

Lexicon *Pintar* In Indonesian: A Study Of Natural Semantic Metalanguage

Ni Putu Ayu Pujiyani¹

¹Linguistic Study Program Doctoral Program, Faculty of Humanities, Udayana University

e-mail: ¹putuayupujiyani@gmail.com

Abstract: This study is aimed to look at the structure and meaning components of knowledge-type state verbs in Indonesian. The data analysed in this study are the *pintar, pandai, cerdas, cermat, cakap, cerdas, mahir, dan terampil*. These lexicons were chosen because in the The Great Indonesian Dictionary or *Kamus Besar Bahasa Indonesia* (KBBI) it was found that the eight lexicons had vague and rotating meanings, making them very interesting for further analysis. To analyse the data, the method of reading notes and reviewing the literature was used, which was then presented descriptively. The results found in this study are that *pintar, pandai, cerdas, cermat, cakap, cerdas, mahir, dan terampil* have almost the same structure and semantic components. The difference lies in the level of ability or knowledge contained in each of these lexicons.

Keywords: *Semantics, Natural Semantic Metalanguage (NSM), State Verbs Knowledge Type*

INTRODUCTION

Semantics in language learning is an important part in understanding meaning. The meaning itself can be divided into several parts, one of which is the lexical meaning; The meaning that is not influenced by the contextual elements of the language is used in other words is the meaning that is in accordance with the dictionary. Through a dictionary, it can make it easier for everyone to learn a new language. However, the problem that is often encountered is that the lexicon items used in the dictionary to explain the meaning of a verb are the lexicon or the meaning of the lexicon itself, not other lexicon items which are semantically considered more basic. In other words, the meaning of verbs contained in the dictionary is generally limited from complex meanings, not from simple meanings. As a result, many of the meanings of the verbs described are blurred, even in circles. The following is a screenshot of the author's search results on the online KBBI website.

pandai /pan-dai/ a cepat menangkap pelajaran dan mengerti sesuatu; pintar; cerdas: anak itu --, rajin, dan jujur; 2 a mahir; cakap; terampil: karyawan itu -- lagi cekatan; ia -- berbahasa Inggris; 3 v dapat; sanggup: anak itu sudah -- membaca; 4 a berilmu: banyak orang -- di daerah ini;-- berkorong kampung, ki pandai menyesuaikan diri dengan adat kebiasaan dalam lingkungan kampung;

pintar /pin-tar/ a 1 pandai; cakap: ia termasuk anak yang -- di kelasnya; 2 cerdas; banyak akal: rupanya pencuri itu lebih -- daripada polisi; 3 mahir (melakukan atau mengerjakan sesuatu): mereka sudah -- membuat baju sendiri;

cerdas /cer-das/ a 1 sempurna perkembangan akal budinya (untuk berpikir, mengerti, dan sebagainya); tajam pikiran: sekolah bertujuan mendidik anak agar menjadi orang yang -- lagi baik budi; 2 sempurna pertumbuhan tubuhnya (sehat, kuat): biarpun kecil badannya, tidak kurang -- nya; -- cermat pertandingan adu ketajaman berpikir dan ketangkasan menjawab (pertanyaan, soal matematika, dan sebagainya) secara cepat dan tepat; -- tangkas cerdas cermat;

cermat /cer-mat/ a 1 penuh minat (perhatian); saksama; teliti: *ia mengerjakan soal-soal hitungan dengan --*; 2 berhati-hati dalam memakai uang dan sebagainya; hemat: *ia seorang wanita yang -- sehingga tidak ada uangnya yang terhambur begitu saja*;

cakap¹ /ca-kap/ a 1 kl sanggup melakukan sesuatu; mampu; dapat: -- *engkau membunuh hulubalang itu?*; patik tiada -- *bercerai dengan dia*; 2 pandai; mahir: *anak itu belum -- mengerjakan hitungan perkalian*; 3 mempunyai kemampuan dan kepandaian untuk mengerjakan sesuatu: *ia diberhentikan dari jabatannya karena tidak --*; 4 bagus rupanya; cantik; rupawan: *gadis itu modern lagi --*; 5 bagus; elok (potongan atau halus bahannya tentang pakaian dan sebagainya): *alangkah -- nya baju itu*; 6 patut; serasi: *ia pantas dan -- benar memakai baju itu*; 7 Mk tangkas; cekatan (tidak lamban): *tampaknya ia -- bekerja*;

