Adjective Collocations in Gurit Bocah of Belik Magazine: Form and Lexical Meaning

Nanda Nursa Alya[a.1]*& Daru Winarti[a.2]

a) Universitas Gadjah Mada, Indonesia
1) nanda.nursa.alya@mail.ugm.ac.id; 2) daru.w@ugm.ac.id
* Corresponding Author. Nanda Nursa Alya

ABSTRACT

This study highlights the importance of examining children's language use in Javanese literary media as an indicator of language mastery and development. Focusing on the *Gurit Bocah* section of *Belik* magazine, this research investigates adjective collocations produced by children by examining their morphological forms and lexical meanings. The data were analyzed using distributional and referential methods. The findings reveal that children predominantly use monomorphemic adjectives, while polymorphemic forms appear through affixation, reduplication, and a combination of compounding and reduplication, totaling fourteen identified forms. In terms of collocation, adjectives consistently combine with multiple nouns and form systematic patterns. These patterns are classified into four semantic groups: (1) physical and natural environment, (2) feelings and mental conditions, (3) values and evaluations, and (4) activities and states. These findings indicate that children's adjective use in Javanese literary texts is systematic rather than random, reflecting both morphological competence and lexical–semantic awareness shaped by their experiential world and the literary context of *Belik* magazine.

Keywords: *Adjective, Collocation, Javanese Language, Morphosyntax*

1. INTRODUCTION

Javanese is one of the regional languages in Indonesia with a large number of speakers. Javanese speakers are found in almost every island in Indonesia. This is based on the language map of the Ministry of Education and Culture of the Republic of Indonesia, which was mapped from 1991 to 2019. According to the data in this language map, Javanese is listed as a language used in almost every island in Indonesia. The total number of languages used in Indonesia is 718. Of these 718 languages, the Javanese speakers are scattered across several provinces, including Aceh, North Sumatra, Jambi, South Sumatra, Bengkulu, Lampung, West Java, Central Java, the Special Region of Yogyakarta, East Java, Banten, Bali, South Kalimantan, East Kalimantan, Southeast Sulawesi, and West Nusa Tenggara.

The current existence of the Javanese language among children can be observed through various sources or mass media, one of which is magazines. A magazine is a print mass medium published periodically, containing various articles, stories, images, and advertisements. A magazine not only functions to disseminate information but also provides entertainment, both textually and visually (Biagi, 2010). Research on children's stories in various mass media has been conducted by (Achsani, 2018; Anafiah, 2015; Harahap, 2022; Kristiani et al., 2023; Makarim, 2015; Saputri, 2022). In general, these previous studies reveal that children's stories on various platforms can strengthen character, serve as a norm control, and reinforce morality among children. Specifically, research on the linguistic form within Javanese language magazines has been conducted by (Permatasari et al., 2019) and

(Aminah & Afidah, 2022), who explain that these magazines contain many syntactic errors. From this, it can be assumed that similar issues exist among children. A linguistic analysis in a magazine was also carried out by Shiyam (2017), who found that the Javanese language magazine titled Djaka Lodang contained many forms that had undergone morphological processes and were, of course, created by adults for a children's audience. However, of the many previous studies on Javanese language magazines, a work that contains authentic content produced by children has only been found in Belik magazine.

Belik is a Javanese language magazine that was first published in 2021. This magazine was initiated by the Javanese Literary and Cultural Association. It is available on its website and published online at https://majalahbelik.com/. In this magazine, there is an interesting linguistic phenomenon where the language produced by children is very simple. For example, the word *dhuwur* 'tall' can be attached to many nouns, such as *langit* 'sky', *awak* 'body', and *wit* 'tree'. Children also tend to use adjective vocabulary that has not undergone morphological processes. This phenomenon suggests that children's language is assumed to be simple. This simplicity is assumed to be due to factors such as the many linguistic deviations that are still made during childhood. These linguistic deviations in children have been studied by Ghufron, (2017); Nugraha (2018); Sulmayanti et al. (2025); Suryadi et al. (2021); Wardhana & Prajamukti (2013). In general, these deviations exist because children are still in the process of mastering the language.

Analyzing children's language proficiency, especially in Javanese, is an important topic in the field of linguistics (Hermawati & DH, 2018). Therefore, further study is needed on the language proficiency produced by children. This study focuses on analyzing the mastery of the adjective word class. The reason for this scope is that the adjective word class is mastered more slowly than the noun and verb classes. This allows for a more definitive understanding of language mastery because the production of poetry requires consideration of aesthetic and other aspects, making it a reliable benchmark for language proficiency in children (Nurgiyantoro, 2005).

