

**EMOTION- DESCRIPTIVE WORDS USED
IN AN 11 YEAR-OLD GIRL'S DIARY**

A THESIS

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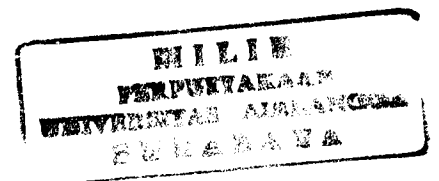
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**ENGLISH DEPARTMENT
FACULTY OF LETTERS
AIRLANGGA UNIVERSITY**

SURABAYA

2006



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A THESIS

**Submitted as Partial Fulfillment of the Requirements For the
Sarjana Degree of The English Department, Faculty of Letters,
Airlangga University Surabaya**



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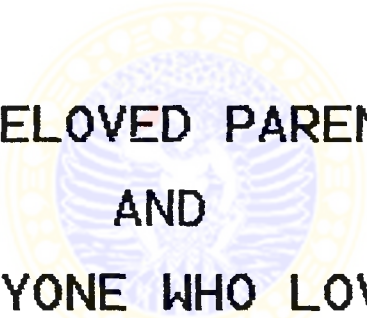
2006

I DEDICATE THIS THESIS TO

MY BELOVED PARENTS

AND

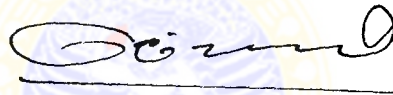
TO EVERYONE WHO LOVES ME



Approved to be Examined

Surabaya, 8th June 2006

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SURABAYA**


2006

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The Writer



TABLE OF CONTENTS

INSIDE TITLE PAGE	ii
DEDICATION PAGE.....	iii
THESIS ADVISOR’S APPROVAL PAGE.....	iv
THESIS BOARD EXAMINERS’ APPROVAL PAGE	v
ACKNOWLEDGEMENT.....	vi
TABLE OF CONTENTS	viii
LIST OF FIGURES.....	x
LIST OF TABLES	xi
ABSTRACT	xii
CHAPTER I: INTRODUCTION	1
A. Background of the Study	1
B. Statement of the Problems.....	5
C. Objectives of the Study.....	5
D. Significance of the Study.....	5
E. Definition of Key Terms.....	6
CHAPTER II: LITERATURE REVIEW.....	7
A. Review of Related Theories	7
1. Emotion and the Brain.....	8
2. Emotional Experiences.....	9
B. Review of Related Studies.....	10
C. Theoretical Framework.....	11
1. Creative Writing as One of the Media in Relieving Emotional Outbursts ...	11
2. Types of Emotion Words.....	13
CHAPTER III: METHOD OF THE STUDY	21
A. Research Approach.....	21
B. Subject of the Study.....	21
C. Technique of Data Collection.....	22
D. Technique of Data Analysis	23
CHAPTER IV: DISCUSSION.....	24
1. Analysis of the Word “Apes”	27
2. Analysis of the Word “Bahagia”	28
3. Analysis of the Word “Benci”	28
4. Analysis of the Word “Bersyukur”	28
5. Analysis of the Word “Capek”	29
6. Analysis of the Word “Enak”	29
7. Analysis of the Word “Kaget”	29
8. Analysis of the Word “Kangen”	30
9. Analysis of the Word “Kecewa”	30

10.	Analysis of the Word “Kepikiran”	30
11.	Analysis of the Word “Malas”	30
12.	Analysis of the Word “Malu”	31
13.	Analysis of the Word “Marah”	31
14.	Analysis of the Word “Nervous”	31
15.	Analysis of the Word “Nggak Betah”	31
16.	Analysis of the Word “Nggak Puas”	32
17.	Analysis of the Word “Nggak Suka”	32
18.	Analysis of the Word “Nggak Yakin”	32
19.	Analysis of the Word “Pusing”	32
20.	Analysis of the Word “Ragu-ragu”	33
21.	Analysis of the Word “Sebal”	33
22.	Analysis of the Word “Sedih”	33
23.	Analysis of the Word “Senang”	34
24.	Analysis of the Word “Sepi”	34
25.	Analysis of the Word “Takut”	34
26.	Analysis of the Word “Terharu”	34
27.	Analysis of the Word “Terbayang-bayang”	35
28.	Analysis of the Word “Terpaksa”	35
29.	Analysis of the Word “Untung”	35
CHAPTER V: CONCLUSION		39
WORKS CITED		
APPENDIX		

LIST OF FIGURES

Figure 2.1. Emotion Process Proposed by Cannon	7
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LIST OF TABLES

Table 1. Classification of Indonesian Emotion Words Based on the Conventional Emotion-Descriptive Terms (type 1)	25
Table 2. Classification of Indonesian Emotion Words Based on the Synesthetic Terms and Activities or Circumstances- Referred Emotion Words (Type 2 and 3)	27



ABSTRACT

Sulecha, Mar Atus. *Emotion-Descriptive Words Used in an 11 year-old Girl's Diary: A Thesis Submitted as Partial Fulfillment of the Requirements for the Sarjana Degree of the English Department Faculty of Letters Airlangga University Surabaya.*

Every human being has his own way in expressing his emotional outbursts. One media that helps him to express his emotional feeling is language, spoken or written. People have some sorts of words which are used to describe a certain emotional feeling. These words are called *emotion words*. This study was focused on the *emotion words* which were mostly used in the diary of an eleven year-old child. There were three theories used in this study. First, the theory on Emotion-Descriptive Words Types by Ridgeway, Waters, and Kuczaj (1985). Second, the theory on Emotion Words Taxonomy by Sadli et. al (1992) and the last is theory on Synsthetic by Pateda (2001) The subject of this study was an eleven year-old girl with the writing-on-the diary habit. This study attempted to show the types of emotion words which were frequently used by the subject. The result of this study showed that the types of emotion words which were mostly used were emotion words which were included conventional emotion-descriptive terms.

Key Terms: *emotion words, diary, primary emotional states.*

CHAPTER I

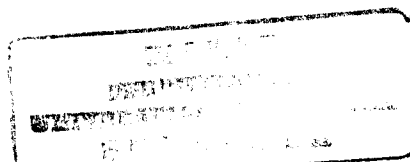
INTRODUCTION

A. Background of The Study

Human are created of two different entities, physical and mental entities. Physical entity helps human to gain physical information or sensations of the outside world in order to increase their knowledge of the world. On the other hand, mental entity provides human with a tool that helps human to get knowledge and to process abstract sensations, such as cruel, good, kind, and so on which finally rises a certain feeling to human. Mental, then, has a close relationship with the so-called emotion in human life.

The word *emotion* refers to behaviors, psychological responses, and feelings (Carlson, 1994). Emotion is a certain condition of feeling experienced by someone as a reaction of a particular situation. Emotion can be seen through expressions performed by someone. In accordance with the way human express their emotional outbursts, Sadli et al (1992: 97) yield that emotion can be expressed in two ways, verbal and non verbal expressions.

Non verbal expression is a primitive way in expressing emotions. Non verbal expressions, which includes facial expressions, gestures, mimics, and other activities of showing needs, become effective ways for infants and toddlers to express their emotional outbursts (Pateda, 1990). The common example is a baby crying or screaming to show that he is lonely and needs companions around him. Sometimes, a boy would like to kick, punch, or yell because he gets angry and a



little girl prefers to cry when she gets angry or scared. This way of expressions, later on, will develop into more sophisticated way as the children grow up.

