sounds and meanings of a bow, Bow, and bough are homonyms, homographs, homophones, heteronyms, heterographs, capitonyms and are polysemous (Mamedova, 2019). Bow – an extended wooden persist with horsehair that's accustomed play certain string instruments like the violin. Bow – to bend forward at the waist in respect (e.g. "bow down"). Bow – the front of the ship (e.g. "bow and stern"). Bow – a form of tied ribbon (e.g. bow on a gift, a bowtie). For example, the word Bow – to bend outward at the edges (e.g. a "bow-legged" cowboy). Bow – a part in London. Bow—a weapon to shoot projectiles with (e.g. a bow and arrow). The words there, their, and they are samples of three words that are of a singular pronunciation (in American English), they have different spellings and vastly different meanings. These three words are commonly misused (or misspelled if you would like to seem at it that way) in American English. There such as "The bow shot the arrow there." He said as He pointed. "The bow shot the arrow there." She said as she pointed. They such as "It was their bow and arrow." the Mother said. They're - they don't seem to be getting to get to shoot the bow again after puncturing the tire on Daddy's car. (Contraction of They and Are.) (Fontes and Schwartz, 2011). Homonyms are two words that are spelled similar and sound similar but have different meanings. The word "homonym" comes from the prefix "homo-," which implies a similar, and also the suffix "-nym," which implies name. Therefore, a homonym could be a word that has a similar name as another word, meaning that the 2 words look and sound exactly alike. A simple example of a homonym is that the word "pen." this will mean both "a holding area for animals" and "a writing instrument." Another example is "book," which may mean "something to read" or "the act of creating a reservation." In both cases, the sound and spelling are similar, and only the definition changes. Here are thirty more examples of homonyms. They have quite two meanings (for example, "tender" may mean sensitive, easily chewed, or perhaps confer with chicken strips), but to stay things simple we've only included two in our homonyms list: Address - to talk to / location. Air - oxygen / a lilting tune. Arm - part/division of an organization. Band - a musical group / a ring.

For example, the word Bark - a tree's out layer / the sound a dog makes. Then, the word Bat - an implement accustomed to hitting a ball / a nocturnal flying mammal. Bright - very smart or intelligent/full of light. Circular - taking the shape of a circle / a store advertisement. Current - up so far / flow of water. Here, the word Die - to cease living / a cube marked with numbers one through six. Express - something is done fast / to point out your thoughts by using words. Fair - equitable / beautiful. Jag - a pointy, jugged object / a crying spree. Kind - type / caring. Lie - to recline / to inform a falsehood. The word Match such as to pair like items and a stick for creating a flame. Mean - average / not nice. Pole - an individual from Poland / a bit of metal that holds a flag. Pound - a unit of weight / to beat. The word Quarry such as a site for mining stone / to extract or obtain slowly. Here. The word Ream - a pile of paper / to juice citrus. Then, the word Ring - a band on a finger/something circular in shape. The word Right and correctly such as direction opposite of left. The word Rock or a genre of music such as a stone. The word Rose and to possess gotten up such as a flower. The word spring and a season such as coiled metal. The words Stalk and a section of a plant such as to follow or harass someone. Tender - gentle / offer of money. Tire - to grow fatigued / a section of a wheel. Well - in healthiness / a source for water within the ground. So, Homonyms have characteristics of both homophones and homographs. As we mentioned, they're words that are spelled alike (like homographs) and sound-alike (like homophones). Homonyms are a special word; therefore, they are best thought of because of the center portion of a Venn diagram which shows the overlap between homophones in one half and homographs in the other. Other examples: bear (an animal)/bear (to withstand or hold up); can (a metal container)/can (able to) (Williams and Bever, 2010).