Despite the growing number of studies on children's literature and Javanese language usage in magazines, previous research has predominantly focused on character education, moral values, syntactic errors, or general morphological processes in texts produced or edited by adults. Studies that specifically examine authentic linguistic data produced by children remain limited. Moreover, research on adjective usage in children's Javanese texts has largely emphasized formal classification, while the relationship between morphological forms and lexical meaning through collocation patterns has not been thoroughly explored. As a result, there is a lack of detailed linguistic analysis that connects adjective forms, their semantic categories, and their collocational behavior in children's original literary production.

This study addresses these gaps by analyzing adjective collocations in the *Gurit Bocah* section of *Belik* magazine, which contains authentic literary texts written by children. Unlike previous studies, this research integrates morphological analysis with lexical-semantic interpretation by examining how adjective forms interact with nouns to create specific meanings. The novelty of this study lies in its focus on children's adjective collocations as indicators of language mastery, as well as in its classification of collocation patterns into semantic domains reflecting children's cognitive, emotional, and experiential development. By using authentic children-generated data, this study offers new empirical insights into the development of adjective usage in Javanese and contributes to a more nuanced understanding of children's linguistic competence in literary contexts.

2. METHOD

This study employs a qualitative descriptive approach, which is appropriate for analyzing linguistic forms and meanings. The research procedure follows three stages: data preparation, data analysis, and data presentation (Sudaryanto, 1993). This framework was selected because it allows for a

systematic examination of linguistic phenomena, from data collection to interpretation and the reporting of research findings.

The data preparation stage was conducted using reading and note-taking techniques (Sudaryanto,1993). The data sources consist of Javanese poems (geguritan) written by children and published in the Gurit Bocah section of Belik magazine. This section was chosen because it contains poetic texts produced directly by children, thereby representing authentic children's language use. All adjective forms found in the poems were identified and recorded as research data. From this process, thirty-five monomorphemic adjective forms and fourteen polymorphemic adjective forms were identified.   Data analysis was carried out using distributional and referential methods (Sudaryanto, 1993). The distributional method was used to analyze the internal linguistic structure of adjectives, particularly their morphological forms, both monomorphemic and polymorphemic. This method is considered appropriate because it relies on linguistic elements within the language itself, allowing for an objective analysis of word-formation processes. Meanwhile, the referential method was used to analyze lexical meaning and adjective collocations by relating linguistic forms to their meanings as recorded in Javanese dictionaries and to the words that co-occur with them in context.

The data presentation stage employed formal and informal methods (Sudaryanto, 1993). The formal method was used to present linguistic data using specific symbols or notational conventions, such as quotation marks to indicate meaning (**), curly brackets to mark morphemes {}, and double slashes to indicate phonemes / /. The informal method was used to explain the results of the analysis descriptively using clear and accessible language.

Despite its contributions, this study has several limitations. First, the data are limited to a single magazine and focus only on the Gurit Bocah section; therefore, they do not fully represent children's use of Javanese in other media or contexts. Second, the analysis is restricted to the adjective word class and does not include other word classes that may also reflect children's linguistic competence. Third, because this study adopts a qualitative approach, the findings emphasize analytical depth rather than statistical generalization. Future research may expand the data sources, combine qualitative and quantitative approaches, or examine other grammatical categories to provide a more comprehensive understanding of children's language development.

3. RESULT AND DISCUSSION

This section presents and discusses the findings of adjective usage in the *Gurit Bocah* section of *Belik* magazine. The discussion is organized by first presenting the results related to the number of data, morphological forms, and collocation patterns, followed by an interpretation of their linguistic significance.

3.1 Result

Based on the analysis of the data, a total of forty-nine adjective forms were identified in the Gurit Bocah section of Belik magazine. These consist of thirty-five monomorphemic adjectives and fourteen polymorphemic adjectives. The dominance of monomorphemic forms indicates that children tend to use simple and basic adjective structures. Meanwhile, the presence of polymorphemic adjectives shows that children are also capable of employing more complex morphological processes. This distribution of data serves as the foundation for further morphological and lexical analysis**.**

3.1.1 Morphological Forms of Adjectives

Adjectives found in the *Gurit Bocah* section can be divided into two morphological types: monomorphemic and polymorphemic adjectives.