Meanwhile, verbal expressions are more sophisticated compared to the previous one. In verbal expressions people use language as a main tool to express their emotion. The language used to describe the emotional conditions is known as *emotion-descriptive words* (Ridgeway et al, 1985). Emotion-descriptive words allow someone to represent and describe a certain feeling. Through a word one could get an understanding on intention, aim, motivation, and be able to interpret what emotional condition is there. Knowing the importance of understanding the emotion-descriptive words, children are obliged to acquire and understand the words so that they would be able to function the words properly. At the beginning, children might only be able to produce some simple emotion-descriptive words, such as happy, sad, mad, and scared (Sadli et al, 1992). All of those words are produced in spoken form, the simplest form of verbal language firstly acquired by young children. Furthermore, younger children tend to express their emotional outbursts directly.

Along with the growing of the age, the verbal skills of children also develop. This condition also affects the children's way of expressing their emotional outbursts. If at the first time children express their emotion in spoken form, later on, some children would like to try to express it in written form, especially when children have entered school. Their broadened experience and ability of emotional control also influence the way children express their emotion. Children begin to realize that it will bring them to a big problem if they cannot express their

emotional outbursts properly. In line with this, Hurlock also states that as the children grow older, they prefer to use more acceptable way in expressing their emotions: “As they grow older and discover that disapproval or punishment often follows an emotional outburst, they learn to adjust to emotion-arousing situations. They then curb their emotional outbursts or react in a more acceptable way.” (Hurlock, 1978: 197).

According to Rainer (cited in Liang Gie, 2002) one of the most popular ways in expressing their emotions is through writing on diary. Children’s writing skill also processes from simple expressions to the more complex expressions. At the beginning, younger children might only write some simple ungrammatical sentences which reflect their emotions. The emotion-descriptive words they understood are still limited. For example, a five-year old girl writes down in her diary “Aku senang ulang tahun. Papa mama sayang aku” (Ind. Meaning: I’m happy because today is my birthday. Mom and dad love me). On the other pages, she writes “Aku punya sepeda baru. Bagus sekali. Aku suka sepedaku.” (Ind. Meaning: I have a new bike. It’s so nice. I like my bike). Next, she writes “Aku sayang papa. Aku sayang mama. Aku sayang kelinci.” (Ind. Meaning: I love daddy. I love mummy. I love my bunny) (Kweldju, 1996). From the three examples, the emotion-descriptive words used are happy, loving, and liking. The three words are understood based on the family-centered concepts.

As suggested by Hurlock in *Child Development* (1978: 356), understanding is based on concepts. She further explains that concepts are formed by the accumulated knowledge gained from experience. Thus, children’s understanding

of a certain emotion-descriptive word depends largely on the experience. Furthermore, Harre (1986) says that emotion-descriptive words play an important role in indicating whether an emotional experience is present or not.

After reaching the age of late childhood, eleven-year old elementary school children have entered a broader area of interaction, outside their family. At this phase children are able to do a logical syntheses due to the emergence of better understanding, insight, and mature thoughts (Kroh in Kartono, 1990). Unfortunately, at this phase also, children are still influenced by their egocentric thought. According to Piaget (cited in Solso, 1988) the intelligence of children in the fourth period of cognitive development which is called formal operational period that range from 11 year old to adulthood is demonstrated through the logical use of symbols related to abstract concepts. Early in this period, there is a return to egocentric thought. Their development makes their writing become more complete.

At this age, children are able to write down not only their emotional feelings but also the causes that make them feel such feelings in detail. The more detail the explanation they give, the deeper their understanding of the emotion-descriptive words they use. From the diaries they write, we can also see the variety of the emotion-descriptive words which mostly appeared. The number of the varieties of the emotion-descriptive words shows the degree of expressiveness of the children. There is a strong evidence that girls are more expressive compared to boys (Sadli et al, 1992). However, the writer believes that the degree of expressiveness in written form is affected by the personality, experience, and writing interests.

B. Statement of The Problem

Based on the background of the study, the writer formulates the problems as follow:

1. What are the types of emotion words appeared in 11 year-old child's diary?
2. Which types of emotion words that mostly appeared in 11 year-old child's diary?

C. Objective of the Study

Based on the statement of the problem above, this study is intended:

1. To find out the types of emotion words appeared in 11 year-old child's diary.
2. To find out the types of emotion words that mostly appear in 11 year-old child's diary.

D. Significance of The Study

This study attempts to provide a description about the 11 year-old children's language skills. It is expected that the result of this study will be useful for the students of linguistics and psycholinguistics since this study is done based on these fields. This study might also be useful for the parents and the Indonesian elementary school teachers as a media to increase the students' interest in writing. Besides, it is expected that the study will be of somewhat useful for the students to help them improve their skills on writing which is required in Bahasa Indonesia

subject. Finally, this study is expected to be beneficial for some professionals such as linguistic scholars, psycholinguists, and psychologists.

E. Definition of Key Terms

1. **Emotion words:** words used to describe or represent the emotional feeling felt by someone. For example: happy, afraid, angry, frighten, and so on. (Ridgeway et al, 1985).
2. **Diary:** a personal writing, usually in a special private notebook, containing personal experience. (Tarigan, 1994).
3. **Primary emotional states:** emotional states which are basic to for human being. They are: joy, acceptance, fear, surprise, sadness, disgust, anger, and anticipation. (Ornstein, 1985)
4. **Conventional Emotion-descriptive Terms:** terms which are used to describe the simple and complex feelings that human experienced. (Ornstein, 1985 and Ridgeway et al., 1985)
5. **Synesthetic Terms:** terms that draw upon analogies between sensory experiences (e.g. Blue) and mood states (e.g. Sad). (Ridgeway, 1985)
6. **Activities or circumstances-referred emotion words:** emotion words that refer to emotions experienced during particular activities or circumstances by referring to the activities or circumstances themselves. (Ridgeway, et al., 1985)

CHAPTER II

LITERATURE REVIEW

A. Review of Related Theories

1. Emotion and The Brain

Brain plays an important role during the process of recognizing, processing, and producing emotion. Emotion is caused by stimuli which come through our sense organs and are processed in the brain. According to Cannon (cited in Buck, 1988), stimuli reach the cortex via subcortical systems and if the stimuli are of an emotional nature, the subcortical systems simultaneously and independently inform the cortex causing an emotional experience and the relevant peripheral bodily systems causing bodily responses. This process always repeats every time a human gets another emotional stimuli and forms another emotional experience. In short, we can see the process in the figure below:

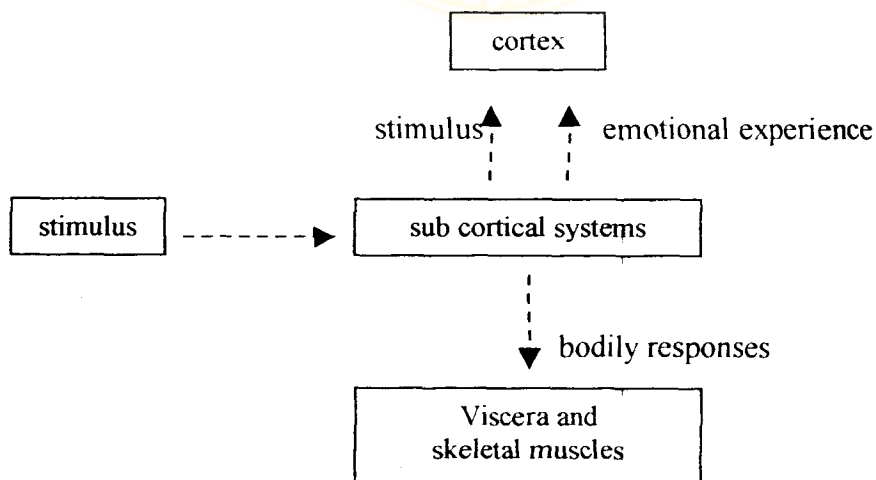


Figure 2.1 Emotion Process proposed by Cannon

Ornstein (1985) explains further that there are two areas of the brain which is largely responsible for emotions, the limbic system which is important for many emotional reactions and the hypothalamus which gives rise to intense sensations caused by emotional stimulus. Both areas can be found in both sides of the brain hemispheres.

