



Exploring Children's Social Situation Vocabulary in Children's Novel Narratives

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ARTICLE INFO

Keywords: Social Situation, Vocabulary, Children, Novel Narrative, Children's Literature.

Received : 9, January

Revised : 13, February

Accepted: 28, March

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ABSTRACT

This research aims to explore children's understanding of social situations contained in children's novel narratives. This research uses a qualitative approach with text analysis to analyze and analyze the social situations that appear in children's novels. The sample of children's novels was purposively selected to cover a wide range of genres and publication periods. In this research, it was found that there were 200 understandings of social situations that appeared in the children's novels that were the research sample. These findings cover the various social contexts faced by child characters in the stories, including interactions with peers, family, and teachers, as well as situations in school and society. This research contributes to our understanding of how children's social situation vocabulary is used and understood in the narrative context of children's novels. The discovery of this knowledge provides deeper insight into children's social development and contributes to children's literature and the study of children's literature.

INTRODUCTION

Children's novels have an undeniable role in shaping children's understanding of the world around them. As a medium rich in stories, children's novels not only present interesting plots, but also summarize various aspects of complex social life. In this context, it is important to recognize that the vocabulary used in children's novel narratives is not just a series of ordinary words. On the contrary, this vocabulary is often a reflection of the social situations faced by the main characters in the story.

Children, as readers who are potentially very sensitive to their surroundings, may identify themselves with the characters in children's novels. Therefore, the choice and use of appropriate vocabulary by the author have a significant impact on children's understanding and perception of the social situations they encounter, both in stories and in their real lives. The vocabulary used in children's novels can cover various aspects of social life, such as interactions with peers, family relationships, school dynamics, and community exploration.

Research on the vocabulary of social situations in children's novel narratives is relevant and important because it can provide in-depth insight into how children understand and respond to various social situations they experience, both inside and outside books. By deepening our understanding of the use of social situation vocabulary in children's novel narratives, we can develop a better understanding of how children's literacy processes occur, as well as how this literacy can influence children's perceptions, understanding and social interactions.

Therefore, this research aims to explore more deeply the various social situation vocabulary used in children's novel narratives. Through a comprehensive analysis of these vocabularies, we can develop a deeper understanding of their role and impact on children's understanding of the social world around them. Thus, it is hoped that this research can provide a valuable contribution in the context of children's literacy development and their understanding of complex social dynamics.

The relationship between vocabulary and individual thought processes has been recognized for a long time, especially since the introduction of the Binet-Simon scale in 1912. The importance of analyzing word-by-word definitions of children of different ages and levels of mental maturity has been a major concern in this research. The focus is on understanding how children respond to vocabulary in developing their thinking.

In 1916, Tennen discovered that six-year-old children tended to define objects based on their function. However, only when they reached the age of eight years, two-thirds of the children gave a broader and deeper definition of the use of these objects. This indicates that vocabulary reflects children's conceptual development, not just their language abilities, which continue to develop with their experiences.

Further analysis of the relationship between vocabulary and individual thought processes shows that vocabulary development reflects the child's conceptual development. Therefore, understanding how children associate

words with their personal experiences and concepts is an important key to understanding children's learning and thinking processes.

These findings are an important basis for designing learning approaches that are appropriate to children's cognitive and linguistic development stages. By understanding the complex relationship between vocabulary and individual thought processes, we can more effectively support children's intellectual growth and understanding across a variety of learning and development contexts. (Feifel & Lorge, 1950) .

He also highlights that the type of definition used by the child, whether thought of in terms of use, appearance, the materials of which it is composed, or class relationships, provides interesting insight into the maturity of his understanding process. In this context, he notes that one can distinguish at least half a dozen degrees of excellence in definitions related to the mental level of the subject.

Piaget (Feifel & Lorge, 1950) in his research with children, the results showed that words are closely related to cognition and the process of forming concepts. In testing children's intelligence through vocabulary, there are two main types of tests used.

First, a test that relies on memory factors, where children are given keywords that must be answered with appropriate definitions. The second type of test, which emphasizes recognition features, introduces a word and presents several alternative words (in the form of a multiple-choice technique), from which children must choose the most suitable word (Moran, 1981). The scoring system on memory tests assumes that all correct answers have the same value and does not differentiate between 'good' and 'poor' answers, except for answers that are sometimes considered half-correct. Additionally, these systems do not take into account the various patterns, qualities, and ranges of meaning that may be contained in children's answers.