A polysemy may be a word or phrase with different, but related senses. Since the test for polysemy is that the vague concept of the relatedness, judgments of polysemy is difficult to form. Because applying pre-existing words to new situations may be a process of language change, observing words' etymology is useful in determining polysemy but not the sole solution; as words become lost in etymology, what once was a useful distinction of meaning may not be so. Some unrelated words share a standard historical origin, however, so etymology isn't an infallible test for polysemy and dictionary. The researcher also often defers to speakers' intuitions to judge polysemy in cases where it contradicts etymology. English has many polysemous words. For example, the verb "to get" can mean "procure" (I'll get the drinks), "become" (she got scared), "understand" (I get it), etc. (Srinivasan and Rabagliati, 2015). Polysemy is characterized because of the phenomenon whereby one form is related to two or several related senses. It is distinguished from monosemy, where one form is related to one meaning, and homonymy, where one form is related to two or several unrelated meanings. Although the distinctions between polysemy, monosemy, and homonymy could seem clear at an intuitive level, they need to be proven difficult to attract practice. Polysemy proliferates in natural language: Virtually every word is polysemy to some extent. Still, the phenomenon has been largely ignored within the mainstream linguistics literature and in related disciplines like a philosophy of language. However, polysemy may be a topic of relevance to linguistic and philosophical debates regarding meaning representation, compositional semantics, and therefore the semantics-pragmatics divide. Early accounts treated polysemy in terms of sense enumeration: each sense of a polysemous expression is represented individually within the lexicon, such polysemy and homonymy were treated on a par. This approach has been strongly criticized on both theoretical and empirical grounds. Since a minimum of the 1990s, most researchers converge on the

hypothesis that the senses of a minimum of many polysemous expressions derive from one meaning representation, though the status of this representation may be a matter of vivid debate: Are the lexical representations of polysemous expressions informationally poor and underspecified concerning their different senses? Or do they need to be informationally rich to store and be ready to generate these polysemous senses? Alternatively, senses could be computed from a literal, primary meaning via semantic or pragmatic mechanisms like coercion, modulation or unplanned concept construction (including metaphorical and metonymic extension), mechanisms that play a role also in explaining how polysemy arises and is implicated in lexical semantic change (Boxman and Shifman, 2014). Polysemy is characterized as the phenomenon whereby a single word form is associated with two or several related senses, the relations between the senses are often metonymic (part-for-whole), as in (1d) to (1f), or metaphorical, as in (1g). Polysemy is contrasted with monosemy, on the one hand, and with homonymy, on the other. While a monosemous word form has only one meaning, a homonymous word form is associated with two or several unrelated meanings (e.g., coach: 'bus', 'sports instructor'), and is standardly viewed as involving different lexemes (e.g., coach1, coach2). Polysemy is pervasive in natural languages and affects both content and performance words. While deciding which sense is intended on a given occasion of use rarely seems to cause any difficulty for speakers of a language, polysemy has proved notoriously difficult to treat both theoretically and empirically. Some of the questions that have occupied linguists, philosophers, and psychologists curious about the phenomenon concern: (i) the representation, access, and storage of polysemous senses within the mental lexicon; (ii) how to deal with polysemous words in a compositional theory of meaning; and (iii) how novel senses of a word arise and are understood in the course of communication. In psycholinguistics, the debate revolves mainly around the differences in access, storage, and representation of polysemous senses vis-à-vis homonymous meanings (the different related meanings of polysemous expressions are usually called senses). Crossley et al. (2010, 38) said that Computational and theoretical linguistics describes models that can integrate various forms of polysemy into a compositional theory of meaning. It proposes accounts of how polysemous senses arise and are understood, with an eye fixed on the difficulty of whether the generation of senses reflects our conceptual structures. Distributional semantics approaches describe and distinguish senses on the idea of words' distributional properties, extracted by statistical analysis of the contexts during which words occur (under the idea that words with similar distributional properties have similar semantic properties also try to tackle the question of how many senses a polysemous expression can be said to have mainly by looking at collocation patterns. A trend towards an increasing interaction between these fields can be observed, as the different research topics just listed are intimately related (Gries, 2019).

When an emblem, word, or phrase means many various things, that's called polysemy. The verb "get" is a good example of polysemy — it can mean "procure," "become," or "understand." One of the concepts used by linguists (people who study the way languages work) is polysemy — it's an ambiguous quality that many words and phrases in English share. Generally, polysemy is distinguished from simple homonyms (where words sound alike but have different meanings) by etymology. Polysemous words nearly always share a similar origin or root. Speaking of etymology, polysemy comes from Greek, in which it means "of many senses." (Foraker and Murphy, 2012). Polysemy is a side of semantic ambiguity that concerns the multiplicity of word meanings. For a commonplace example, consider the meaning of the adjective good in the following