However, the two hemispheres perform different function in emotional stimulus processing. In human beings, there are striking anatomical differences between the right and the left hemispheres. In line with this, Goshwind (cited in Buck, 1988) states that the right hemisphere is for emotion, while the left hemisphere is for language. It means that the right hemisphere plays a special role in both the expression and the recognition of emotion. The right hemisphere processing is much involved in the recognition of emotion. The right hemisphere is very important in the process of gaining emotional experience which is going to be accumulated to form a complete concept of an emotional feeling. Yet, the left hemisphere also has an important role in emotional processing. In emotional stimulus processing, the right hemisphere is better on the recognition to produce involuntary expressions. On the other hand, the left hemisphere plays a big role in producing voluntary expressions. The left hemisphere also directs human beings to the stage of emotional expression maturation. In accordance with the specialized hemispheres for emotional processing, Kolb and Milner (cited in Ornstein, 1985) suggest that the left hemisphere responds to the verbal content of emotional expressions and the right hemisphere to the tone and gestures.

2. Emotional Experiences

Human cannot respond emotionally to a stimulus which come to them unless they can first apprise the significance of the stimulus. They must in effect know what the stimulus is before they can like it, afraid of it, or hate it. It means that emotional experience is needed to form knowledge of emotional nature. In the process of gaining knowledge, there are two terms proposed by St. Augustine (cited in Buck, 1988), knowledge-by-acquaintance and knowledge-by-description.

According to Russel, 1948 (cited in Buck, 1988) knowledge-by acquaintance is direct sensory awareness without the intermediary of any process of inference or any knowledge of truths. It is the presentational immediacy of experience and is completely self evident. It means that the knowledge which is gained can prove whether an emotional experience is present or not.

Meanwhile, knowledge-by-description is acquired through interpretation of sense data. Knowledge-by description is the continuation of the knowledge-by-acquaintance process. Knowledge-by-acquaintance becomes knowledge-by description during the course of cognitive development. The process of changing occurs as the children learn to organize their knowledge-by-acquaintance on the basis of past experience with the environment. The combinations of both knowledge are demonstrated through the use of proper emotion words used to express an emotional feeling which largely controlled by the left hemisphere of the brain.

B. Review of Related Studies

Previously, there have been some studies on emotion words. The first study is about the acquisition of emotion language focused on the receptive and productive vocabulary norms. This study was done by Ridgeway, Waters, and Kuczaj in 1985. This study attempted to identify the emotion adjectives that are most likely to be understood and used in early childhood through the children's ability, age 18 months to 71 months, in understanding emotion adjectives when used by adults (receptive) and their own use (productive). The result of this study shows us that the emotion words mostly used and understood by the subjects are "happy" and "afraid".

The second study is conducted by Sadli et al in 1992. Their study discusses about emotion lexicon and taxonomy. In this study, they discuss about the relationship between the emotion lexicon and the emotional experience. They also give a brief description on the human emotion development and the acquirement of emotion words. Furthermore, Sadli et al mention some researches on human emotion in terms of cross-cultural. One research that had been conducted by Sadli et al was research on collecting emotion words and deciding the classification of the emotion words. The subjects of this study were all adults who have already had an emotional maturation.

Both of the studies above do not give a clear picture on the way the subjects understand the emotion words used, especially the causes that give rise to the subjects' emotional condition. Those studies also focused on the spoken form of emotional expression. From this weakness, the writer wants to make a study on

mostly used by the older child. This study is also focused only on the written form of emotional expressions, since the writer used the subject's diary as the data.

C. Theoretical Framework

1. Creative Writing as One of the Media in Relieving Emotional Outbursts

It has been stated previously that every people have different way in expressing their emotion to get the sense of relief. The way they express their emotion develops into a mature way along with the growing of their age. The changing of emotional expressions, from externalizing to internalizing, processes since they were infants and still continue to develop. Older children tend to show the internalizing mode of emotional expressions. It is due to the characteristics of older children that they are more quiet, well-controlled, calmer, good-natured, and responsible than younger children in showing their emotional feeling. Older children will look for a proper media in showing and unloading their emotional outbursts. As their verbal skills also develop and become literate, written expression can be another alternative besides spoken expression for the children to express their emotion.

National Council of teachers of English Commission in Composition (cited in Pretty and Jensen, 1980) assures that writing is an important medium for self-expression, communication, and for the discovery of meaning. One could get self-freedom or satisfaction through writing as it allows someone to unload their

thoughts and feelings, to think, and to form experiences on his own. This type of writing activity generates to what is called creative writing. Ulliyette (1968: 5) defines creative writing as the child's response to the world around him. The putting of his thoughts on paper in form of a story, article, poem, letter, or play with the emphasis always on freedom of expression. Furthermore, The Elementary Composition Curriculum Guide in Selecting, Organizing, and Expressing ideas (1967) states that a writing can be categorized as creative writing if it contains some characteristics: 1) it draws upon imaginative and/or emotional resources of the student (the child), 2) it provides an avenue for the student's (the child's) self expression of reactions and responses, an expression necessary to the growing awareness of himself as an individual.

Thus, creative writing contains creative expression that serves as a release for pleasures and tensions that build up in most of people. Writing on personal diary can be classified as a product of creative writing since it does not only fulfil the characteristics proposed by The Elementary Composition Curriculum Guide in Selecting, Organizing, and Expressing Ideas as explained above but also gives chance for the child to unload his emotional feeling as an effort to get satisfaction and a sense of relief. Furthermore, Tarigan (1994: 31) classified diary as a product of personal writing.

Writing can be a way for children to learn and understand word meaning. According to Percy (1981), during the writing process, there are two processes undergone by children. Firstly, children try to relief their emotional feeling through conveying letters, words, and sentences. Secondly, during the first

process, children also try to understand the meaning of the emotion words they use by conveying the components that make them feel that way. At that time, writing functions as one of the tools that helps children to acquire emotion descriptive words as well as the meanings.