Although there has been some recent research exploring narrative elements in children's novels, there is a significant gap in understanding of the vocabulary of children's social situations contained in these narratives. Only a few researchers focus on this aspect, and research related to children's understanding of vocabulary in social situations is still limited. Therefore, this research intends to fill this gap by exploring the vocabulary understanding of children's social situations in children's novel narratives. The aim of this research is to provide deeper insight into how children understand and respond to social situations through the vocabulary contained in children's novel narratives.

LITERATURE REVIEW

Vocabulary in children

In 1904, Chambers conducted significant research into the development of the general meaning of vocabulary. He indicated that in the early years of life, we have only accurate knowledge of the most immediate and familiar things, and that in studying the development of children's use of vocabulary, the most fruitful area is the analysis of the quality and expansion of vocabulary over the years. school. Kirk-Patrick stated that growth with age occurs not only in the

range of vocabulary, but also in the definitional character attached to words (Feifel & Lorge, 1950) .

Binet and Simon, studying the development of intelligence in children, found that children as young as six defined words based on their use and that it was not until age nine that most of the definitions they gave were superior to their use. Terman has long emphasized the importance of qualitative responses in the vocabulary and the need for analysis. Marx, who conducted a qualitative study of the first fifty words of the 1916 Stanford-Binet vocabulary on a large group of children and adults, reported that the types of definitions of the highest quality in relation to chronological age were those that used synonyms and genus variations.

Lowest on the age scale are definitions that use illustrations or examples, usage, and repetition response types. Green also qualitatively analyzed schoolchildren's and adults' responses to fifty vocabulary words (forty-five of which later became the Form L Vocabulary Test of the 1937 Revised Stanford-Binet). He notes that ages six and seven are characterized by definitions of use, and the types of definitions that have a lower mean age than use are repetition and demonstration.

Gray and Holmes emphasize that the character of definitions attached to words changes particularly from the lower to the higher grades, and that the period from the ages of nine to fifteen is particularly productive in the acquisition of different types of meaning. Reichard and Rapaport, in a study of children's and adolescents' responses to the Test of Similarities and Differences and other conceptual items of the Stanford-Binet Scales, found that the definition of 'concrete' declines with age and gives place to the definition of 'functional' and then on to the 'conceptual' type of definition. Wechsler stated that in defining a word, a subjectivity provides more than just its existing meaning. From a clinical point of view, the character and quality of the word definitions provided by the individual provide insight into his or her thought processes.

Children's Literature

Children's literature is a branch of literature specifically designed to meet children's needs, interests and understanding. Children's literature meets the three criteria described by Obi et al. (in Masjid et al., 2023) . First, the characters who appear in children's literature are children or teenagers, so the stories and events that occur in these literary works are more relevant and can provide identification for young readers. Second, the themes used in children's literature are usually written in simple language that is easy for children to understand. However, children's literature can also contain complex themes, but be adapted in a child-friendly way so that it remains understandable for young readers. Lastly, children's literature often contains moral messages and educational values that are beneficial for children.

Children's literature is an educational means that entertains and provides messages that can shape a child's character and outlook on life. Through stories in children's literature, children can learn about the importance of respecting others, working together, and overcoming differences wisely. This helps build

children's character who are empathetic, tolerant and appreciate diversity, which are important values in creating a harmonious and inclusive society. (Masjid et al., 2023).

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METHODOLOGY

The data source for this research is a novel entitled *Sekolah Alam, Seruuu!*. In 2017 it was published by PT Mizan Pustaka. The research data is in the form of a series of words and sentences that represent the child's social situation. This research data collection technique uses non-interactive techniques, namely techniques that only focus on the meaning of the text from the researcher's perspective. All data obtained is classified based on the focus of the research, namely the representation of children's social situations (Aalberg et al., 2000; Beech, 2000). To test the validity of the data, triangulation techniques were used. Triangulation is carried out by comparing data that has been classified based on character categories with relevant theories. This is done to ensure that any data regarding the child's social situation is in accordance with theory.

RESEARCH RESULT

Narrative of Children's Social Actions in Children's Novels

A child's activities often produce a narrative written in the form of a literary work. Activity situations in a child's daily life require interaction and social relationships with other individuals. A child's social relationships that occur between individuals and between groups require a means to convey ideas or thoughts.

Situations in the interaction between various activities carried out by a child in everyday life will form a pattern of relationships that influence each other, thus forming a social system within him. According to the data that has been obtained, the narrative of children's social situations in children's novels can be seen in the following data.