cerdik /cer-dik/ a 1 cepat mengerti (tentang situasi dan sebagainya) dan pandai mencari pemecahannya dan sebagainya; panjang akal: *jika jadi pedagang, selain harus pandai berdagang, harus -- pula*; 2 banyak akalnya (tipu muslihatnya); licik; licin: *dia seorang penipu yang --, lima kali berhasil lolos dari penangkapan polisi*;
- buruk pandai menipu; suka mengakali orang;
- busuk cerdik buruk;
- cendekia cerdik lagi pandai; terpelajar;
- pandai terpelajar; cerdik cendekia;

mahir /ma-hir/ a sangat terlatih (dalam mengerjakan sesuatu); cakap (pandai) dan terampil: *dia sudah -- mengemudikan mobil*;

terampil /te-ram-pil/ a cakap dalam menyelesaikan tugas; mampu dan cekatan;

It can be seen that the elaboration or description of the lexicon above has a circular meaning. *pintar* means *cerdik*; *cerdas*; *mahir*; *cakap*, while *pintar* means *pandai*; *cakap*; *cerdik*; *mahir*, then in the lexicon *mahir*, *cakap*, *cerdik* also both have the meaning of *pandai*. When viewed from the meaning of the dictionary, of course, it is difficult to distinguish the lexicon from one another. While the use of each lexicon is certainly different. Not infrequently this causes people both passively and not passively in Indonesian to use or place these lexicons in a sentence.

Therefore, the semantic features of form, function and meaning of each lexicon are quite interesting to study, so that they can distinguish one lexicon from another even though they have one component and the same field of meaning.

The main problems studied in this article are: (1) What is the semantic structure of the Indonesian lexicon *pintar*, *pandai*, *cerdas*, *cermat*, *cakap*, *cerdik*, *mahir* and *terampil*? (2) How to explicate the Indonesian lexicon *pintar*, *pandai*, *cerdas*, *cermat*, *cakap*, *cerdik*, *mahir* and *terampil*?

THEORY

Semantic Primes

The original meaning is a set of meanings that cannot change and have been inherited from birth, or, in other words, the meaning of the first word of a word that is not easy to change despite changes in culture (changes in time). The original meaning is a reflection and formation of thoughts that can be explicated from natural language (ordinary language) which is the only way of presenting meaning (Wierzbicka, 1996b:31; Sutjiati Beratha, 2000a:3; Sutjiati Beratha, 2000b:243). The explication of meaning must include the meaning of words that are intuitively related or at least have the same field of meaning. A set of default meanings as a common parameter (common measure) to examine semantic differences between languages. Understanding the original meaning is expected to be able to explain complex meanings into simpler ones without having to go round and round.

The meaning of a word is a configuration of the original meaning and is not determined by the meaning of other words in the lexicon. The explication of the original meaning is done by paraphrasing using natural language (ordinary language), and not using technical language (Wierzbicka, 1996d:31). The theoretical implication of the existence of an original meaning is to explain any complex meaning in a simpler way. This is because the original meaning contains regularity. Starting from this regularity of meanings, other, more complex meanings eventually develop which then tend to show irregularities. Furthermore, if the entire lexicon is analyzed in depth, it is assumed that the regular features can be found. This implies that the extent to which the development and change of meaning can basically be determined. Of course, provided that the original meaning can be described. Wierzbicka and Goddard found 61 elements of the original meaning. In addition, there were also 3 candidate word elements as representations of the original meaning (written in brackets). All the elements of the original meaning are as follows.