sentences: We had a good time yesterday. Bring me a good banana. That ticket is good for travel on any flight. It's a decent ten miles to the subsequent gasoline station. In each case, good carries a different meaning: Pleasurable, enjoyable, or satisfying. Suitable for an intended purpose. Generally valid and acceptable. Emphatically full or complete. Notice the range of meanings available for interpretation of excellent in these few sentences. As of this writing, Polysemy is an everyday fact of ordinary language usage, and humans blithely interpret correct results without conscious effort. However, polysemy is essentially impervious to any generalized linguistic communication processing technology. So that's why Polysemy is the association of one word with two or more distinct meanings. A polysemy may be a word or phrase with multiple meanings. The word "polysemy" comes from the Greek for "many signs." The adjective forms of the word include polysemous or polysemy. In contrast, a one-to-one match between a word and a meaning is called monosemy (Krizhanovsky, 2012).

This research may contribute information for learners about the types of homonym and polysemy are used in 'Waiting on you and the Dancer Novels'. They will more understand if they found difficulties in differentiating the semantic field by classifying the types. The use of sense relation makes literary works more interesting and more curious about the language, especially the meaning. Therefore, it may widen and deepen their knowledge about Homonym and Polysemy, concerning with the meaning.

Based on the explanation above, the researcher will take research to entitle Analysis on English Homonym and Polysemy Words through Semantic Approach in Novels "Waiting on You and the Dancer".

RESEARCH METHOD

Research Design

This research undertaken by the researcher uses the type of descriptive qualitative method seen from the objective of research and qualitative research seen from the inquiry mode used. MacLure (2013, 665) defines "qualitative methodology" as a research procedure taken to produce descriptive data that embrace written words or oral from people and observed action. To clarify it, qualitative research is designated to investigate the issue or problem arise without quantifying it (though for some cases, statistics is used, the researchers still cling on qualitative research as a primary guide). This research also uses descriptive which concerns describing a situation, problem (Mills and Birks, 2014).

Source of the Data

The population embraces the entire data which is required to be minimized into a smaller part, manageable ones. This is called sampling. The researcher obtains ten selected words picked from two novels. Because the researcher's research concentrates on how to determine a word whether it has a different or same meaning. Dealing with the word, the researcher used the instrument from two novels entitled "Waiting on you" and "The dancer".

The technique of Collecting Data

To collect the data, first, the researcher chooses the novels which are greatly different from another research instrument. The researcher is interested in taking two novels (as being cited in the instrument of research). After the researcher picks two novels, the researcher begins to select words that contain more than one meaning and the words should be familiar. After observing for entire words derived from two novels, the

researcher finally finds ten words that sound familiar and can contain more than one meaning which is sensible for research.

The technique of Analyzing Data

After the researcher finishes the data collection, the researcher attempts to analyze them one by one. First, the researcher has to know what Homonym and Polysemy are. Second, the researcher has to know what method or way used to determine the Homonym and Polysemy categories. Third, the researcher tries to select the best method or way of determining homonym and polysemy from a word. Fourth, the researcher begins to analyze the data with the method or way the researcher considers it as the best and easy.

RESULT AND DISCUSSION

Result

In this result, the researcher finds homonym words dominate two novels (cited above) rather than polysemy words. There are ten homonyms words contained in two novels and the rest is five for polysemy. Here are the words which have been categorized into homonym and polysemy. In this section, the researcher tries to elaborate on the methods used to determine homonym and polysemy words by analyzing through their denotation meaning (meaning taken from the dictionary) and compare the word to each other. To shorten the writing, the researchers consider number one as the sentence (data) taken from the primary source (two novels) and number two as the sentence (data) taken from another source which acts as a comparison for the primary source. And the core meaning taken from each word will be in brackets. Note that there are two methods used (though method "finding core meaning" is the most influenced in this analysis) which are "relation meaning" and finding core meaning.

Discussion of Homonym

Note: The core meaning is in brackets ()

First Data

1. After graduation, Chicago students are **charged** at domestic fee rates. [Waiting on you: p.132]
2. Mr. *Kartareja* to **charge** *Srintil* with money laundering on top of bribery. [The dancer: p.127]

The word "charged" in number one, according to the Oxford dictionary, is defined as "to ask an amount as a price". The word "charge" in number two, according to Oxford dictionary, is defined as "to accuse somebody of something especially formally in a court of law".