2. Types of Emotion Words

As what have been explained previously that emotion words allow someone to verbalize his emotional outburst. Each emotional arousal has its own emotion word as the representation. It makes the number of emotion vocabulary is quite large. In this case, Ridgeway, Waters, and Kuczaj (1985: 904-907) classify the emotion words into three types, they are: Conventional Emotion-Descriptive Terms, Synesthetic Terms, and Activities or Circumstances-referred Emotion Words. Since this study corresponds to the Indonesian emotion words, the writer also uses Indonesian emotion words taxonomy proposed by Sadli et al. (1992). Sadli et al. in their *Leksikon dan Taksonomi Emosi* (1992) classified Indonesian emotion words into 28 categories based on the kinds of emotional states in human beings. These 28 categories of Indonesian emotion words taxonomy are included in the first type of emotion words proposed by Ridgeway, Waters, and Kuczaj (1985). For the second type, Synesthetic Terms, the writer also uses additional theory on synesthetic proposed by Pateda (1992) due to the same reason.

a. Conventional Emotion Descriptive Terms

Conventional emotion terms are terms that derive from emotion words which are used to describe the simple and complex feelings of emotional state that

human experience. There are 28 categories of emotional states which contain Indonesian emotion words that can be classified into this types, they are:

1. *Malas-acuh* (Ind. Meaning: *Lazy-ignorance*) emotional state

The Indonesian emotion words which belong to this category are: “acuh”, “ogah-ogahan”, “segan”, “enggan”, and so on.

2. *Kelelahan* (Ind. Meaning: *exhausted*) emotional state

Words that belong to this category are: “letih”, “capek” (ap. S20), “penat”, “lemas”, “pegal”, “lesu”, “pening”, “nyeri”, “getir”, “pucat”, and so on.

3. *Kesedihan* (Ind. Meaning: *sadness*) emotional state

Some Indonesian Emotion words that belong to this category are: “pilu”, “sedu”, “sedih” (ap. S24, S37, S41), “haru”, “terharu” (ap. S28, S40), “trenyuh”, “kasihan”, “ngenes”, “tergugah”, “prihatin”, “syahdu”, “susah”, “pedih”, “sendu”, “duka”, “iba”, and “masygul”.

4. *Heran* (Ind. Meaning: *surprised*) emotional state

The Indonesian emotion words which belong to this category are: “heran”, “tercengang”, “terpukau”, “kaget” (ap. S27, S36), “terpesona”, “takjub”, “terpaku”, “takjub”, and so on.

5. *Pesimistis-depresif* (Ind. meaning: *pessimistic-depressive*) emotional state

Some emotion words which are included are: “nelangsa”, “merana”, “malang”, “sial”, “sia-sia”, “putus asa”, “pesimis”, “hina”, “apes”, “patah semangat”, and so on.

6. *Takut-cemas* (Ind. meaning: *fear-anxiety*) emotional state

Some Indonesian emotion words which belong to this category are: “kacau”, “bingung”, “gugup (nervous)” (ap. S4, S6), “gemetaran”, “tegang”, “cemas”, “gelisah”, “risau”, “was-was”, “ragu-ragu” (ap. S18), “takut” (ap. S8, S42), and so on.

7. *Tertekan* (Ind. Meaning: *depressed*) emotional state

Emotion words which belong to this category are: “terdorong”, “terdesak”, “tertindas”, “tersinggung”, “terhina”, and so on.

8. *Marah* (Ind. meaning: *anger*) emotional state

Indonesian emotion words which belong to this category are: “sakit hati”, “jengkel”, “kesal”, “sebal” (ap. S22), “kecewa” (ap. S11), “cupet”, “marah” (ap. S2, S35), “mangkel”, and so on.

9. *Benci* (Ind. Meaning: *hatred*) emotional state

Words that can be classified into this category are: “dendam”, “cemburu”, “dengki”, “benci” (ap. S34), “antipati”, “kalap”, and so on

10. *Rasa Bersalah* (Ind. Meaning: *guilty feeling*) emotional state

Emotion words which are included in this category are: “bersalah”, “salah”, “dosa”, “menyesal”, “sesal”, so on.

11. *Malu* (Ind. Meaning: *Shyness*) emotional state

Indonesian words that belong to this category are: “malu” (ap. S32), “sungkan”, “kikuk”, “kaku”, “risi”, “jengah”, and so on.

12. *Muak* (Ind. Meaning: *disgust*) emotional state

Indonesian emotion words that belong to this category are: “jijik”, “enek”, “mual”, “muak”, and so on.

13. *Bosan* (Ind. Meaning: *bored*) emotional state

Indonesian emotion words which belong to this category are: “jenuh”, “jemu”, “bosan”

14. *Sunyi* (Ind. Meaning: *lonely*) emotional state

Indonesian emotion words which belong to this category are: “kesepian”, “kehilangan”, and so on

15. *Kekosongan* (Ind. Meaning: *emptiness*) emotional state

Indonesian emotion words which belong to this category are: “hampa”, “hambar”, “dingin”, “kosong”.

16. *Kedamaian-kebahagiaan* (Ind. Meaning: *peaceful-happiness*) emotional state

Indonesian emotion words which belong to this category are: “adem”, “nyaman”, “aman”, “tenteram”, “nikmat”, “asyik”, “betah”, “riang”, “senang” (ap. S1, S7, S13, S15, S43), “bangga”, “bahagia” (ap. S3, S25, S38)), and so on.

17. *Bebas* (Ind. Meaning: *relieved*) emotional state

Indonesian emotion words which belong to this category are: “lega”, “plong”, “lapang”, “puas”, “terlepas”, “untung” (ap. S9), and so on.

18. *Cinta* (Ind. Meaning: *love*) emotional state

Indonesian emotion words which belong to this category are: “suka”, “simpati”, “tertarik”, “cinta”, “sayang”, “kasih”, and so on.

19. *Kangen* (Ind. Meaning: *longing*) emotional state

Indonesian emotion words which belong to this category are: “rindu”, “kangen” (ap. S30)), “terbayang-bayang” (S29)), and so on.

20. *Terasing* (Ind. Meaning: *alienated*) emotional state

Indonesian emotion words which belong to this category are: “terasing”, “terkucil”, “tak dihiraukan”, “diabaikan”, “asing”, and so on.

21. *Dipaksa-dibohongi* (Ind. Meaning: *forced-cheated*) emotional state

Indonesian emotion words which belong to this category are: “terpaksa” (ap. S19, S21), “diburu-buru”, “diadu domba”, “ditipu”, “dikibuli”, and so on.

22. *Dicintai* (Ind. Meaning: *being loved*) emotional state

Indonesian emotion words which belong to this category are: “terbelai”, “tersanjung”, “diperhatikan”, “disayangi”, “dibutuhkan”, “dipercaya”, “dicintai”.

23. *Yakin-optimis* (Ind. Meaning: *sure-confident*) emotional state

Indonesian emotion words which belong to this category are: “yakin”, “optimis”, “kuat”, “mantap”, and so on.

24. *Sehat* (Ind. Meaning: *healthy*) emotional state

Indonesian emotion words which belong to this category are: “segar”, “sehat”, “sadar”, and so on.

25. *Perasaan Terhadap Makanan* (Ind. Meaning: *Food related*) emotional state

Indonesian emotion words which belong to this category are: “kenyang”, “lapar”, “haus”, and so on.

26. *Keinginan* (Ind. Meaning: *desire*)

Indonesian emotion words which belong to this category are: “ingin”

27. *Menerima* (Ind. Meaning: *submissive*) emotional state

Indonesian emotion words which belong to this category are: “ikhlas”, “rela”, “pasrah”, “bersyukur” (ap. S14), and so on.

