

Patterns and Functions of the Word *Terus* in Four-to-Five-Year-Old Children's Speech

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ABSTRACT

In Standard Indonesian and Colloquial Jakarta Indonesian, *terus*, which is pronounced as *trus* has several meanings; 'immediate, continuing, not stopping, always, and then'. This paper discusses the use of *terus* and its function as an adverb and a conjunction in Indonesian-speaking children's speech. In this study, we examined the patterns and functions of the word in their speech, using collocation method as proposed by Sinclair (1991). The main data of this study is four-to-five-year-old children's speech, obtained from interviews in informal settings at a kindergarten in Jakarta. This study used qualitative and quantitative approaches to explain the patterns and functions of *terus*. Quantitative analysis was conducted using Ant. Conc. to examine the frequency of hold and words occurred in left and right spans. Qualitative analysis was conducted to elaborate the findings. It was found that *terus* as a node significantly indicated specific patterns: the left and right spans had nouns and verbs as collocate. Other categories such as pronouns, adverbs, adjectives, prepositions, phatic, conjunctions, and numerals were also found. These collocations were located along (-5: +4) span. The finding also showed that *terus* functioned as an adverb 'unstoppable, always, continuing' in the left span, while it functioned as a conjunction 'lalu' in the right span. The study showed that the node had in semantic and syntactic collocations.

Keywords: *collocation, collocation pattern, terus, nonformal, children, Indonesian language*

1. INTRODUCTION

In formal Indonesian (FI) and colloquial Indonesian Jakarta (CJI), the word *terus*, which is usually pronounced *trus*, meaning "direct, continuous, non-stop, continuing, always, and then" Sneddon (2006, p. 137). Based on usage, the word *terus* usually appears together with other vocabulary. The combination of these words produces a pattern of lexical relations and order.

The word *terus* has the same meaning and function as *lalu* conjunction in a variety of non-formal languages. The conjunction is a coordinative conjunction that connects equivalent compound clauses. Other coordinative conjunctions are and, as well as then, then, but, whereas, while, either... or..., not... but..., and not... but.... In English, sentences that are joined by coordinate conjunctions are called coordinate clauses Fransiska (2017).

Alwi, Dardjowidjojo, Lapoliwa and Moeliono (2003) explained that the semantic relationship between clauses in an equivalent compound sentence is determined by

two things, namely the meaning of the coordinator and the meaning of the clauses that are connected. Based on the coordinator, the semantic relations between clauses in coordinative compound sentences are divided into three types, namely (a) addition relations, (b) opposite relationships, and (c) optional relationships. The word *terus* or *lalu* is the coordinator of the addition relationship, which states the sequence of time. Alwi et al. (2003) provided examples of the use of past conjunctions as follows.

- (a) *Dibelainya rambutnya yang halus itu, lalu disisirnya dengan rapi*
(She caressed her hair, then combed it neatly).
- (b) *Mereka datang menitipkan anaknya, lalu pergi begitu saja*
(They came and then left their children, just like that).

In examples (a) and (b), the word *lalu* as coordinator is directly adjacent to the three words on the right. The word then goes directly to the verb combed and left.

Wedhawati et al. (2006) stated that *lalu*, *kemudian*, and *terus* are coordinative conjunctions. Juhara et al. (2005) stated that the conjunction *lalu*, *kemudian*, and *terus* are markers of a compound sentence sequence. Sugono (2013) provided several examples of the use of *terus* and *lalu* conjunctions as follows.

- (c) *Sang komandan memberi perintah, lalu mereka mencari tempat perlindungan*
(The commander gave the order, and then they sought shelter)
- (d) *Sebagian pasukan menerobos perbatasan, terus mereka menghantam pertahanan musuh*
(Some of the troops breached the border, and then they beat the enemy defenses).

Based on the examples, the words *lalu* and *terus* are conjunctions that express the sequence of events in relationship. In the nonformal verbal variety, the use of conjunction *terus* can be found in the form of *sore mandi*, *terus belajar* (evening shower, and study afterwards) (Sugono, 2013). In this example, the word *terus* has the same function as the *lalu* conjunction, which is to indicate the relationship within the meaning of the sequence in the form of a single word.

The word *terus* also belongs to the adverb class. Adverbs are categories that can accompany adjectives, numerals, or prepositions in a syntactic construction (Kridalaksana, 1999, p. 94).

The appearance of the word *terus* in conjunction with other words in a context shows that these words have a syntagmatic relationship. The combination of the word *terus* with other words shows certain patterns. The accompaniment and the word patterns of these words are generally constant.