The researcher concluded that the word "charged" (money) number one from the lexeme "charge" has different core meaning with the word "charge" (crime) number two. Referring to method number one which designates the relation meaning, it is also proven that the meaning for lexeme "charge" taken by the Oxford dictionary is quite different and no relation meanings are found. Looking up a dictionary, there is only one entity for lexeme "charged" which shows it should belong to polysemy. However, the discussion shows the contrastive result. When the researcher uses method core meaning, it belongs to homonym. Indeed, it is some kind of misleading way if a dictionary is used.

Second Data

1. Lucas **aims** to help launch a new business and has a prize pool of \$ 100.000. [Waiting on you: p.251]
2. Mrs. *Kartareja* may **aim** at her husband. [The dancer: p.69]

The researchers concluded that the word "aims" (to achieve) derived from the lexeme "aim" number one has a different meaning with the word "aim" (to direct) number 2 seen from the relation of core meaning. Referring to relation meaning, seen from their meanings taken from the Oxford dictionary, it is obvious there are no relation meanings identified. It is also misleading when the dictionary is consulted to recognize lexeme "aim" whether it belongs to homonym or polysemy. The dictionary considers "aim" as a single entity which means it belongs to polysemy. While the researcher finds the word "aim" belongs to homonym.

Third Data

1. If her law school has not already been passed, Ellen must be taken at the same time as the new **paper**. [Waiting on you: p.220]
2. A *Paruk* village's story is not just a pile of **paper** with ink on it. [The dancer: p.103]

Word "paper" in number one is defined as "a set of examination questions on a particular subject". Word "paper" in number two is defined as "a material made in thin sheets and used for writing". The researcher concluded that the word "paper" (exam) number one has a different meaning with the word "paper" (thing for writing) number two. Referring to relation meaning, it is obvious there are no relation meanings identified in both sentences.

Dictionary recognizes the word "paper" as a single entity (polysemy). It is contrastive with researchers' finding that it belongs to homonym.

Fourth Data

1. The Chicago University may grant **credit** standing for study undertaken at another tertiary institution. [Waiting on you: p.134]
2. To be a *Ronggeng* or dancer, **credit** bills have many advantages as a means of payment. [The dancer: p.220]

The meaning of the word "credit" in number one is "an entry on a record showing that a student has completed a course". The meaning of the word "credit" in number two is "small plastic card that allows its holder to buy goods on credit. The researcher concluded that the word "credit" (unit of study) number one has different core meanings with the word "credit" (card) number two. Referring to relation meaning, it is obvious there are no relation meanings identified in both words' "credit". Dictionary recognizes lexeme "credit" as a single entity (polysemy). It is opposite to the researcher's finding by the core meaning method that it shows homonym.

Fifth Data

1. Work as a security guard at a 9-learning skyscraper downtown is **run** at the start of each month. [Waiting on you: p.135]
2. *Srintil* cannot **run** fast. [The dancer: p.15]

The researcher concluded that the word "run" (organize) number one has different core meanings with the word "run" (move fast on foot) number two. Referring to relation meaning, no relation meanings are identified in both sentences. Dictionary recognizes the lexeme "run" as a single entity (polysemy). Meanwhile, the researcher finds it belongs to homonym by core meaning method.

Sixth Data

1. It is usually undertaken in the same area of study as the major subject pursued for a bachelor's degree or in a related **discipline**. [Waiting on you: p.155]
2. This **discipline** is absent in dancing through computers and televisions at home. [The dancer: p. 34]

The meaning of the word "discipline" number one is "a branch of knowledge". The meaning of the word "discipline" number two is "the controlled, ordered behavior resulting from such training".

The researcher concluded that the word "discipline" (a branch of knowledge) number one and word "discipline" (ordered behavior) number two have a different meaning.

Seventh Data

1. Students are **led** by staff who present original research. [Waiting on you: p.178]
2. *Srintil* found a narrow passage that **led** to a large underground cave. [The dancer: p.55]

The meaning of the word "led" number one is "to direct or control somebody/something". The meaning of the word "led" number two is "To be a connection between two or more objects/ to be a route or means of access".

Word "led" (show the way) from lexeme "lead" number one and word "led" (connect two things) number two have different core meanings.