Category	Primes
Substantives	I, YOU, SOMEONE, PEOPLE, SOMETHING/THING, BODY
Relational Substantives	KIND, PART
Determiners	THIS, THE SAME, OTHER~ELSE~ANOTHER
Quantifiers	ONE, TWO, SOME, ALL, MUCH/MANY, LITTLE/FEW
Evaluators	GOOD, BAD
Descriptors	BIG, SMALL
Mental predicates	THINK, KNOW, WANT, DON'T WANT, FEEL, SEE, HEAR
Speech	SAY, WORDS, TRUE
Actions, Events, Movement	DO, HAPPEN, MOVE
Existence, Possession	BE (SOMEWHERE), THERE IS, BE (SOMEONE/SOMETHING), (IS) MINE
Life and Death	LIVE, DIE
Time	WHEN/TIME, NOW, BEFORE, AFTER, A LONG TIME, A SHORT TIME, FOR SOME TIME, MOMENT
Space	WHERE/PLACE, HERE, ABOVE, BELOW, FAR, NEAR, SIDE, INSIDE, TOUCH (CONTACT)
Logical Concepts	NOT, MAYBE, CAN, BECAUSE, IF
Intensifier, Augmentor	VERY, MORE
Similarity	LIKE/AS/WAY

Non- Compositional Polysemy

Polysemy is not a new term in semantic studies (Goddard, 1996: 29; Sutjiati Beratha, 2000a: 4). Non-compositional polysemy, according to NSM, is a form of a single lexicon that can express two different primary meanings and there is no compositional relationship between one exponent and another because the exponents have different grammatical frameworks (Wierzbicka, 1996c: 27-29). On a simple level, exponents of the same original meaning may be polysemic in different ways in different languages. For example, according to Goddard (1996:29), the word *makuringanyi* in Yankunytjatjara means 'want' and in English it can be given the meaning of like, be fond of, and need, even though the realm of its use is not related to the realm of want in English. Goddard further states that there are two types of non compositional relationships, namely, the relationship that resembles (entailment like relationship), such as doing/happening and the relationship of implications (implicational relationship), such as feeling/happening. For the following example:

- (1) X did something to Y
Something happened to Y

- (2) If X feels something
then something happens to X

The syntactic difference that can be seen from the verb *do* and occurs in example (1) above is that *do* requires two arguments, while *occur* requires only one argument. The implication relationship occurs in the verbs that *occur* and *feel*, for example, if X feels something, then something happens to X.

NSM Syntax

The universal syntax developed by Wierzbicka in the late 1980s (Goddard, 1996: 24) is an extension of the original meaning system. Wierzbicka (1996d: 171) states that meaning has a very complex structure, and is not only formed from simple elements, such as someone, wants, knows, but from components with complex structures. Universal syntax consists of a lexicon combination of universal primary meaning items that form simple propositions according to the morphosyntactic set of the language in question. For example, *wish* will have certain universal rules in context: I want to do this. The basic unit of universal syntax can be likened to a clause formed by a substantive, a predicate, and some additional elements required by the predicate. The combination of these elements will form a universal syntax which, according to NSM theory, is called a 'canonical sentence', that is, the context in which the original lexicon is thought to appear universally (Goddard, 1996:27-34; Wierzbicka, 1996d:30-44 ; Sutjiati Beratha, 2000a: 5; Sutjiati Beratha, 2000b: 247).

In formulating the semantic structure of a language, NSM theory uses a paraphrasing system. According to Wierzbicka (1996) in Sutjiati Beratha (2000b:249), paraphrasing must follow the following rules. 1) Paraphrasing must use a combination of a number of original meanings that have been proposed by Wierzbicka. The combination of a number of predefined meanings is required in relation to the claim of NSM theory, that a form cannot be described using only one primary meaning. 2) Paraphrasing can also be done by using elements that are unique to a language. This can be done by combining elements that are unique to the language itself to describe meaning. 3) Paraphrasing sentences must follow the syntactic rules of the language used to paraphrase. 4) Paraphrasing always uses simple language. 5) Paraphrasing sentences sometimes require special indents and spaces. The model specified in paraphrasing is the model developed by Wierzbicka with the following formulation.

I (X) did something to you (Y).
Because of this, something happened to Y.
X wants this.

METHOD

This research is a qualitative descriptive study, while the type of data studied in this study is primary data. All data was taken online through the *leipzig corpora* and the online large Indonesian language dictionary (KBBI). The data collection method used in this study is the listening method, while the data collection technique used is the note-taking technique. Data analysis was carried out using the note-taking technique and literature review. The data analysis activities in this study were initiated by identifying the data, determining the form of the *pintar* meaningful state verb in Indonesian and determining the explication form of the *pintar* meaningful state verb found.