Thus far, no research on the word *terus* that is based on oral data and using the collocation method has been carried out. Several other collocation studies tended to focus on the field of foreign language translation.

Based on the description outlined above, the proposed research questions are:

- 1) What is the *terus* word pattern based on Sinclair's (1991, 2003) collocation method?
- 2) How is the word *terus* used in the utterance of children aged four to five years?

In this study, a frequency-based approach was carried out to show patterns and use of the word *terus*. Data analysis was performed using the collocation method proposed by Sinclair (1991, 2003). The objectives of this study are as follows.

- 1) To determine the pattern of the word *terus* based on Sinclair's collocation method (1991, 2003).
- 2) To explain the use of the word *terus* based on the results of the analysis (1).

2. LITERATURE REVIEW

Research on coordinative clauses and conjunctions in Indonesian have been conducted by Melia (2018); Maulina (2018); Mastang, et al. (2019). In her research, Melia (2018) discussed the use of coordinative conjunctions in newspaper. The result indicates that the coordinative conjunctions in the data are *atau*, *tetapi*, *serta*, *sedangkan*. In other research, Maulina (2018) stated that the conjunctions used in 50 elementary school students' writings were coordinative conjunctions and subordinate conjunctions. A conjunction with a high frequency of use is a time sequence conjunction, such as *dan*, *kemudian*, *lalu*, *setelah itu*, and *selanjutnya*.

Research conducted by Mastang et al. (2019) discussed the variations and uses of conjunctions in preceding articles. The results showed that there were two conjunctions that caused confusion. Furthermore, the intraclausal conjunction is used as an intracalimatic conjunction. Meanwhile, the intraclausal conjunction is also applied as a conjunction between sentences. The use of two conjunctions in one sentence produces pleonasm.

Based on the explanation above, these studies were focused on the field of translation, description, and the error analysis of formal Indonesian conjunctions. The data used was obtained from written discourse. Until now, there has been no research on the use and function of conjunctions by looking at structural patterns through collocation analysis. In addition, research on the function and use of the word *terus* with data forms of speech has not been found until the writing of this paper. Therefore, this study will focus on the word *terus* with the non-formal variety of spoken Indonesian data uttered by children aged four to five years.

3. METHOD

This study uses a mixed method. This method is a combination of qualitative and quantitative methods. Qualitative methods are needed to compare and describe language phenomena that arise based on their characteristics. Meanwhile, the quantitative method in this research is reflected in the data processing and presentation of data in the form of numbers.

Data were collected by means of two-way interviews, namely formal interviews and informal interviews. The data used in this study were the results of informal interviews of kindergarten students in Jakarta Selatan. The number of participants interviewed was 41 students. The participants were students of class A2 and A3 with an average age of four to five years.

The theme in the interview was pain experience. Participants were asked to share their experiences when they were sick. After that, the researcher transcribed the interview into texts, reselected it to find the frequency of *terus* being used in utterances. Furthermore, the

transcription results will be selected again. The word *terus* used as data are the ones that appear naturally or are not provoked by the interviewer.

The initial step of data collection was four days of observation that took place on February 19th, 24th, 27th, and 28th, 2020. Afterwards, interviews were conducted with participants in class A2 and A3 for three days on March 2nd, 3rd, and 4th, 2020. Researchers used a list of questions that had been prepared and did not rule out spontaneous questions. Each child was asked to share their experiences when they were sick. When asking questions, the researcher used a non-formal variety of Indonesian. Interviews were recorded using a tape recorder and then transcribed into text.

The data were analysed according to the collocation method proposed by Sinclair (1991). Sinclair (1991, p. 170) stated that ‘collocation is the occurrence of two or more words within a short space of each other in a text. The usual measure of proximity is a maximum of four words intervening’. Sinclair (in Seretan, 2010, p. 12) stated that collocation refers to the order pattern and the lexical relationship. The appearance of words with their counterparts will reveal a structured pattern. In addition, Sinclair (in Seretan, 2010) also explained that statistics could show the form of collocation patterns seen in text or speech.

In addition, we need to determine nodes and collocates in the data to find *terus* patterns. Sinclair (2004) stated that node and span are the most important elements in determining collocation patterns. Sinclair (2004) illustrated two lexical in a text denoted by A and B. If A is defined as a node and B is considered a token after A, it can be said that B is a collocate of A.

4. FINDING AND DISCUSSION

Based on data calculations using Ant.Conc, the word *terus* appeared 65 times out of 300 tokens. Thus, the *terus* node appeared as much as 21.6% of the total tokens. In addition, it was significantly found that the word *terus* had 7 collocate patterns on the left (L) and 58 collocate patterns on the right (R) node. Furthermore, each collocate was grouped based on the word class Kridalaksana (1999).