28. *Rasa Kecil* (Ind. Meaning: *smallness*) emotional state

Indonesian emotion words which belong to this category are: “sempit”, “kecil”, and so on.

b. Synesthetic Terms

Synesthetic terms are terms that draw upon analogies between sensory experiences and mood states. According to Pateda (2001: 174) synesthetic process involves the altered meaning which is caused by the shifting responses of sense organs. In this case, words which are usually used to express the result of sensory experiences are used to express someone's emotional states. Some examples of the synesthetic process are:

i) I am feeling blue

The word *blue* is the product of vision sense organ expression, but it is used to express the *sad* emotional state.

ii) Pidato Miftah enak karena diberi tambahan sholawat. (ap. S5))

The word *enak* is the expression used to express the effect of tasting sense organ experience, but it is also used to refer to the “*peaceful-happiness*” mood state.

c. Activities or Circumstances-referred Emotion Words

Emotion words that refer to emotions experienced during particular activities or circumstances by referring to the activities or circumstances themselves.

Emotion words that belong to this category are: “messy” (Engl. Ind: berantakan), “cruel” (Engl. Ind: “kejam”, “bengis”, “lalim”), “seram”, “sepi” (ap. S31), “kosong”, “dingin”, “hambar”, and so on.

CHAPTER III

METHOD OF THE STUDY

A. Research Approach

The method used in this study is qualitative method. According to Dabbs (cited in Berg, 1989) qualitative refers to the meanings, concepts, definitions, characteristics, metaphor, symbols, and description of things. In this study, the writer uses the qualitative method to describe the use of emotion words on diary and how they are understood by the sixth grader of elementary school. Besides, the collected data in this study is in form of words rather than numbers, so qualitative method is needed to analyze and explain the data.

This study is conducted based on the case study approach since this study focus on a diary produced by an 11 year old girl. According to Punch (1998) the basic idea of a case study is that one case (or perhaps a small number of cases) will be studied in detail, using whatever methods seem appropriate and the case maybe an individual, or a role, or a small group, or an organization, or a community, or a nation.

B. Subject of The Study

In choosing subject, the writer used purposive sampling technique. The writer chose the subject who fulfills all the requirements made by the writer. The subject of this study is an 11 years old child. As what has been explained earlier that children at that age are able to demonstrate the logical syntheses of the abstract concepts due to the emergence of better understanding, insight, and mature

thoughts (Kroh in Kartono, 1990). The subject is the sixth grader of elementary school since sixth graders have already had a good writing skill in term of producing grammatical sentences. Furthermore, the subject should have writing habit that is writing in diary as the media to unload her emotional outbursts. The subject was taken from an elementary school in Surabaya. The reason for choosing a school in Surabaya is that children who live in big cities have higher language creativity compared to the children from sub urban area (Hurlock, 1978).

C. Technique of Data Collection

As the writer applied the purposive sampling technique in choosing the subject, the technique on collecting the data was justified with it. Some steps were taken to collect the data. First, the writer distributed one hundred questionnaires to all of the sixth graders in the school. The questionnaires contain questions about the writing-on-the diary habit of the students. Next, the writer classified the questionnaires based on the answers. The writer chose the students whose answers fulfill the writer's requirements, namely having the writing-on-diary habit, make this habit as their routine activity, write their thoughts about their school (teacher, school friends), home (family, neighborhood), and personal matters (love, boy/girlfriends, friendship), and also about both sad and happy occasions. They, then, became the subjects of this study.

After that, the writer contacted the subjects for asking permission to have them as her subjects for this study. Then, the writer asked the subjects to continue to write on her diary as usual. At that time, the writer did not tell them that their

diaries were going to be borrowed to avoid a possibility of unnatural writing. After 2 months, the writer asked the subjects to lend the diaries to her. One of the three chosen subjects allowed the writer to borrow her diary, while the other two subjects did not allow the writer to borrow their diaries. In short, the subject of this study is an 11 year-old girl and is a sixth grader of elementary school.

D. Technique of Data Analysis

Several procedures were needed to analyze the data. First of all, the writer selected the data from the diaries and looked for the necessary and suitable information. She looked for the kinds of emotion words written on the diary.

Second, the writer classified each emotion word found based on the three categories of emotion words proposed by Ridgeway, Waters, and Kuczaj (1985: 902), namely Conventional Emotion-Descriptive Terms, Synesthetic Terms, and Activities or Circumstances-referred Terms. Since the data are in Indonesian, the writer also used the 28 categories of Indonesian emotion words proposed by Sadli (1992) for the Conventional Emotion-Descriptive Terms and synesthetic terms theory proposed by Pateda (2001) for the second types, Synesthetic Terms. Third, the writer found out which category of emotion words which were mostly used in the subject's diary in 16 compositions during the 2 months of writing.

CHAPTER IV

DISCUSSION

There are 29 emotion words which are expressed in the subject's diary. Each of emotion word found was analyzed based on the three categories of emotion words, namely: conventional emotion terms, synesthetic terms, and emotion words that refer to emotions experienced during particular activities or circumstances-referred emotion words. The classifications were presented in two tables based on each type. The first table was used to classify the emotion words found which are included in the first type of emotion words. The second table was used to classify the emotion words based on the second and third types of emotion words. The writer put check mark (✓) of each word towards each category.

In table 1. the writer used numbers (from 1 to 28) to represent the 28 categories of emotional states. The explanation of the numbers is as follow:

Num bers	Emotional States	Num bers	Emotional States	Num bers	Emotional States
1	Malas-acuh	11	Malu	21	Dipaksa-dibohongi
2	Kelelahan	12	Muak	22	Dicintai
3	Kesedihan	13	Bosan	23	Yakin-optimis
4	Heran	14	Sunyi	24	Sehat
5	Pesimistis-depresif	15	Kekosongan	25	Perasaan terhadap makanan
6	Takut-cemas	16	Kedamaian-kebahagiaan	26	Keinginan
7	Tertekan	17	Bebas	27	Menerima
8	Marah	18	Cinta	28	Rasa kecil
9	Benci	19	Kangen		
10	Rasa bersalah	20	Terasing		

Table 1. Classification of Indonesian Emotion Words Based on the Conventional Emotion-Descriptive Terms (Type 1)

Emotion Words Found	CONVENTIONAL EMOTION-DESCRIPTIVE TERMS (Type 1)																												
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	
Apes					√																								
Bahagia																√													
Benci									√																				
Ber-Syukur																												√	
Capek		√																											
Enak																													
Kaget				√																									
Kangen																			√										
Kecewa								√																					
Ke-Pikiran					√																								
Malas																													
Malu											√																		
Marah								√																					
Nervous						√																							
Nggak betah									√																				
Nggak puas									√																				
Nggak suka									√																				

Emotion Words Found	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
Nggak yakin					√																							
Pusing		√																										
Ragu-ragu						√																						
Sebal								√																				
Sedih			√																									
Senang																√												
Sepi																												
Takut						√																						
Terharu			√																									
Terbayang-bayang																				√								
Terpaksa																						√						
Untung																	√											
TOTAL :																												26

Table 2. Classification of Indonesian Emotion Words Based on the Synesthetic Terms and Activities or Circumstances-Referred Emotion Words

Emotion Words Found	Types of Emotion Words	
	Synesthetic Terms	Activities or Circumstances-Referred Emotion Words
Apes		
Bahagia		
Benci		
Bersyukur		
Capek		
Enak	√	
Kaget		
Kangen		
Kecewa		
Kepikiran		
Malas		√
Malu		
Marah		
Nervous		
Nggak bctah		
Nggak puas		
Nggak suka		
Nggak yakin		
Pusing		
Ragu-ragu		
Sebal		
Sedih		
Senang		
Sepi		√
Takut		
Terharu		
Terkenang		
Terpaksa		
Untung		
TOTAL:	1	2

1. Analysis of the Word “Apes”

The word “apes” (ap. S10) is included in emotional expressions which rise from the 28 emotional states. namely *pesimistis-depresif* (5) emotional state

(Sadli et al, 1992). So, the word “apes” can be put into the first type of emotion words, Conventional Emotion-Descriptive Terms.