RESULTS AND DISCUSSION

Data in the form of written texts taken from novels and news on the internet are then analyzed using NSM theory by following the steps taken by Sudipa (2012, p. 55), namely (a) mapping components so as to produce a configuration of meaning that becomes a guide for obtaining features, which is distinctive and (b) with the technique of explication produces information that there are differences between the synonyms of the lexicon *pintar* in Indonesian language. The lexicon *pintar*, *pandai*, *cerdas*, *cermat*, *cakap*, *cerdik*, *mahir*, *dan terampil* is part of the default meaning with the category 'MENTAL PREDICATES' or state verbs with the

original meaning KNOW, THINK, WANT, FEEL, SEE, HEAR. So these synonymous lexicons can be categorized into state verbs of the knowledge type. The following are examples of sentences taken both orally and in writing. These examples are useful for showing significant differences in meaning in propositions.

1. *Pintar*

- a) *Hampir semua laki-laki **pintar** dalam berbohong.*
'Almost all men are **good** at lying'.
- b) *Kura-kura adalah binatang **pintar** yang dapat berharga untuk dipelihara.*
'Turtles are **smart** animals that can be valuable to keep'.
- c) *Vendor Dell meluncurkan produk ponsel **pintar** Android terbarunya*
'Dell vendor launches its newest Android **smartphone** product'.
- d) *Santi memang **pintar** berbicara, pantas saja ia disukai banyak orang.*
'Santi is really **smart** at speaking, she deserves to be liked by many people'.

Data 1a, b, c and d above show that the *pintar* lexicon contains elements of ownership of special abilities, unique and different from others.

pintar means a situation where someone or something has better knowledge than other people or things around them. To be *pintar* requires a process and stages that are not small and quite long. *pintar* lexicon can be used on humans, animals and objects. In addition, *pintar* lexicon can refer to a skill / skill and cognitive ability.

Explication:

Pintar

X is someone/animal/something

X did something to him / Z did something to X

Because of that, X has special skills, talents, abilities

X is more than Y

Y is not equal to X

X wants this

2. *Pandai*

- a) *Saat ini, kata Yusni, pembeli sudah **pandai** memilih dan paham produk.*
'Currently, said Yusni, buyers are **good** at choosing and understanding products'.
- b) *Dimas bukan orang yang **pandai** memulai pembicaraan dengan orang lain, Yona juga sepertinya begitu*
'Dimas is not a **good** person to start a conversation with other people, Yona seems like that too'.
- c) *Agar tak menjadi keretakan dalam rumah tangga, maka suami istri harus **pandai** berkomunikasi.*
'In order not to become a rift in the household, husband and wife must be **good** at communicating'.
- d) *Ia bukan saja **pandai** bermain pedang tetapi juga seorang pemikir dan orator yang tiadaandingannya.*
'He was not only a **master** of the sword but also an unrivaled thinker and orator'.

Pandai lexicon is more used to show someone's skill. The semantic structure of this lexicon is almost the same as the smart lexicon, except that the smart lexicon cannot be used on animals or objects. And there is an element of a longer process or an experience is needed to achieve that smart state.

Pandai means a situation where a person tries to do something about himself, so that he can have more expertise than others. To be *pandai* one must spend more time in studying or exploring something. Smart means mastering a skill deeply and broadly. Like when someone says "the person is *pandai* at speaking", it means that the person is not only an expert in communicating with other people, but also an expert in winning the hearts of the interlocutor, an expert in composing sentences or in other words an expert in speech acts.

Explication:

pandai

X is someone

X did something to him

Therefore, X has a skill / talent (contains more elements of cognition)

X is more than Y
X wants this

3. *Cerdas*

- a) *Ikan lumba-lumba, mamalia laut paling cerdas.*
'Dolphins, the most **intelligent** marine mammals'.
- b) *Dia memiliki istri yang cantik dan putra yang cerdas bernama Hamlet.*
'He has a beautiful wife and a smart son named Hamlet'.
- c) *Waktu terus berlalu dan Titian tumbuh menjadi seorang gadis kecil yang periang dan cerdas.*
'Time passed and Titian grew into a cheerful and intelligent little girl'.
- d) *Reptil ini tergolong cerdas, maka diperlukan kandang agar dia tidak melarikan diri.*
'This reptile is classified as intelligent, so a cage is needed so that it does not escape'.