(1) When I was only a few months old, I moved to Lampung. I lived there for six years. There, almost every two years, I move cities. (Ayesha, 2017)

Data 1 illustrates that the character Safina has moved from place to place since she was a baby, she has moved and lived in the Lampung area for 6 years there. Even when he was in Lampung, almost every 2 years, he moved locations. The situation experienced by children will have an impact on their level of socialization with society and their environment. A child who interacts with

various aspects of life experienced in daily activities will form a pattern of relationships that influence each other, thus forming a social system in society.

In essence, a child is born as a social creature, therefore a positive social situation is one of the important factors that needs to be chosen and placed in place from childhood. Because early childhood is the period that forms the foundation for a child's social behavior. A child's inability to behave socially as expected by their environment can result in the child being isolated from the environment, not forming confidence in themselves, withdrawing from the environment, and so on. As a result, children will experience obstacles in their further development.

Based on this data, the narrative of a child's social situation can be interpreted, that a child's condition or environment will lead them to become what they are doing and living now, in terms of their social situation. Each child will observe the situation and conditions of their environment, then they will describe and interpret the social situations they see.

Apart from this data, there is also other data that describes the narrative of children's social situations. The data is as follows.

(2) "Natural school is different from your school now. The building is not like the school buildings here. More made of wood and more open space. The way of learning is also different. You will learn more outside the classroom. You will definitely like it," explained the mother. (Ayesha, 2017)

Data 2 illustrates that the character Safina understands that the natural school situation is different from schools in general, especially the school currently occupied by her friends . Safina's character visualizes the situation she sees and observes. He explained that natural school buildings were not like the school buildings in their place today . Natural schools are made more from natural materials, namely made from wood and have more open spaces , than classrooms in general . He also conveyed the methods and models of learning in natural schools. Because the way of learning is different. In general, more learning will take place outside the classroom. All students like learning situations outside the classroom. An education system that is alternative and has a universe-based concept is a form of natural school.

Based on this data, the narrative of the child's social situation can be interpreted as the development of the child's behavior in adapting to the rules of the society in which the child lives. Children obtain social development through maturity and opportunities to learn from various responses to themselves. This can be seen through the narrative of the character Safina who conveys the results of her observations and experiences regarding the situation at the natural school.

According to the data that has been obtained, the narrative of children's social situations in children's novels can be seen in the following data.

(3) I entered the classroom which was more like a large hut to take part in studying at Kindergarten-B together with

children my age. With stories, they appear to be paying attention to the lesson and sometimes asking questions, while sitting on the floor. (**Ayesha, 2017**)

Data 3 depicts that the character Safina is entering a room that resembles a large hut for her learning process. She follows her learning as if studying at Kindergarten (TK) B level. There the character Safina studies with her peers. He showed joy in the learning process, showing enthusiasm in listening to the lesson and sometimes asking questions while they sat relaxed.

Based on this data, the narrative of children's social situations can be interpreted as saying that a child can have a sense of comfort in learning due to several factors, one of which is because there is a social situation that is comfortable and provides calm, so that a sense of joy arises in the learning process that he experiences. This is also felt by the character Safira, who is represented through the data above, especially in this era of globalization which has a technological and modern feel, learning strategies are varied and fun.

(4) It turns out, before climbing the *outbound installation* , we had to first wear a safety harness called *webbing*, a kind of rope that had been tied to form two holes for inserting the feet, then tied at the waist. After that, it was installed into the mine held by Mr. Huza. Helmets are of course mandatory to wear. So it's safe! (**Ayesha, 2017**)

Data 4 shows that the social situation of the characters can be seen from the activities they do. This is supported by conveying a description of the activities he will carry out. In this data, Figure Safira is explaining the procedures for installing *outbound support equipment* , as well as matters related to the conditions and situations of the game so that it is safe and comfortable.

In the context of children's social situations, these data describe the experiences of children who will participate in outbound activities or outdoor adventures. The data explains the steps they need to take before starting the outbound activity, with an emphasis on safety.

From this data, the narrative of children's social situations can be shown, that outbound activity situations are strictly regulated in terms of children's safety. Apart from providing a fun adventurous experience, children are also taught values such as obedience to rules, teamwork, and the importance of maintaining personal safety in potentially risky situations.

DISCUSSION

Vocabulary of children's social situations in children 's novel narratives

The vocabulary of children's social situations in children's novel narratives includes a variety of phrases and expressions that describe children's social interactions, emotions and experiences in their daily lives (Baydar et al., 2014). This vocabulary helps create a vivid and detailed narrative, and allows child readers to better connect with the experiences of the characters in the story.