Eight Data

1. Ellen says the Chicago environment **strikes** a great balance between study and lifestyle. [Waiting on you: p.186]
2. As the clock **strikes**, *Kartareja* Tax airport turns into a pumpkin and shuts down for the night. [The dancer: p.68]

The meaning of the word "strikes" number one is "to give somebody a particular impression". The meaning of the word "strikes" number two is "to indicate the time by sounding a bell".

Word "strikes" (impression) from lexeme "strikes" number one and word "strikes" (related to the clock) number two have different core meanings.

Ninth Data

1. Lucas **picked** Chicago for postgraduate study because it offered much that mattered to him... [Waiting on you: p.197]
2. These places, *Srintil* having her rice field, only serve the rice in her restaurants and does not provide the facility for guests to **pick** her own. [The dancer: p.77]

Meaning for the word "picked" number one is "to choose or select somebody/something from a group of people or things". Meaning for word "pick" number two is "to remove something from a surface, especially with one's fingers".

The researcher concluded that the word "picked" (to choose) from lexeme "pick" number one has a different meaning with the word "pick" (to remove) number two. Referring to relation meaning, it is clear no relation meanings are identified.

Tenth Data

1. If she has not **attended** school in the last three years, please include....[Waiting on you: p.205]
2. For Mr. *Kartareja* never left it: all his needs, meals, shopping, and laundry were the middle-aged land-ladies. [The dancer: p.81]

The meaning of the word "attended" number one is "to be present at an event". The meaning of the word "attended" number two is "to care for somebody".

The word "attended" (to be present) from lexeme "attend" number one and word "attended" (to care for) number two have a different meaning.

Discussion of Polysemy

Note: The core meaning is in brackets ()

First Data

1. Collen is within walking **distance** of Connor's house. [Waiting on you: p.257]
2. It is the **distance** at *Dawuan* between two lines on a *Paruk* village. [The dancer: p.217]

The researchers refer to the Oxford dictionary to find both meanings. The meaning of the word "distance" number one is "near enough to be reached easily on foot". The meaning of the word "distance" number two is "the amount of space between two points or places".

From meanings elaborated above, the researcher finds a similar core meaning though it is concealed within the meaning itself [meaning number 1]. The researchers analyze meaning number one by taking the clause: "near enough to be reached on foot". The researcher thinks this clause deals with meaning clause number two: "the amount of space". Reaching destination requires the act by foot and the human foot takes some spaces to walk in. From such an analysis, the researcher finds the core meaning which deals with (space).

Second Data

1. One semester of successful study at Chicago University at a **recognized** institution of university standing. [Waiting on you, p: 283]
2. *Waras* raised his head for a moment, he should **recognize** a favorite game. [The dancer: p.242]

Word "recognized" number one has a meaning "to accept somebody/something as officially valid or genuine" word "recognize" number two has a meaning "to admit or be aware that something exists is true; to acknowledge something".

From both meanings with lexeme "recognize", the researcher finds the same core meaning which is (to receive acknowledgment).

Third Data

1. The scholarship, funded by the New York government through education at Chicago University, is open to Lucas who does not **hold** New York residence. [Waiting on you: p.418]
2. *Srintil* may **hold** the opinion as the dancer that failure is the key to success. [The dancer: p.413]

Word “hold” number one has a meaning “to own or possess something”. Word “hold” number two has a meaning “to have a belief or an opinion”. From lexeme “hold”, the researcher finds the same core meaning which is to show (possession).

Forth Data

1. The college **body** is large and diverse so there is something for everyone. [Waiting on you: p. 454]
2. Mrs. *Sakarya* pointed to *Srintil* to exercise daily to help maintain support for her healthy **body**. [The dancer: p.441]

Word "body" number one has to mean "a group of people working or acting as a unit". Word "body" number 2 has to mean "the whole physical structure of a human being". The researcher finds the same core meaning from the word "body" which refers to (the whole group of something).

Fifth Data

1. has prompted his desire to travel more and to perhaps do further **study** abroad since June. [Waiting on you: p.401]
2. **Study** about Javanese culture to become an interesting reason for *Srintil* to struggle her life as a dancer. [The dancer: p.434]

Word "study" number one has the meaning "activity of learning or gaining knowledge, especially from books". Word "study" number 2 has to mean "a detailed consideration or investigation of a subject". The researcher finds the same core meaning from the word "study" (learning something) from both sentences.