2. Analysis of the Word “bahagia”

The word “bahagia” (ap. S3, S25, S38) can be classified into the conventional emotion-descriptive terms since the word is included in the expressions for the *kedamaian-kebahagiaan (16)* emotional state which appeared during the subject’s birthday party.

3. Analysis of the Word “benci”

The word “benci” (ap. S34) can be classified into the three types of emotion words. The word “benci” is one of the expressions used by the subject to express her *benci (9)* (Ind. Meaning: *hatred*) emotional state and this word belongs to the Conventional Emotion-Descriptive Terms

4. Analysis of the Word “bersyukur”

. The word “bersyukur” (ap. S14) is an expression used to express the *menerima* (Ind. Meaning: *submissive*) emotional state. This emotional state is included in the 28 emotional states proposed by Sadli et al (1992). So, the word “bersyukur” can be classified into the first type of emotion word

5. Analysis of the Word “capek”

The word “capek” (ap. S20) is used by the subject as an expression of the *kelelahan (2)* (Ind. Meaning: *exhausting*) emotional state. This emotional state is included in the 28 emotional states of human. So, the word “capek” can be put in the first type of emotion words.

6. Analysis of the Word “enak”

The word “enak” (ap. S5) is expressed by the subject to refer to the subject’s friend’s performance in delivering the speech during the competition time. In this case, the use of the word “enak” is a kind of synesthetic term drawn upon analogies between sensory experiences and the mood states. The word “enak” is one of the expressions produced by taste sense. It is used to express that a certain kind of food is tasty. While at this time, the subject uses the word “enak” to refer to the *kedamaian-kebahagiaan (16)* (Ind. Meaning: *peaceful-happiness*) mood state in the subject’s self. The subject has already had an ability to do synesthetic process. For this reason, the word “enak” is put in synesthetic terms category.

7. Analysis of the Word “kaget”

In the table, the word “kaget” (ap. S27, S36) is included in the conventional emotion-descriptive terms category for the expression of the *heran (4)* (Ind. Meaning: *surprised*) which is included in the 28 emotional states.

8. Analysis of the Word “kangen”

The word “kangen” (ap. S30) is classified into the conventional emotion-descriptive terms as the expression of the *kangen* (ap. S30) (Ind. Meaning: *longing*) emotional state which includes in the emotional states.

9. Analysis of the Word “kecewa”

In the table 1, the word “kecewa” (ap. S11) is put in the conventional emotion-descriptive terms as an expression for one of the emotional state, namely *marah* (8) (Ind. Meaning: *anger*).

10. Analysis of the Word “ke pikiran”

In the table 1, the word “ke pikiran” (ap. S41) can be put into one of the three types of emotion words, namely conventional emotion-descriptive terms since this word is an expression for the *pesimistis-depresif* (5) (Ind. Meaning: *pessimistic-depression*) emotional state.

11. Analysis of the Word “malas”

The word “malas” (ap. S26) can be put into one of the three types of emotion words, namely activities or circumstances-referred emotion words since the emotion word “malas” in the diary is used to refer to the circumstances in which all of the subject’s room mates looked too lazy to wake up.

12. Analysis of the Word “malu”

The word “malu” (ap. S32) can be put in the first emotion word type, that is conventional emotion-descriptive terms. The word “malu” is used by the subject as the representation of *malu (11)* (Ind. Meaning: *Shyness*) emotional state.

13. Analysis of the Word “marah”

Since “marah” (ap. S2, S35) is a word which is used to express the *marah (8)* (Ind. Meaning: *anger*) emotional state which is included in the 28 emotional states, so the word is classified into the conventional emotion-descriptive terms.

14. Analysis of the Word “nervous”

The word “nervous” (ap. S4, S6) is one of the expressions for the *takut-cemas (6)* (Ind. Meaning: *fear-anxiety*) emotional state which belongs to the 28 emotional states. So, the word “nervous” is classified into the conventional emotion-descriptive terms type.

15. Analysis of the Word “nggak betah”

The word “nggak betah” (ap. S12, S16) is included in the conventional emotion-descriptive terms since the subject uses this word as her expression towards the *tertekan (7)* (Ind. Meaning: *depress*) emotional state and this emotional states belongs to the 28 emotional states in human.

16. Analysis of the Word “nggak puas”

The word “nggak puas” (ap. S33) is an expression for the *tertekan (7)* (Ind. Meaning: *depressed*) emotional state. This emotional state is included in the emotional states, so the word “nggak puas” can be classified into the emotion words type 1, conventional emotion-descriptive terms.

17. Analysis of the Word “nggak suka”

The word “nggak suka” (ap. S39) is an emotional expression which is included in three types of emotion words because the word “nggak suka” is an expression for the *benci (9)* (Ind. Meaning: *hatred*) emotional state. This emotional state is included in conventional emotion-descriptive terms.

18. Analysis of the Word “nggak yakin”

The word “nggak yakin” (ap. S17) is an expression for the *pesimistis-depresif (5)* (Ind. Meaning: *pessimistic-depressive*) emotional state. This emotional state belongs to the 28 emotional states, so the word “nggak yakin” can be put into the conventional emotion-descriptive terms.

19. Analysis of the word “pusing”

The subject used the word “pusing” (ap. S23) as the expression of her *kelelahan (2)* (Ind. Meaning: *exhausted*) emotional state. This emotional state is part of the 28 emotional states in human which its expressions are included in the

conventional emotion-descriptive terms. So, the emotion word “pusing” is classified into the conventional emotion-descriptive terms

20. Analysis of the Word “ragu-ragu”

The word “ragu-ragu” (S18) can be classified into the conventional emotion-descriptive terms since the *takut-cemas (6)* (Ind. Meaning: *fear-anxiety*) emotional state is included in the 28 emotional states.

21. Analysis of the Word “sebal”

Here the word “sebal” (ap. S22) is used to express the *kemarahan (8)* (Ind. Meaning: *anger*) emotional state which belongs to the 28 primary emotional states in human. So, the word “sebal” is put into the conventional emotion-descriptive terms.

22. Analysis of the Word “sedih”

The word “sedih” (ap. 24, S37, S41) can be put in the conventional emotion-descriptive terms. The word “sedih” is used by the subject to express her *kesedihan (3)* (Ind. Meaning: *sadness*) emotional state felt.