3.1.1.1 Monomorphemic Adjectives

Monomorphemic adjectives are adjectives consisting of a single morpheme and have not undergone any morphological process. The analysis shows that this type occurs more frequently than polymorphemic adjectives. Examples include *abot* 'heavy', *akeh* 'many', and *kesel* 'tired'. These forms are morphologically simple and semantically transparent, which makes them easier for children to use in expressing ideas and experiences through poetry.

(a) *Rasane abot yen kudu perpisahan.*

(Putri, 2023, hlm. 41)

The word *abot* from the Javanese sentence, serves as a clear example of a monomorphemic adjective. Morphologically, a monomorphemic form is a word that consists of only one morpheme the smallest meaningful unit of language and cannot be broken down into smaller, meaningful parts. In this context, *abot* is an uninflected root word that has not undergone any process of affixation (adding prefixes or suffixes), reduplication, or compounding. As a single, free morpheme, it directly translates to the Indonesian word berat and the English word heavy (or figuratively, difficult or hard). Therefore, within the phrase, rasane abot, which translates to "It feels heavy/difficult," the adjective abot demonstrates the use of a simple, base-form word to convey a fundamental concept of weight or emotional burden.

(b) *Ing kene aku srawung karo kanca akeh*

(Kurnia, 2023, hlm.41)

The word *akeh*, sourced from the Javanese sentence *ing kene aku srawung karo kanca akeh*, is a prime example of a monomorphemic adjective utilized by children in the Gurit Bocah column. This finding is consistent with the general conclusion that children's language is often built upon simple, fundamental structures. Morphologically, *akeh* is a single, free morpheme that stands as the base form of the word, devoid of any affixes, reduplication, or compounding. It functions to quantify the noun *kanca* (friend) and translates directly to the Indonesian banyak and the English equivalent many or a lot of.

(c) *Kanthi sabar lan ora kesel*

(Pratama, 2023, hlm.41)

The term *kesel*, derived from the Javanese phrase *kanthi sabar lan ora kesel*, is another interesting example of a monomorphemic adjective used by a child contributor. Kesel is an adjective that indicates a state, specifically the state of being tired. Structurally, this word is a root word consisting of a single free morpheme, indicating that it is the most fundamental and indivisible unit of meaning for this concept. This word has not undergone any morphemic processing, confirming its monomorphemic status, and is translated into English as tired.

3.1.1.2 Polymorphemic Adjectives

Polymorphemic adjectives consist of two or more morphemes and undergo morphological processes such as affixation, reduplication, and a combination of compounding and reduplication. Forms such as *cukupan*, *kaendahan*, *kawentar*, and *kepenak* are produced through affixation. Reduplication appears in forms like *cilik-cilik* and *remeng-remeng*, while a combination of compounding and reduplication is found in *ijo royo-royo*. Although less frequent, these forms demonstrate children's ability to apply morphological rules to enrich meaning and create variation in poetic expression.

a. Affixation

Polymorphemic adjective forms were found in the Gurit Bocah section of Belik magazine. These adjectives underwent affixation processes, including the addition of the affix {ka-}, the confixes {ka-/-an} and {um-/-i}, the proclitic {N-} and the suffix {-an}. The adjectives that have this polymorphemic form from the affixation process are *cukupan*, *kaendahan*, *kawentar*, and *kepenak*.

The word *cukupan* consists of two morphemes: the morpheme {cukup} and the morpheme {-an}. The morpheme {cukup} is a free morpheme that can stand alone, while the suffix {-an} is a bound morpheme. The overall meaning of the word *cukupan* is 'a feeling of being enough' (Poerwadarminta, 1939). *Cukupan* consists of three syllables: cu-ku-pan, with the syllable structure KV-KV-KVK, and is composed of seven phonemes: [c-u-k-u-p-a-n].

The word *kaendahan* consists of two morphemes: the morpheme {endah} and the confix {ka-/-an}. The morpheme {endah} is a free morpheme that can stand alone, while the confix {ka-/-an} is a bound morpheme. The overall meaning of the word kaendahan is 'beauty' (Poerwadarminta, 1939). *Kaendahan* consists of four syllables: ka-en-dah-an, with the syllable structure KV-VK-KVK-VK, and is composed of nine phonemes: [k-a-e-n-d-a-h-a-n].