The semantic structure of the *cerdas* lexicon is almost the same as that of the *pintar* lexicon, both of which can be applied to humans and animals alike. The difference is, the intelligent lexicon only refers to the cognitive abilities of a person/animal. But the notion of intelligent contains a wider range than the *pintar* lexicon.

Explication:

Cerdas

X is a person/animal

X has special knowledge

X has it because of doing something

X has it from an early age / hereditary

Therefore, X is special

X does not compete with Y

4. *Cermat*

- a) *Untuk itu, Ibu harus dengan cermat merencanakan dan menyiapkannya.*
'For that, you must carefully plan and prepare it'.
- b) *Penemuan ini mengarah pada penentuan dengan cermat jumlah elektron dalam sebuah atom.*
'This discovery led to the precise determination of the number of electrons in an atom'.
- c) *Adipati Jipang yang marah tidak membuat perhitungan yang cermat saat ia menyeberangi Bengawan Sore.*
'The angry Duke of Jipang did not make careful calculations when he crossed the Bengawan Sore'.
- d) *Bacalah dengan cermat soal berikut ini dan kerjakanlah sesuai dengan ketentuan*
'Read carefully the following questions and do them according to the provisions'

The *cermat* lexicon contains more time elements in it. Which means the use of this lexicon will generally be associated with a span of time.

Cermat means a situation where someone is able to manage something carefully, in detail. Someone who does something carefully means he wants a perfect result.

Explication:

Cermat

X is someone

X did something

X did it carefully, meticulously

X wants this

5. *Cakap*

- a) *Halangan lainnya adalah minimnya mencari SDM yang cakap dan berpengalaman dalam bisnis seperti ini.*
'Another obstacle is the lack of skilled and experienced human resources in this kind of business'.

- b) *Tanpa banyak cakap, polisi pun menggelandang Dika ke kantor Polsek Timur setelah memungut dompet itu.*
'Without saying much, the police took Dika to the East Police Station after picking up the wallet'.
- c) *Ia dipuja sebagai pemimpin yang cakap dan dermawan.*
'He is revered as a capable and generous leader'.
- d) *Dan motor ini dikirim built up langsung dari pulau dewata tersebut dengan pengemasan yang cakap dan aman.*
'And this motorbike was sent, built up directly from the island of the gods with capable and safe packaging'.

Cakap in Malay means to speak, but in Indonesian *cakap* means a situation where a person not only has special/special/better knowledge than others, but he also has good character/nature. Smart people are not necessarily capable, and vice versa. A smart person means having more knowledge than a capable person, but a smart person does not necessarily have a better personality than a capable person. In other words, capable people generally have less knowledge or are not comparable to smart people. But capable people have better character/nature than smart people.

Explication:

Cakap

X is someone

X has special knowledge

X is not proportional to Y

X has a good character

X is more than Y

Z wants this

6. Cerdik

- a) *Selain butuh imbalan, bendahara licik punya motif cerdik.*
'In addition to needing rewards, cunning treasurers have clever motives'.
- b) *Tersangka dengan cerdik memanfaatkan telepon bekas yang dia sambungkan ke saluran telepon orang lain.*
'The suspect cleverly used a used telephone that he connected to someone else's telephone line'.
- c) *Dengan cerdik mereka merangkul kaum birokrat dan militer untuk menjadi patron mereka.*
'They cleverly embraced the bureaucrats and the military to become their patrons'.
- d) *Dengan limpahan cinta seperti itu Resa tumbuh sebagai anak yang cerdik dan tegar.*
'With such an abundance of love, Resa grew up as a smart and strong child'.

Cerdik is a condition where a person is able to combine and use several skills to get the results as expected. An ingenious lexicon can involve more than one skill or action in it to achieve the desired result. The clever use of the lexicon involves knowledge of the cognition and reason of the subject. However, the clever lexicon can have both positive and negative connotations, following the context of the existing sentence.

Explication:

Cerdik

X is someone

X does something (positive/negative)

X uses his knowledge and wit

Because of that, X succeeded

X wants this

7. Mahir

- a) *Mahasiswa Korsel terlihat mahir mempertontonkan budaya asalnya.*
'South Korean students seem adept at showing their native culture'.
- b) *Di sini Anda akan diajari teknik menyulam dari tingkat dasar, terampil, sampai mahir.*
'Here you will be taught embroidery techniques from basic, skilled, to advanced levels'.
- c) *Setelah mahir bongkar pasang robot, Yudi mulai mengembangkan cara memprogram robot.*

'After being proficient at disassembling robots, Yudi began to develop ways to program robots'.