23. Analysis of the Word “senang”

The word “senang” (ap. S1, S7, S13, S15, S43) is placed in the conventional emotion-descriptive terms since the word “senang” is an expression for one of the 28 emotional states, namely *kedamaian-kebahagiaan (16)* (Ind. Meaning: *peaceful-happiness*).

24. Analysis of the Word “sepi”

The word “sepi” (ap. S31) can be put into one of the three types of emotion words, namely activities or circumstances-referred emotion words since the emotion word “sepi” in the diary is used by the subject to refer to the circumstances around her home when the holidays came.

25. Analysis of the Word “takut”

The word “takut” (ap. S8, S42) used by the subject is an expression for the *takut-cemas (6)* (Ind, meaning: *fear-anxiety*) emotional state which is part of the 28 emotional states. For this reason, the word “takut” is put into the conventional emotion-descriptive terms.

26. Analysis of the Word “terharu”

The word “terharu” (ap. S28, S40) is used as an expression of the *kesedihan (3)* (Ind. Meaning: *sadness*) emotional state which is included in the 28 emotional states. For this reason, the word “terharu” is put in the conventional emotion-descriptive terms.

27. Analysis of the Word “terbayang-bayang”

The subject uses the word “terbayang-bayang” (ap. S29) to express her *kangen (19)* (Ind. Meaning: *longing*) emotional state which also belongs to the 28 emotional states in human. Thus, this word is put into the conventional emotion-descriptive terms.

28. Analysis of the Word “terpaksa”

The word “terpaksa” (ap. S19, S21) was considered suitable by the subject as the representation of her *dipaksa-dibohongi (21)* (ind. Meaning: *forced-cheated*) emotional state. This emotion words is also included in the conventional emotion-descriptive terms since the *dipaksa-dibohongi* emotional state is one of the 28 emotional states in human.

29. Analysis of the Word “untung”

To express her *bebas (17)* (ind. Meaning: *relieved*) emotional state, the subject used the word “untung” (S9) to refer to her luck. This emotion word is classified into the first type of emotion words, namely conventional emotion-descriptive terms since the *bebas* emotional state is included in the 28 Emotional states.

From the analysis of the classification of each emotion word above, it can be seen that among three types of emotion words Proposed by Ridgeway et al. the most frequent appearance type is the first type, namely Conventional Emotion-

Descriptive Terms. The Conventional Emotion-Descriptive Terms are divided into 28 categories based on the emotional states. The 28 emotional states are: *malas-acuh, kelelahan, kesedihan, heran, pesimistis-depresif, takut-cemas, tertekan, marah, benci, rasa bersalah, malu, muak, bosan, sunyi, kekosongan, kedamaian-kebahagiaan, bebas, cinta, kangen, terasing, dipaksa- diboongi, dicintai, yakin-optimis, sehat, perasaan terhadap makanan, keinginan, menerima, and rasa kecil*. Some of these emotional states are expressed by the subject by using different emotion words. The number of Indonesian emotion words that belong to this type is 26 words as expressions of different emotional states.

For the *kelelahan (2)* emotional state, the subject expressed it by using two different emotion words, they were “capek” (ap. S20) and “pusing” (ap. S23). The emotion words “sedih” (ap. S24, S37, S41) and “terharu” (ap. S28, S40) were used by the subject as the representation of her *kesedihan (3)* emotional state. As the expression of the *heran (4)* emotional state, the respondent wrote the word “kaget” (ap. S27, S36), while for the *pesimistis-depresif (5)* emotional state, the subject used the word “apes” (ap. S10), “kepikiran” (ap. SS41), and “nggak yakin” (ap. S17). The emotion words “nervous” (ap. S4, S6), “ragu-ragu” (ap. S18), and “takut” (ap. S8, S42) written by the subject were used to express the *takut-cemas (6)* emotional state in subject.

The emotion words “nggak betah” (ap. S12, S16) and “nggak puas” (ap. S33) were used by the subject as the appropriate emotional expressions toward the *tertekan (7)* emotional state. For the *marah (8)* emotional state, the subject used the emotion words “kecewa” (ap. S11), “marah” (ap. S2), and “sebal” (ap. S22).

The words “nggak suka” (ap. S39) and “benci” (ap. S34) were used to express the *benci (9)* emotional state. While for the *malu (11)* emotional states, the subject expressed the emotion word “malu” (ap. S32) and the emotion words “bahagia” (ap. S3, S25, S38) and “senang” (ap. S1, S7, S13, S15, S43) were used to express the *kedamaian-kebahagiaan (16)* emotional state.

In expressing her *bebas (17)* emotional state, the subject used the word “untung” (ap. S9), while to express her *kangen (19)* emotional state, the subject only expressed two words, namely “terbayang-bayang” (ap. S9) and “kangen” (ap. S30). The word “terpaksa” (ap. S19, S21) was used to express *dipaksa-dibohongi (21)* emotional state. The emotion word “bersyukur” (ap. S14) was a suitable expression for the subject to express her *menerima (27)* emotional state.

Unfortunately, there are 14 categories of emotional states left. The subject did not express any emotion words which are triggered by these 14 categories of emotional states. These 14 emotional states are: *malas-acuh, rasa bersalah, muak, bosan, sunyi, kekosongan, cinta, terasing, dicintai, yakin-optimis, sehat, perasaan terhadap makanan, keinginan, and rasa kecil.*

The second type, the synesthetic terms that draw upon analogies between sensory experiences and mood states, can also be found in the subject’s diary. This term is represented by the word “enak” (ap. S5). Traditionally, the word “enak” is an expression which relates to the taste sense after tasting a tasty food with our tongue. Meanwhile, in this case, the subject uses the word “enak” to refer to the *kedamaian-kebahagiaan (16)* mood states in the subject’s self. The subject has already had an ability to do synesthetic process.

For the third type, emotion-descriptive words that refer to emotions experienced during particular activities or circumstances by referring to the activities or circumstances themselves. the subject expressed two emotion words. they are: “malas” (ap. S26) and “sepi” (ap. S31). The small number of the use of the emotion words included in the third type is due to the fact that the subject is in the age in which a child always thinks subjectively with less objective consideration. The subject is at the time of returning to egocentric thought (Solso, 1988).



CHAPTER V

CONCLUSION

Every human being needs to express their emotional outbursts whether verbally or non-verbally. Non-verbal expressions are immature way of expressing emotion and are usually performed by younger children. Along with the growing of the age, children try to express their emotional outbursts verbally. They use what the so-called *emotion-descriptive words* to represent their emotional states. The way children express their emotional outbursts varies from one child to another. Some children would like to use the words directly in spoken form but some other children would like to bear their emotional outbursts and write it down in their diaries. The media used by the children in expressing their emotional outbursts change since children have found and are aware that they would get punishment for their inappropriate way of expressing emotional outbursts.