The word *kawentar* consists of two morphemes: the morpheme {wentar} and the affix {ka-}. The morpheme {wentar} is a free morpheme that can stand alone, while the affix {ka-} is a bound morpheme. The overall meaning of the word *kawentar* is 'popular' (Poerwadarminta, 1939). Kawentar consists of three syllables: ka-wen-tar, with the syllable structure KV-KVK-KVK, and is composed of eight phonemes: [k-a-w-ə-n-t-a-r].

The word *kepenak* consists of two morphemes: the morpheme {penak} and the affix {ka-}. The morpheme {penak} is a free morpheme that can stand alone, while the affix {ka-} is a bound morpheme. The overall meaning of the word *kepenak* is 'a feeling of comfort' (Poerwadarminta, 1939). Kepenak consists of three syllables: ke-pe-nak, with the syllable structure KV-KV-KVK, and is composed of seven phonemes: [k-ə-p-e-n-a-k].

b. Reduplication

Reduplication, or the repetition of a morpheme or word, is found in adjectives within the Gurit Bocah section of Belik magazine. Reduplication typically gives the meaning of 'plural' or 'repeatedly' (Verhaar, 2012). The use of adjectives by children in this section shows repetitive forms such as *cilik-cilik, remeng-remeng*, and *menggak lan menggok*.

Cilik-cilik means 'very small' or 'small things' (Poerwadarminta, 1939). This reduplication consists of the morpheme {cilik} undergoing a full repetition process. Semantically, this construction adds emphasis or intensification to the base meaning. The morpheme {cilik} is a free morpheme that can stand alone.

The word *remeng-remeng* means 'rather dim' (Poerwadarminta, 1939). This is a full repetition of the morpheme {remeng}. Semantically, this reduplication gives the meaning of 'rather' or 'somewhat'.

The word *menggak lan menggok* means 'winding' or 'turning here and there' (Poerwadarminta, 1939). This reduplication consists of the morpheme {menggok} undergoing a process of alliterative repetition, which in Indonesian linguistics is a reduplication where one of the repeated elements undergoes a specific vowel change (Verhaar, 2012). The pattern of *menggak lan menggok* modifies the initial consonant and syllable to create a rhyming and sonorous form, while the final consonant pattern is preserved. Additionally, the conjunction lan 'and' is placed between the two words (Poerwadarminta, 1939).

c. Combination of Compounding and Reduplication

From the analysis conducted, a combination of compounding and reduplication processes was found. The word discovered is *ijo royo-royo* 'very green' (Poerwadarminta, 1939). This construction is formed from the base morpheme {ijo} and the unique morpheme {royo-royo}. The word *ijo* means 'green', while royo-royo has an intensifying meaning and can only be attached to the word ijo. The word *royo-royo* undergoes a full reduplication process from the morpheme {royo} and is a unique

and bound morpheme because the word *royo* cannot stand alone and must be accompanied by another morpheme.

3.1.2 Adjective Collocation Patterns

In addition to morphological variation, the results show that adjectives consistently form collocations with nouns. These collocations are systematic and can be classified based on their lexical meanings. The adjective collocations found in the data can be grouped into four semantic categories.

3.2.1 Physical Environment and Nature

Adjectives like peteng 'dark', adhem 'cool', panas 'hot', akeh 'many', gedhe 'big', cilik 'small', abang 'red', ijo 'green', and ireng 'black' show a tendency to collocate with adjectives (A) + [nature] or [a physical object]. This vocabulary represents concrete forms of daily experience that are easily grasped by children to express in a geguritan. For example, the collocations langit peteng 'dark sky' (Poerwadarminta, 1939) and banyu adhem 'cool water' are representations of nature formed from a [noun] + [adjective] structure. The use of adjectives referring to the physical environment shows that children regard a noun related to nature as the primary source of inspiration for adjective usage.

3.2.2 Feelings and Inner Conditions

Besides the physical environment, children also tend to use adjectives to express emotional states in their *geguritan*. Words like *seneng* 'happy', *sabar* 'patient', *sedih* 'sad', and *tentrem* 'peaceful' show their ability to express inner experiences. Collocations such as ati seneng 'happy heart' or urip tentrem 'peaceful life' demonstrate a sensitivity to conveying a mood in a *geguritan*. In other words, even though the children are still young, this tendency to use adjectives related to feelings and inner conditions indicates a mastery of language linked to subjective experience and linguistic expression.