Table 1. Lists the collocation categories

No	Word Category	Frequency
1	Noun	64
2	Verb	52
3	Pronominal	19
4	Adjective	9
5	Adverb	20
6	Phatic	7
7	Conjunction	7
8	Demonstrative	14
9	Preposition	21
10	Numeral	3

Table 2. Left collocation span

Span Pattern	Collocate Pattern	Node
(-1: 0)	V	<i>terus</i>
(-3: 0)	Prep+Pr+A	
(-5: 0)	V+Adv+V+N+Adv	
(-1: +4)	N	
(-2: 0)	A+N Prep+N N+V	

Collocates on the right and left of the node consisted of various categories of word classes. Based on Table 1, the highest frequency of occurrence of collocates was nouns and verbs. In the data, the collocates had a position to the left and right of the word *terus*. Hereinafter referred to as the left span and right span. If the word *terus* is accompanied by a verb collocate on the left, the span will be (-1:0) with an L1 + node collocation pattern, and so on.

Based on Table 2, collocation *terus* was formed from the collocates on the left of the node. The collocates produce 5 collocation span patterns, namely (-1: 0), (-2: 0), (-3: 0), (-5: 0), and (-1: +4). The spans (-1: 0), (-3: 0), (-4: 0), (-5: 0), and (-1: +4) had the same frequency of one collocation pattern. Meanwhile, the span (-2: 0) found 3 collocation patterns. The categories of collocates in these spans varied.

Table 2 describe that the (-1: 0) span was composed of basic verb *minum* (drink) with V + *terus* pattern. Based on its function, the word *terus* as a node in the span (-1: 0) was categorized as adverbs. The collocate in the (-1: 0) span was referred to as L1 so that it produces an L1 + node collocation pattern. Furthermore, the (-3: 0) span consisted of the preposition because, the pronoun *aku* (I), and the adjective *sakit* (sick). Collocates in this span were called L3 so that the collocation pattern was L3 + node. The word *karena* (because) in the (-3: 0) span appeared at the beginning of the CHI utterance which functioned as a preposition because it did not connect two levels.

In addition, all collocates in the (-5: 0) span were denoted L5 to produce an L5 + node collocation pattern. Collocates in the (-5: 0) span varied, namely the basic verbs *jadi* (to be) and *makan* (eat), the basic noun of *buah* (fruit), and *harus* (should) and *boleh* (allowed or may) be classified as adverbs. Meanwhile, the (-1: +4) span was formed from one word to the left of the node and four words to the right of the node. The collocate to the left of the node was denoted L1 and R4 for the collocate to the right of the node, resulting in a collocation pattern L1 + node + R4. Collocates found in the form of nouns, adverbs, verbs, and prepositions.

The word *batuk* (cough) is a noun, while the word *enggak* (no) is an adverb. The word *sembuh-sembuh* (recover) was a full reduplication verb, while the

kemarin-kemarin (sometime yesterday) was a reduplicated noun. The preposition found in the (-1: +4) span was *waktu* (time).

In addition, there is a (-2: 0) span where 3 collocations were found. This span was composed of two words to the left of the node consisting nouns, verbs, adjectives, and prepositions. The collocation patterns that were formed are N + V + *terus*, A + N + *terus*, and Prep + N + *terus*. The nouns found in this range were basic nouns, namely *batuk* (cough), *rumah* (house), and 'Alex'. The verbs found in the (-2: 0) span were fully duplicated verbs *masuk-masuk* (keep entering) and *sakit* (painful) adjective. The word *terus* in the collocation was included in the adverb word class.

Judging by the constituent components, spans of (-1: 0), (-2: 0), and (-5: 0) were included in lexical collocations. The collocation pattern (-1: 0) span and (-5: 0) span that belonged to the lexical collocation patterned V + *terus* and V + Adv + V + N + Adv + *terus*. Meanwhile, in the (-2: 0) span, the lexical collocations were A + N + and N + V + *terus*, whereas the Prep + N + *terus* was not a lexical collocation. Prep + N + patterns were not included in lexical collocations because there was a grammatical element in the form of *di* (at). In the left span, the word *terus* was categorized as an adverb. Therefore, it could be seen that the entire span consisted of lexical words in the form of verbs, nouns, adjectives, and adverbs, and there were no grammatical elements in them.