The number of emotion-descriptive words used by the children is increasing. Formerly, a child may only had limited traditional emotion-descriptive words, but as they grow older and have more experiences, their words also increase. An eleven-year old girl could use 29 emotion words in her diary which can be categorized into three types of emotion words. The first type is conventional emotion-descriptive terms which contain expressions of the 28 emotional states in human, namely *malas-acuh, kelelahan, kesedihan, heran, peimistis-depresif, takut-cemas, tertekan, marah, benci, rasa bersalah, malu, muak, bosan, sunyi, kekosongan, kedamaian-kebahagiaan, bebas, cinta, kangen, terasing, dipaksa-*

dibohongi, dicintai, yakin-optimis, sehat, perasaan terhadap makanan, keinginan, menerima, and rasa kecil. This type places the most frequent of appearance of emotion words used which contains 26 emotion words. The words that are included in this type are "bahagia", "benci", "bersyukur", "capek", "enak", "kaget", "kangen", "kecewa", "kepikiran", "malu", "marah", "nervous", "nggak betah", "nggak puas", "nggak suka", "nggak yakin", "pusing", "ragu-ragu", "sebal", "sedih", "senang", "takut", "terharu", "terbayang-bayang", "terpaksa", and "untung". Unfortunately there are 14 out of 28 emotional states which are not expressed by the subject. These 14 emotional states are: *malas-acuh, rasa bersalah, muak, bosan, sunyi, kekosongan, cinta, terasing, dicintai, yakin-optimis, sehat, perasaan terhadap makanan, keinginan, and rasa kecil.*

The less frequent used-type is the emotion-descriptive words that refer to emotions experienced during particular activities or circumstances by referring to the activities or circumstances themselves. There are two emotion words which are used by the subject that can be included in this type. These two emotion words are: "malas" and "sepi". Both of these words referred to the circumstances around the subject's surroundings. So, this type place the second rank on the frequency of emotion words used.

The second type is synesthetic terms that draw upon analogies between sensory experiences and mood states that places the last rank of the frequency of appearance. There is only one emotion word expressed that is included in this type, namely "enak".

In short, it can be said that conventional emotion-descriptive terms take a big portion in the subject's emotional expressions and followed by the emotion words which are included in the third type of emotion words, namely emotion words that refer to emotions experienced during particular activities or circumstances by referring to the activities or circumstances themselves. Synesthetic terms can only place the third rank since it only expressed through the use of the word "enak".



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APPENDIX

KUISIONER

Nama :
Tempat, tgl.lahir :
Usia :
No. Telp/Hp :
Sekolah :
Kelas :

Lingkarilah jawaban yang kalian anggap sesuai dengan jujur!!

1. Apakah kamu suka menulis?
a) ya b) tidak
2. Apakah kamu mempunyai diary (buku harian pribadi) ?
a) ya b) tidak
3. Apakah kamu suka menulis di diary tersebut?
a) ya b) tidak
4. Seberapa rutinkah kamu menulis di diary kamu?
a) setiap hari
b) 1-4 kali seminggu
c) tidak tentu, hanya jika ada yang menarik untuk ditulis saja
5. Tentang apa sajakah yang biasanya kamu tulis di diary kamu?
a) Tentang sekolah (misalnya tentang: guru, teman sekolah, dll)
b) Tentang rumah (misalnya tentang: keluarga, tetangga, dll)
c) Tentang pribadi (misalnya tentang: cinta, pacar, persahabatan, dll)
6. Peristiwa yang bagaimanakah yang biasanya kamu tulis di diary kamu?
a) peristiwa yang menyenangkan saja
b) peristiwa yang menyedihkan saja
c) semuanya, baik yang menyenangkan ataupun yang menyedihkan

Sentence (Expressions) that Contain Emotion Words in the Subject's Diary**September 04, 2005**

Hari ini aku *senang* sekali karena aku ulang tahun yang ke-11.-----S1

Sebenarnya aku *marah* sama ayahku karena katanya diajak ke pizza ----S2

Hari ini adalah hari yang paling *bahagia* karena aku ulang tahun -----S3

September 05, 2005

Pas aku maju, aku nervous *banget*.-----S4

Pidatonya *enak* karena terakhirnya itu lho ditambahi sholawat dan suara pada waktu sholawatan itu sangat enak. -----S5

September 06, 2005

Aku agak sedikit *nervous* karena aku takut mbacanya kecepatan. -----S6

Aku *seneng* banget karena akhirnya aku dapat piagam, piala, dan pengalaman jadi juara. -----S7

Aku *takut* mbacanya kecepatan. -----S8

September 11, 2005

Waktu semifinal aku melawan SD Muhammadiyah tapi *untung* aku bisa masuk ke final. -----S9

Reguku *apes* karena dapat soal yang sulit sekali. -----S10

Aku sangat *kecewa* dan nangis karena aku tidak bisa menjadi juara I.-- S11

September 12, 2005

Aku *nggak betah*.-----S12

September 23, 2005

Aku *seneng* banget.-----S13

September 25, 2005

Tasyakuran itu aku laksanakan sebagai *tanda syukur* kepada Allah atas segala karuniaNya dan ridloNya. -----S14

October 4, 2005

Aku *seneng* soalnya bulan Ramadhan sudah tiba.----- S15

October 20, 2005

Aku di sana *nggak betah* soalnya aku *nggak* bisa ketemu sama orang tua dan adikku bahkan sama teman-temanku.----- S16

Mudah sih, tapi aku ada yang *nggak yakin*.----- S17

Aku agak *ragu*.----- S18

Bukanya, nasinya agak kebanyakan tapi aku kan harus menghabiskan, ya udah aku habiskan dan aku *paksa*.----- S19

Aku sebenarnya *capek* banget karena tidak ada istirahatnya.----- S20

October 21, 2005

Aku ingin tidur tapi anak-anak di kelasku ramai saja jadi aku *nggak* bisa tidur, tapi aku *paksain* tidur.----- S21

Ake *sebel* sama Miftah soalnya aku diejekin terus.----- S22

October 25, 2005

Setelah ini aku langsung *pusing*.----- S23

October 26, 2005

Mengapa *sedih*? Karena aku harus berpisah sama temanku 1 kamar. -- S24

Mengapa *bahagia*? Karena aku bisa kembali ke rumah dan ketemu sama adikku, ayah, ibu, dan saudaraku.----- S25

Anak-anak bangunannya cukup *malas*.----- S26

Semua anak merasa *kaget*.----- S27

Sebenarnya aku merasa *terharu* atas do'a yang dibawakan oleh Mcdan disuruh cium tangan para pembina.----- S28

October 27, 2005

- Aku juga masih *terbayang-bayang* sama temanku. ----- S29
- Aku *kangen* sama mereka. ----- S30
- Biasanya udah guyon dan udah menerima pelajaran tapi kalau di rumah,
sepi. ----- S31
- Jadinya aku kan *malu*. ----- S32
- Tapi aku kan *nggak puas* karena aku berangkat jam 17.45. ----- S33
- Inilah saat yang *kubenci* yaitu aku harus berpisah sama teman-temanku. S34
- Tapi aku agak *marah* sama Meita karena dia mesti nggodain Mifta. --- S35
- Aku sempet *ketag*, ini soal apa suruh nyalin. ----- S36

November 02, 2005

- Tapi aku merasa *sedih* di malam takbiran ini. ----- S37
- Ada *sedih* dan ada *bahagia*. ----- S38
- Tapi yang aku *nggak suka* yaitu ustadzah Sum dan Ustadz Eko nglihatan aku
terus. ----- S39
- Aku *terharu* mendengar suara takbir. ----- S40

November 03, 2005

- Sebelum tidur aku masih merasa *sedih* karena aku masih *kepikiran* tentang
bulan Ramadhan. ----- S41

November 04, 2005

- Tapi yang aku *takut* di desa kalau malam aku tidak berani ke kamar mandi.
----- S42
- Aku lumayan *seneng*. ----- S43