3.2.3 Values and Judgments

The next classification includes adjectives that express aesthetic and moral values, such as *endah* 'beautiful', *apik* 'good', *becik* 'good', and *sregep* 'diligent'. Adjectives contain a judgment about an object or behavior. For example, the phrases *sunare lintang endah banget* 'the star's light is very beautiful' or *dadi bocah sregep* 'becoming a diligent child' show a process of subjective evaluation. The use of vocabulary with evaluative meaning shows that children already understand the categories of good-bad, beautiful-not beautiful, and diligent-lazy. This demonstrates children's language mastery in making judgments using the adjective word class.

3.2.4 Activities and States

The final classification includes adjectives related to activities and states, such as *deres* 'heavy', *sregep* 'diligent', *mati* 'dead', and *urip* 'alive'. Adjectives in this group tend to describe dynamics or situations experienced by humans and nature. For example, the phrases *udan deres* 'heavy rain' or *tanduran pada urip* 'all the plants are alive' show how adjectives are used to state the intensity of an event or an existential condition. The use of such adjectives indicates that children can observe processes that occur in their surroundings, both natural and social.

3.2 Discussion

The findings demonstrate that children's use of adjectives in the Gurit Bocah section reflects both morphological simplicity and emerging linguistic complexity. The predominance of monomorphemic adjectives suggests that children rely on basic lexical items that are cognitively accessible and commonly used in everyday language. At the same time, the presence of polymorphemic adjectives indicates that children have begun to master morphological processes such as affixation and reduplication.

The collocation patterns identified in this study further reveal that children's adjective usage is closely related to their experiential world and the thematic orientation of Belik magazine. Collocations related to the physical and natural environment appear frequently because children

tend to describe concrete and observable phenomena in their surroundings. This tendency aligns with the content of Belik magazine, which emphasizes everyday experiences and the natural environment.

Collocations expressing feelings and mental conditions show that children are capable of linguistically encoding emotional experiences. This suggests that the Gurit Bocah section functions as a medium for emotional expression, allowing children to articulate inner states through poetic language. Meanwhile, evaluative collocations reflect the internalization of moral and aesthetic values commonly promoted in children's literature. Adjectives related to activities and states demonstrate children's awareness of processes, intensity, and existence in both natural and social contexts.

Overall, the systematic use of adjective collocations indicates that children's language production is not random but structured according to meaningful lexical and semantic patterns. These findings suggest that children's language development involves not only morphological competence but also the ability to organize meaning through collocation in poetic contexts.

4. CONCLUSION

This study aims to examine the morphological forms and lexical collocation patterns of adjectives used by children in the Gurit Bocah section of Belik magazine. The findings indicate that children predominantly use monomorphemic adjectives, but are also capable of producing polymorphemic adjectives through affixation, reduplication, and a combination of compounding and reduplication. This distribution shows that children's adjective use reflects both morphological simplicity and the development of increasingly complex linguistic abilities, in line with their stage of language development.

From the perspective of lexical meaning and collocation, the results demonstrate that adjectives are not used randomly but instead form systematic collocation patterns with nouns. These patterns are classified into four semantic categories: physical and natural environment, feelings and inner conditions, values and evaluations, and activities and states. The presence of these categories indicates that children are able to organize meaning through adjective–noun combinations to describe concrete experiences, express emotions, convey evaluations, and represent dynamic situations. Thus, adjective collocation can be regarded as an important indicator of children's semantic and lexical competence.

In relation to previous studies, this research complements earlier investigations on children's stories and Javanese-language magazines, which have generally focused on character education, moral values, or linguistic errors. Unlike studies that analyze texts written by adults for children, this study presents empirical evidence from poems written directly by children, thereby providing a more accurate depiction of children's actual language use. Furthermore, by combining morphological analysis with lexical collocation analysis, this research offers a more comprehensive perspective on children's language mastery in Javanese literary media.

Nevertheless, this study has several limitations. The data are drawn from only one source, namely the Gurit Bocah section of Belik magazine, and the analysis focuses solely on the adjective word class. Therefore, future research may expand the scope by examining other grammatical categories such as verbs or nouns, comparing children's language use across other Javanese magazines, or combining qualitative and quantitative approaches to examine frequency and distribution in greater detail. Further studies using similar data sources may also investigate differences in children's language development across age groups in order to gain a deeper understanding of children's language acquisition in the context of Javanese literary works..

REFERENCES

Achsani, F. (2018). Cerita Anak sebagai Media Pembentuk Karakter Anak. *Diglosia: Jurnal Kajian Bahasa, Sastra, Dan Pengajarannya*, *1*(2), 53–64.