Table 1: Social Situation Vocabulary

No.	Vocabulary	No.	Vocabulary	No.	Vocabulary
1	Condition	68	Effect	135	Culture
2	Circumstances	69	Consequence	136	Religion
3	Scenario	70	Progress	137	Technology
4	Environment	71	Development	138	Innovation
5	Context	72	Continuity	139	Climate change
6	Framework	73	Period	140	Natural disasters
7	Interest	74	Moment	141	Crisis
8	Change	75	Time	142	Pandemic
9	Situational	76	Temporary	143	Economy Crysis
10	Critical	77	Short-term	144	Health crisis
11	Emergency	78	Long-term	145	Political crisis
12	Normal	79	Change	146	Social crisis
13	Extreme	80	Transformation	147	Environmental crisis
14	Routine	81	Evolution	148	War
15	Challenge	82	Revolution	149	Armed conflict
16	Chance	83	Phase	150	Negotiation
17	Incident	84	Cycle	151	Diplomacy
18	Turmoil	85	Life cycle	152	Conflict resolution
19	Conflict	86	Time constraints	153	Reconciliation
20	Security	87	Time pressure	154	Information dissemination
21	Insecurity	88	Urgency	155	Political communication
22	Complexity	89	Priority	156	Risk management
23	Convenience	90	Task	157	Emergency plan
24	Hassle	91	Objective	158	Finance
25	Linkages	92	Results	159	Economy
26	Connection	93	Performance	160	Market
27	Dynamics	94	Performance	161	Public finance
28	Stability	95	Achievement	162	Investment
29	Instability	96	Success	163	Consumption
30	Uncertainty	97	Failure	164	Trading
31	Prediction	98	Difficulty	165	Production
32	Supervision	99	Challenge	166	Productivity
33	Control	100	Obstacle	167	Inflation
34	Reaction	101	Potency	168	Deflation
35	Response	102	Capability	169	Debt
36	Strategy	103	Resource	170	Fiscal
37	Action	104	Lack	171	Monetary
38	Readiness	105	Excess	172	Infrastructure
39	Involvement	106	Gaps	173	Economic growth
40	Participation	107	Equality	174	Nature conservation
41	Must	108	Inequality	175	Conservation
42	Constraint	109	Justice	176	Global warming
43	Opportunity	110	Injustice	177	Environmental degradation
44	Limitation	111	Support	178	Pollution
45	Possibility	112	Dependency	179	Continuity
46	Reality	113	Autonomy	180	Mobility
47	Perception	114	Freedom	181	Transportation
48	Interpretation	115	Control	182	Social mobility

49	Evaluation	116	Communication	183	Education
50	Evaluation	117	Coordination	184	Training
51	Consideration	118	Collaboration	185	Curriculum
52	Adjustment	119	Competition	186	Learning
53	Investigation	120	Interaction	187	Education Evaluation
54	Observation	121	Reconciliation	188	Higher education
55	Understanding	122	Intervention	189	Basic education
56	Awareness	123	Revision	190	Online teaching
57	Knowledge	124	Repair	191	Work
58	Information	125	Adaptation	192	Unemployment
59	Data	126	Flexibility	193	job vacancy
60	Analysis	127	Stress	194	Work quality
61	Decision	128	Well-being	195	Temporary work
62	Resolution	129	Safety	196	Structural unemployment
63	Plan	130	Health	197	Job opportunities
64	Implementation	131	Environment	198	Decent work
65	Recommendation	132	Social	199	Job competition
66	Influence	133	Economy	200	Labor market
67	Impact	134	Political		

The vocabulary used to describe children's social situations in children's novel narratives can vary depending on the theme, setting and characters in the story. (Anglin et al., 1993) Here are some examples of vocabulary that might be used to describe children's social situations in children's novel narratives: Phrases such as "playing in the park," "making new friends at school," "sharing toys," and "dealing with conflicts with friends" may be used.

Phrases such as "playing in the park," "making new friends at school," "sharing toys," and "dealing with conflicts with friends" refer to common social situations that children encounter in everyday life. they. These phrases cover a variety of social interactions that are important for children's development, such as playing, interacting with peers, learning to share, and resolving conflict.