As previously explained, *terus* with the collocate on the left belonged to the adverb word class. Therefore, it could be formulated that word collocations in the adverb category had a varied collocate pattern, which was located to the left of the node. Significantly the word *terus* stood side by side with nouns and verbs, followed by other word classes such as adjectives and adverbs.

In the left range, the prepositions were never directly adjacent to the word *terus*. Prepositions can only coexist directly with nouns, adjectives, noun phrases, and prepositional phrases (Kridalaksana, 1999). Thus, it can be said that prepositions have an archetype, which results in prepositional phrases. On the other hand, Kridalaksana (1999) stated that adverbs significantly accompany adjectives, numerals, or propositions in syntax. If the preposition *di* (at) or *ke* (to) is directly adjacent to the *terus* node categorized as adverb, for example, such as on or on, it will not be accepted because the pattern and meaning do not have any correlation.

There was a collocate located on the right of the node that was usually denoted by (R) so as to form the span pattern + R. The span patterns found were divided into 9 forms, namely (0: +1), (0: +2), (0: +3), (0: +4), (0: +5), (0: +6), (0: +7), (0: +8), and (0: +9). The pattern was composed of various collocate categories.

Table 3. Right (0: +1) collocation span

Span Pattern	Node	Collocate Pattern
(0: +1)	<i>terus</i>	V N Dem

Table 4. (0: +2); (0: +3) collocation span

Span Pattern	Node	Collocate Pattern
(0: +2)		V+N V+Adv N+N Prep+N Pr+V Pr+N N+Phatic
(0: +3)	<i>terus</i>	N+N+Phatic Adv+A+N Phatic+Dem+Phatic Pr+V+Adv Pr+V+A Pr+A+N Dem+Adv+V V+Conj+V V+N+A N+N+V Prep+N+V V+Prep+Dem Pr+V+Num Pr+Prep+N

Based on table 3, the (0: +1) span was the *terus* node standing side by side with a word to the right of the node. The collocation pattern (0: +1) span was the + R1 node and 12 patterns were found. The collocation pattern (0: +1) span was divided into three forms, namely *terus* + V, *terus* + N, and *terus* + Dem. The collocates of the span were categorized as verbs, nouns and demonstratives.

Table 4 describes (0: +2) and (0: +3) span. Eight collocations with the (0: +2) span pattern were found. The (0: +2) span was a pattern with *terus* node standing side-by-side with two words to the right of the node. The span had a collocation node+ R2 pattern. Collocate patterns were categorized as verbs, nouns, demonstratives, prepositions, phatic, pronouns, and adverbs. The existence of verbs and nouns is almost always in the (0: +2) span.

The span pattern (0: +3) was a collocation pattern with *terus* node having three collocates to the right of the node. The entire collocate adjacent to the node was denoted by R3 and forms a collocation pattern for the node + R3. Based on Table 4, the collocate pattern in the (0: +3) span varied. The nouns found were only the basic nouns of body parts such as *badan* (body) and names such as *Aimee* and *nenek* (grandmother). In addition, there were verbs divided into basic, affixed, duplicated, and denominalized. The basic verbs found were *bobok* (sleep) and *makan* (eat). The verbs with the pattern affix were *dikasih* (given) and *ditutup* (closed), which had the affix

di-, while the words main-main was a fully duplicated verb.

Table 5. (0: +4); (0: +5) collocation span

Span Pattern	Node	Collocate Pattern
(0: +4)	terus	Phatic+Adv+V+N+N V+Prep+N+A Conj+N+Adv+V Pr+Prep+Dem+Phatic Dem+Pr+Adv+V N+A+V+N
(0: +5)		N+V+N+Prep+N V+N+Prep+Dem+N Pr+V+Adv+Prep+N Conj+Dem+Pr+V+N Pr+Prep+N+V+N Pr+V+N+Dem+Dem

Table 6. Collocation span

Span Pattern	Node	Collocate Pattern
(0: +6)	terus	Adv+V+N+A+N+N Conj+Num+Adv+V+V+Num V+Adv+Conj+N+N+N Prep+Dem+Adv+Conj+V+N Dem+Adv+V+A+V+N Pr+Adv+V+N+Prep+N N+V+Prep+N+A+Prep+N
(0: +7)		N+Pr+V+Adv+Adv+V+N N+V+Dem+Pr+Adv+V+N Phatic+N+Pr+A+Konj+Adv+N
(0: +8)		N+Prep+N+V+Adv+Phatic+V+N
(0: +9)		Konj+N+Prep+N+Prep+Pr+Prep+N+Pr

Table 5 describes (0: +4) and (0: +5) span. Moreover, there was (0: +4) span pattern, totalling in six collocations. The pattern (0: +4) consisted of four words to the right of the node denoted by R4 and formed a collocation pattern of node + R4. The collocation patterns were in the form of nouns, verbs, adverbs, pronouns, prepositions, adjectives, phatic, and demonstratives. The forms of the collocation pattern also varied.