Aminah, K., & Afidah, K. (2022). Fungsi Sintaksis Frasa Nomina dalam Cerkak "Pesugihan Kandhang Bubrah" Karya Jmv Sunardjo pada Rubrik Alaming Lelembut Majalah Panjebar Semangat. *Haluan Sastra Budaya*, *6*(1), 97–111.

Anafiah, S. (2015). Pemanfaatan Sastra Anak sebagai Media Penumbuhan Budi Pekerti. *Trihayu*, *2*(1), 259070.

Burhan Nurgiyantoro. (2005). *Sastra Anak Pengantar Pemahaman Dunia Anak*. Gadjah Mada University Press.

Ghufron, S. (2017). Kesalahan Berbahasa Siswa Sekolah Dasar di Kabupaten Lamongan. *Bahasa Dan Sastra Indonesia*, *4*(1), 29–38.

Harahap, M. (2022). Penguatan Nilai Karakter dalam Cerita Anak "Little Abid Balita Cerdas & Saleh" Karya Tim Cordoba Kids. *Diglosia: Jurnal Kajian Bahasa, Sastra, Dan Pengajarannya*, *5*(1s), 215–234.

Hermawati, N., & DH, D. P. (2018). Peningkatan Penguasaan Berbicara Bahasa Jawa Melalui Permainan Boneka Tangan pada Anak PAUD Sekar Mulyo Kelompok A Kabupaten Kendal. *JURNAL AUDI: Jurnal Ilmiah Kajian Ilmu Anak Dan Media Informasi PAUD*, *3*(1), 33–38.

Kristiani, D., Supratno, H., & Suyatno, S. (2023). Solidaritas Sosial Dalam Cerita Anak Berbahasa Jawa pada Majalah Jaya Baya. *EDUKASIA Jurnal Pendidikan Dan Pembelajaran*, *4*(2), 1977–1990.

Makarim, C. (2015). Peran Media Massa Televisi Dalam Pendidikan Karakter Anak Usia Dini. *Fikrah*, *7*(2).

Nugraha, O. A. (2018). Pemerolehan bahasa anak usia 4 tahun kajian semantik penyimpangan tuturan anak. *Kajian Linguistik Dan Sastra*, *2*(2), 104–110.

Permatasari, N. E., Khasanah, I. M., & Putri, N. A. M. (2019). Kesalahan Berbahasa dalam Majalah Pandawa IAIN Surakarta Edisi 2018 pada Tataran Ejaan dan Sintaksis. *Diglosia: Jurnal Kajian Bahasa, Sastra, Dan Pengajarannya*, *2*(2), 103–114.

Poerwadarminta, W. J. S. (1939). *Kamus Bahasa Jawa Baosastra Djawa*. Balai Pustaka.

Saputri, R. D. , S. H. (2022). Tokoh dan Penokohan serta Nilai Moral dalam Cerita Fabel. *Diglosia: Jurnal Kajian Bahasa*, *5*.

Shiyam, K. (2017). Analisis Morfologi Bahasa Jawa dalam Wacan Bocah pada Majalah Djaka Lodang Tahun 2015. *ADITYA-Pendidikan Bahasa Dan Sastra Jawa*, *10*(1), 87–96.

Sudaryanto. (1993). *Metode dan aneka teknik analisis bahasa: pengantar penelitian wahana kebudayaan secara linguistis*. Duta Wacana University Press.

Sulmayanti, I., Kurniawan, A. P., Yana Juwita, D., Ningsih, E. P., Huda, U. N., Komering, O., Timur, U., & Penulis Korespondensi, I. (2025). Penyimpangan Bahasa: Analisis Kesalahan Bahasa Anak di Bawah Umur dalam Komunikasi Game Online. (Vol. 5, Issue 3). https://dmi-journals.org/deiktis/index

Suryadi, E., Pd, M., Samaya, D., Pd, M., Amalia, F. N., & Pd, M. (2021). Kesalahan Berbahasa dalam Pola Asuh Anak. *Jurnal Pengabdian Kepada Masyarakat (ABDIMAS) Universitas Baturaja*, *2*(1), 64–70.

Verhaar, J. W. M. (2012). *Asas-Asas Linguistik Umum* (J. W. M. Verhaar, Ed.). Gadjah Mada University Press.a

Wardhana, I., & Prajamukti, G. N. (2013). Perkembangan Bahasa Anak 0-3 Tahun dalam Keluarga. *Jurnal Linguistik*, *20*(39), 10–95.