Each phrase includes vocabulary relevant to children's experiences, such as words related to physical activities ("playing in the park"), social aspects ("making new friends at school"), cooperation ("sharing toys"), and conflict resolution ("dealing with conflicts with friends"). Even though the text does not express emotional aspects directly, the context of the situations mentioned can evoke various emotions and psychological reactions from the children's characters in the narrative (Biemiller, 2003).

This data aims to provide guidance or inspiration to children's novel writers about the types of vocabulary they can use to describe children's social situations in a more lively and detailed manner. By analyzing the text, the author can gain insight into various important aspects of children's social situations and how the vocabulary used can help build authentic and meaningful narratives for child readers.

Phrases such as "time with family," "dealing with house rules," "learning from parents," and "having quality time with parents" will be relevant. These data provide guidance on the types of expressions that can be used to describe children's social situations in children's novel narratives (Norbury & Bishop, 2003). Phrases such as "family time" and "having quality time with parents"

highlight the importance of family interaction in children's lives. This shows that family relationships and time spent together have important value in forming a child's identity and happiness (Norbury & Bishop, 2003).

The phrases "face the house rules" and "learn from parents" indicate that children must learn to respect and obey the rules set at home. It also highlights the role of parents as leaders and mentors who provide direction and learning to children. The phrases "family time" and "having quality time with parents" underscore the importance of the quality of interactions rather than just the quantity of time spent together. It emphasizes that moments in which children can actively engage with their parents are precious moments that can form strong family bonds and enrich children's life experiences (Moran, 1981). Through these expressions, the author can explore themes such as learning, family experiences, parent-child relationships, appreciation for time together, and adjustments to the rules at home.

This text provides children's novel writers with guidance for incorporating important elements of family life and children's interactions with their parents into their narratives (Norbury & Bishop, 2003; Saywitz & Snyder, 1996). This shows the importance of creating stories that reflect the realities of children's lives in their family environment.

By analyzing such texts, authors can gain better insight into how to incorporate important elements of family relationships and child-parent interactions into their narratives to produce stories that are authentic and meaningful for child readers. Terms such as "attending school," "learning new subjects," "taking tests," and "overcoming academic challenges" highlight the importance of educational aspects in children's lives (Paris, 2003). This can provide a dimension of character development and illustrate the challenges children face in the school environment.

The use of vocabulary that reflects feelings and emotions such as "happy," "sad," "angry," "anxious," "joyful," and "disappointment" shows the complexity and depth of the children's characters in the narrative. This allows the reader to better connect with the emotional experiences of the characters (Gass, 1989; Gathercole & Baddeley, 1990).

Terms that reflect the process of identity discovery such as "recognizing interests and talents," "exploring dreams and aspirations," and "understanding who they are" highlight children's journeys of self-discovery, which can be a powerful element of character development. Phrases such as "exploring nature," "attending community events," "visiting interesting places," and "interacting with different cultures" describe children's activeness and exploration of their surroundings. This can provide a rich environmental dimension to the story (Bennett, 2008).

Vocabulary that reflects interpersonal or internal conflict, as well as ways of dealing with problems such as "arguing with friends," "finding solutions," and "learning from mistakes" add elements of tension and character development to the story. Through the use of this variety of vocabulary, writers can create richer narratives, touching on various aspects of children's lives, and helping readers to better connect with the characters' experiences and journeys.

This analysis provides insight into how writers can design complex and diverse children's stories (Cragg & Nation, 2006; Norbury & Bishop, 2003). Writers will choose vocabulary that suits the story and message they want to convey in their children's novel, while considering the age range of the target reader and the complexity of the emotions and situations they want to convey.

CONCLUSIONS AND RECOMMENDATIONS

The conclusion from this research is that in writing children's novels, the use of appropriate vocabulary to describe children's social situations is very important. The text presents various examples of vocabulary and expressions that are relevant to children's lives, both in the context of family, education, social relationships, and exploration of the surrounding environment. The use of vocabulary that enriches children's characteristics, including expressions about emotions, personal growth, and social interactions, can help child readers to better connect with the story and understand the message the author wants to convey. By considering various aspects of children's lives and the complexity of the situations to be conveyed, writers can design narratives that are authentic, meaningful, and can reach children of various ages.

ADVANCED RESEARCH

A suggestion for further research is the need to find a correlation between children's social situation vocabulary and children's social action vocabulary. This is very useful to show what the overall shape of children's social vocabulary looks like.

ACKNOWLEDGMENT

The author is very thankful to Universitas Negeri Surabaya and Universitas Nahdlatul Ulama Surabaya for supporting the research and the publication of this article.

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