- d) *Ayahnya bekerja di pabrik tahu, ibunya adalah ibu rumah tangga yang sangat mahir membuat tahu bacem.*

'His father works in a tofu factory, his mother is a housewife who is very good at making bacem tofu'.

Mahir means very skilled in doing something. This lexicon can only be used to show a non-cognitive skill or ability. To become *mahir* in this skill, requires a long and repeated process in order to master it in depth but not broadly enough. If someone says "I'm good at singing" it means that person is only good at singing, but not good at composing or playing music.

Explication:

Mahir

X is someone

X is doing something

X did it over and over

X did that on purpose

Because of that, X became an expert at it

X wants that

8. Terampil

- a) *Di sini Anda akan diajari teknik menyulam dari tingkat dasar, terampil, sampai mahir.*

'Here you will be taught embroidery techniques from basic, skilled, to advanced levels'.

- b) *Mari budayakan membaca agar kita terampil dalam menulis dan berkarya buat masyarakat.*

'Let's cultivate reading so that we are skilled in writing and working for the community'.

- c) *Sebagai penghibur, seorang geisha harus terampil dalam menyenangkan dan memberikan kepuasan pada laki-laki.*

'As an entertainer, a geisha must be skilled in pleasing and satisfying men'.

- d) *Selain itu, salah seorang keluarga H. Ilham, ada yang terampil membuat bom ikan jenis high explosive.*

'In addition, one of H. Ilham's family is skilled in making high explosive fish bombs'

Terampil means a situation where a person is able to do something without being fixated on only one way or method. In other words, a situation where a person has more/various ideas and is creative in doing or doing something. For example, if someone says "the doctor is skilled in treating his patients" it means that the doctor is really an expert in treating his patients, judging by the way the doctor greets the patient, explains the patient's illness, to provide detailed explanations regarding the patient's medication.

Explication:

Terampil

X is someone

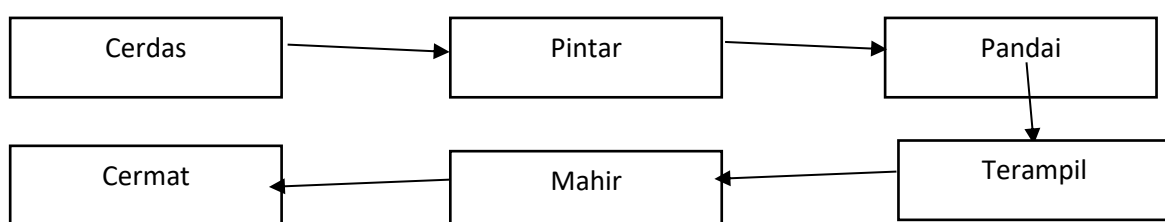
X does/does something

X likes it

Because of that, X became an expert at it

CONCLUSION

From the results of the above discussion, it can be concluded that the lexicon *pintar, pandai, cerdas, cermat, cerdas, mahir dan terampil* have almost the same semantic structure. Among all the lexicon that have the same meaning, the only difference is the level of ability/knowledge possessed by the subject. The levels can be described as follows:



The lexicon *cerdas* is in the initial position because it is in accordance with the meaning component it has, that *cerdas* can be in the form of knowledge acquired from birth or what is referred to as innate and can also be in the form of knowledge gained by studying a thing. While *pintar* is a situation where a person must do something by studying diligently until he can be said to be smart. Then if the person is *pintar* in one thing, then he will start to learn other things that are still in the same realm as the previous thing so that the person's knowledge will increase and he will be called smart. After the person is *pandai* at a field, then he will deepen the field and like the field so that he will become *terampil* in the field. Once the person is *terampil* in his field, over time he will become *mahir* in his work. When the person is *mahir* in his work, then he will definitely be more careful in doing the job.

While the use of the *cerdik* lexicon contains more internal elements (in the form of reason) which are combined with elements of knowledge obtained from the learning process. Then in the *cakap* lexicon its use refers more to the nature, character, or form of the subject which is then combined with elements of subject knowledge.

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