Table 1 Homonym and Polysemy Categories

No	Homonym	Polysemy
1	After graduation, Chicago students are charged at domestic fee rates. [Waiting on you: p.132] Mr. Kartareja to charge <i>Srintil</i> with money laundering on top of bribery. [The dancer: p.127]	Collen is within walking distance of Connor's house. [Waiting on you: p.257] It is the distance at Dawuan between two lines on a Paruk village. [The dancer: p.217]
2	Lucas aims to help launch a new business and has a prize pool of \$ 100.000. [Waiting on you: p.251] Mrs. Kartareja may aim at her husband. [The dancer: p.69]	The scholarship, funded by the New York government through education at Chicago University, is open to Lucas who does not hold New York residence. [Waiting on you: p.418]

- 3 If her law school has not already been passed, Ellen must be taken at the same time as the new **paper**. [Waiting on you: p.220]
A Paruk village's story is not just a pile of **paper** with ink on it. [The dancer: p.103]
- 4 The Chicago University may grant **credit** standing for study undertaken at another tertiary institution. [Waiting on you: p.134]
To be a Ronggeng or dancer, **credit** bills have many advantages as a means of payment. [The dancer: p.220]
- 5 Work as a security guard at a 9-learning skyscraper downtown is **run** at the start of each month. [Waiting on you: p.135]
Srintil cannot **run** fast. [The dancer: p.15]
- 6 It is usually undertaken in the same area of study as the major subject pursued for a bachelor's degree or in a related **discipline**. [Waiting on you: p.155]
This **discipline** is absent in dancing through computers and televisions at home. [The dancer: p.34]
- 7 Students are **led** by staff who present original research. [Waiting on you: p.178]
Srintil found a narrow passage that **led** to a large underground cave. [The dancer: p.55]
- 8 Ellen says the Chicago environment **strikes** a great balance between study and lifestyle. [Waiting on you: p.186]
As the clock **strikes**, Kartareja Tax airport turns into a pumpkin and shuts down for the night. [The dancer: p.68]
- 9 Lucas **picked** Chicago for postgraduate study because it offered much that mattered to him... [Waiting on you: p.197]
These places, Srintil having her rice field, only serve the rice in her restaurants and does not provide the facility for guests to **pick** her own. [The dancer: p.77]
- 10 If she has not attended school in the last three years, please include....[Waiting on you: p.205]
For Mr. Kartareja never left it: all his needs, meals, shopping, and laundry were the middle-aged landladies. [The dancer: p.81]
- Srintil may **hold** the opinion as the dancer that failure is the key to success. [The dancer: p.413]
The college **body** is large and diverse so there is something for everyone. [Waiting on you: p.454]
Mrs. Sakarya pointed to Srintil to exercise daily to help maintain support for her healthy **body**. [The dancer: p.441]
One semester of successful study at Chicago University at a **recognized** institution of university standing. [Waiting on you, p: 283]
Waras raised his head for a moment, he should **recognize** a favorite game. [The dancer: p.242]
..... has prompted his desire to travel more and to perhaps do further **study** abroad since June. [Waiting on you: p.401]
Study about Javanese culture to become an interesting reason for Srintil to struggle her life as a dancer. [The dancer: p.434].
-

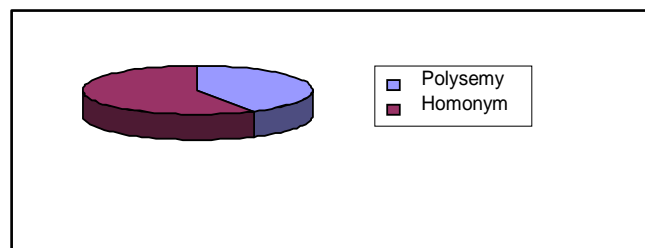


Figure 1 Homonym and Polysemy.

CONCLUSION

After careful analysis and observation, the researcher would like to conclude: The researcher found that there are ten homonym words and five polysemy words in two novels “Waiting on You and the Dancer”.

The researcher found that the most appropriate method for determining homonym and polysemy word, that is by searching for the core meaning. Although it is sufficient to look for the meaning of the dictionary, the core meaning packs the meaning of the dictionary into short digestible meaning.