The span pattern (0: +5) was a collocation pattern having six collocates. All collocates on the node were denoted by R5 so as to produce a collocation pattern of the node + R5. Noun and verb categories always appeared in each span pattern.

Table 6 describes (0: +6), (0: +7), (0: +8), and (0: +9) span. We found six collocations with a (0: +6) span pattern. The pattern was formed from *terus* node side-by-side with six words to the right of the node. All collocates were denoted by R6 so as to produce a collocation pattern of node + R6. Based on Table 6, all collocates in this pattern varied. Word classes that always appeared in the (0: +6) span are nouns and verbs, while the numerals word class had the frequency of at least three words.

Table 6 describes that there were 4 collocations with the (0: +7) pattern composed of seven words to the right of the node and denoted by R7. The collocation was

composed of various word class categories, namely by nouns, verbs, adverbs, pronouns, demonstratives, phatic, and conjunctions. The nouns found were basic nouns in the form of nicknames, objects, and places such as *Mamih* (Mom) and *rumah* (house). In addition, there were basic verbs such as *pergi* (go), *datang* (come) and main (play), as well as verbs with an affix *ditaruh* (be put) and *makanin* (keep eating).

Next were the (0: +8) and (0: +9) spans with the sum of one collocation. The difference between the (0: +8) span and (0: +9) span lied in the number of collocate adjacent to the node. In the (0: +8) span, there were eight collocates to the right of the note, denoted by R8, while the (0: +9) span had nine collocates on the right of the node with the symbol R9. The (0: +8) span had collocation pattern of the + R8 axis, while the (0: +9) span had a + R9 node pattern.

As for the left span, right range could significantly coexist with nouns and verbs. Apart from that, it could also coexist with other categories such as pronouns, adjectives, adverbs, demonstratives, conjunctions and phatic categories. The difference between the left and right spans lied in the location between the node and the preposition. The right span could coexist directly with a preposition, while the left span could not. This was because in the right span, the node *terus* functioned as a conjunction that connected the previous conversation or speech so that it did not change the structure of the supporting components of the preposition.

Based on its usage, the node *terus* in the right span mean *lalu* (then) or *kemudian* (afterwards) which served as a time sequence conjunction. Therefore, the node in the right span was categorized as a conjunction. The function of *terus* according to because it was influenced by the position of the accompanying collocate. The results from collocation method confirms Sneddon's statement that in informal or Colloquial Indonesian *terus* functions as a conjunction. This study provides information on the mastery of word *terus* in kindergarten age children, which can contribute to language education.

5. CONCLUSION

There are several conclusions that can be drawn. First, in non-standard Indonesian, collocations of *terus* are composed of several components, namely the node and the collocation. The word *terus* as a node significantly collaborates with nouns and verbs followed by other categories such as pronouns, adverbs, adjectives, prepositions, phatic, conjunctions, and numerals. Second, the node *terus* significantly collaborate with other collocates between the five words on the left before the node. In other words, collocations of *terus* appear across the (-5: 0) span. Third, the node *terus* has two distinct categories based on location and the accompanying collocates. Node *terus* will belong to the adverbial

category if it collaborates with the collocates in the left span, while the node will be in the conjunction category if it collaborates with the right collocates span.

Fourth, the word *terus* stands significantly adjacent to nouns and verbs. In the left span, the node *terus* coexists with nouns, verbs, adjectives, and adverbs. However, the node *terus* in the left span cannot be directly adjacent to the preposition because the left span node is categorized as adverb so that the pattern, arrangement, and meaning are not acceptable with the prepositional components. Conversely, a node *terus* at the right span can coexist directly with a preposition. The node *terus* in the right span falls in the category of conjunction and does not change the structure of the prepositional component so that it is meaningfully acceptable.

The word *terus* will function as a conjunction if the collocate is located to the right of the node. The position of the collocate affects the class of words the node *terus* to be a conjunction. The right spans of *terus* with (0: +1) until (0: +9) is not collocation.

In conclusion, this study results that in spoken language, the use of *terus* has two distinct and useful functions in dictionary creation. Based on the function of usage, the word *terus* should be divided into two entries, considering its function as a conjunction meaning "then" and an adverb meaning "repetitive activity."

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