The researcher finds this research is best understood by its academic aspect. It means that this research is the product of researchers’ curiosity in determining homonym and polysemy words and only those who have learned Semantics can gain the benefit from this research. The researcher also finds there are still a lot of hidden explanations about homonym and polysemy which is supposed to be sought for. The researcher expects another researcher to develop the knowledge of meaning relation, especially in homonym and polysemy words as this can give deep comprehension for either academic or even non-academic people

REFERENCES

- Fontes, A. B. A. D. L., & Schwartz, A. I. (2015). Bilingual access of homonym meanings: Individual differences in bilingual access of homonym meanings. *Bilingualism*, 18(4), 639. <http://doi.org/10.1017/S1366728914000509>
- Fontes, A. B. A. D. L., & Schwartz, A. I. (2011). Working memory influences on cross-language activation during bilingual lexical disambiguation. *Bilingualism*, 14(3), 360. <http://doi.org/10.1017/S1366728910000374>
- Boxman-Shabtai, L., & Shifman, L. (2014). Evasive targets: Deciphering polysemy in mediated humor. *Journal of Communication*, 64(5), 977-998.
- Crossley, S., Salsbury, T., & McNamara, D. (2010). The development of polysemy and frequency use in English second-language speakers. *Language Learning*. <http://doi.org/10.1111/j.1467-9922.2010.00568.x>
- Foraker, S., & Murphy, G. L. (2012). Polysemy in sentence comprehension: Effects of meaning dominance. *Journal of memory and language*, 67(4), 407-425.
- Gries, S. T. (2019). Polysemy. *Cognitive Linguistics-Key Topics*, 23.

- Hurford, J. R., & Heasley, B. (2014). *Semantics. A Coursebook*. Igarss 2014. <http://doi.org/10.1007/s13398-014-0173-7.2>
- Krizhanovsky, A. (2012). A quantitative analysis of the English lexicon in Wiktionaries and WordNet. *International Journal of Intelligent Information Technologies (IJIT)*, 8(4), 13-22.
- Machery, E., Mallon, R., Nichols, S., & Stich, S. (2011). Semantics, Cross-Cultural Style. In *Collected Papers: Mind and Language, 1972-2010*. <http://doi.org/10.1093/acprof:osobl/9780199734108.003.0016>
- MacLure, M. (2013). Researching without representation? Language and materiality in post-qualitative methodology. *International journal of qualitative studies in education*, 26(6), 658-667.
- Mamedova, M. A. (2019). Classification of homonyms of the English language. *UK*, 7(12).
- Mansyur, F. A., & Said, R. (2020, May). A Cognitive Semantics Analysis of Wolio Proverbs Related to the Human Body. In *1st Borobudur International Symposium on Humanities, Economics and Social Sciences (BIS-HESS 2019)* (pp. 259-262). Atlantis Press.
- Mills, J., & Birks, M. (2014). *Qualitative methodology: A practical guide*. Sage.
- Peterson, P. L. (2018). *Intermediate Quantities: Logic, Linguistics and Aristotelian Semantics: Logic, Linguistics and Aristotelian Semantics*. Routledge.
- Riemer, N. (2010). *Introducing semantics. Introducing Semantics*. <http://doi.org/10.1017/CBO9780511808883>
- Riwu, Asnat & Pujiati, Tri. (2018). Analisis Semiotika Roland Barthes pada Film 3 Dara. *DEIKSIS Journal of Universitas Indraprasta PGRI, Vol. 10 No.03, 2018, hal. 212 – 223*. Retrieved from <http://journal.lppmunindra.ac.id/index.php/Deiksis/article/view/2809>
- Srinivasan, M., & Rabagliati, H. (2015). How concepts and conventions structure the lexicon: Cross-linguistic evidence from polysemy. *Lingua*. <http://doi.org/10.1016/j.lingua.2014.12.004>
- Talmy, L. (2011). Cognitive Semantics. In *Semantics. An International Handbook of Natural Language Meaning*. <http://doi.org/10.1016/B0-08-044854-2/01087-7>
- Umagandhi, R., & Vinothini, M. (2017). Leech's seven types of meaning in semantics. *International Journal of Multidisciplinary Research and Development*, 4(3).