REVEALING EXPRESSIONS OF HAPPINESS AND SADNESS IN STUDENTS'S ESSAYS BY GRADE 3RD AND 5TH ELEMENTARY SCHOOL STUDENTS

Krismonika Khoirunnisa
Universitas Sebelas Maret
krismonika@student.uns.ac.id

Abstract:
Psycholinguistics study is a study that focuses on language acquisition, both normal language acquisition (children in general), and language acquisition for children with special needs. Each person's language acquisition goes through a different process. The acquisition of the language is obtained from several factors that support the individual. This is evidenced by several other supporting factors such as environmental factors, age, intelligence, education, talent, demand, and others. This study will try to focus on the study of language acquisition taken from the essays of 3rd and 5th grade elementary school students. By using the theme "My Hope", the researcher took two samples of student essays by partitioning two essays from 3rd grade elementary school students and two essays from 5th grade students as a form of comparison. The four essays obtained will later be compared how they express their expressions of happiness and sadness in their essays. The results of this study indicate that not all students who experience homeschooling do not have skills in processing written language. Likewise with they levels. A high level does not necessarily indicate that the student is able to process written language well. This research is a type of qualitative descriptive research. This research consists of three stages, namely the stage of data collection, data analysis, and exposure of the results of data analysis. The data collection technique carried out in this

study consisted of one stage, namely the analysis of students' thinking processes through tests. The data analysis technique in this study used the analysis of morphological and syntactic elements that were adjusted to age and level (class). This analysis is used to determine the emergence of an element that is a reflection of the child's competence or is a new competence that they get.

Keywords: *Psycholinguistics, language acquisition, expression of happiness, sadness.*

As social beings who cannot live alone, humans have the nature of needing others to make them a place for interdependence. This trait is what presents the communication process (Mulyaningsih, 2015). Communication between humans uses verbal language, although sometimes special language is needed to explain several purposes in order to achieve the same goal. Theoretically put forward by Kridalaksana (2008), communication is a form of delivering a message from a source or sender to a receiver through a channel. In contrast to the theory of Kridalaksana (2008), the Indonesian Language Dictionary (2008) explains that communication is the sending and receiving of news between two or more people in the right way so that the relationship and its meaning can be easily understood.

Children are no exception, they also need a communication process to be able to interact with their environment. The nature of the interaction that children do has a different realm from adult communication. Children still have a special reception system in their brains. This is because at a young age they are quicker to understand, accept, and even develop the objects they see and know, including the language they receive from their environment.

Language development in children begins with the acquisition of language in their environment. Language acquisition can occur from the first language (first language), second language (second language), or foreign language learning (Tandiana, 2014). Environmental factors are broadly divided into prenatal and postnatal factors. In general, the postnatal environment can be classified into biological environment (race, ethnicity, gender, age, nutrition, health care, sensitivity to disease, chronic disease,

metabolic function, and hormones), physical (weather, season, geographical conditions of an area, sanitation, home conditions, radiation), psychosocial (stimulation, learning motivation, rewards or punishments, peer groups, school, love and affection, quality of parent-child interaction) and family and customs (work, family income, education father, mother, number of siblings, gender in the family, household stability, personality, religion, urbanization, politics) (Soetjiningsih, 2012 in Candrasari, 2017).

Over time, age, and through language, children will experience development. The development of children based on time, age, and language is defined by Santrock (2007 in Jiwandono, 2019) that thinking is the ability to manipulate and transform information in memory, with the aim of forming concepts, reasons, critical thinking, and problem solving. Furthermore, critical thinking involves introspective and productive thinking and is able to evaluate what is happening.

Children's language development can be seen from who is invited or invites to interact and where the child interacts. This is because the environment is one of the factors for language development to occur. Formally, their language develops because they are in a school environment, while informally their language develops because they are in a play environment (neighbors, relatives, etc.).

This study aims to observe the language development of 3rd and 5th grade elementary school children with different genders and levels (grades). This process of observing language development is obtained from one form of assignment to write a story or essay with the theme "My Hope". In the assignment process, researchers get results online. After getting the results, the researchers observed the language they used. The subject partition consisted of 2 grade 3 students (1 boy and 1 girl). In addition to using the subject of grade 3 students, the researchers also used the subject of grade 5 students as many as 2 people (1 male and 1 female) as a comparison between the written essays. The selection of subjects in this study finally has some findings in his work. First, whether the story is in accordance with the given

theme. Second, how is the comparison of the language they use based on the level, and third, how is their strategy in compiling sentences to make it an interesting reading.

Over time, research on psycholinguistics has begun to develop, including research by Ningsih, et al (2011). The results of his research found that there were barriers to language acquisition for children with dyslexia. Tandiana's research (2014) found out how children aged 5 years produce their language. Jiwandono's research (2019) examines the critical thinking skills of 4th semester students. The results show that HOTS (Higher Order Thinking Skill) questions are still less effective if done by 4th semester students.

RESEARCH METHODS

This research is a type of qualitative descriptive research. Qualitative research is research that intends to understand the phenomena of what is experienced by research subjects, for example, behavior, perception, motivation, action, and others holistically (Moleong, 2005 in Adi, 2018). Descriptively, researchers can provide characteristics, properties, and data descriptions through data selection which is carried out at the data sorting stage after the data is collected (Djajasudarma, 2010: 17, in Angga, 2020: 17).

This research consists of three stages, namely the stage of data collection, data analysis, and exposure of the results of data analysis. The data collection technique carried out in this study consisted of one stage, namely the analysis of students' thinking processes through tests. The data analysis technique in this study used the analysis of morphological and syntactic elements that were adjusted to age and level (class). This analysis is used to find out the emergence of an element that is a reflection of the child's competence or is a new competence that they get (Dardjiwidjodjo, 2000 in Adi, 2018).

The samples in this study are 3rd and 5th grade elementary school students. Based on the consideration of researchers to choose research subjects, students are able to express their ideas through stories according to

the specified theme. Based on gender, 4 students were taken with a partition of 2 students (1 boy, 1 girl) in 3rd grade elementary school and 2 students (1 boy, 1 girl) in 5th grade. The test results of the four students were then analyzed through triangulation. The data analysis technique in this study is data reduction, the presentation of the data is then drawn conclusions (Cahyono, 2017).

RESULT AND DISCUSSIONS

Mode of Expressing Happiness and Sadness in Student Writing

This mode of disclosure is based on an essay with the theme "My Hope". The addition of the Covid-19 pandemic factor or the joys and sorrows of students while studying at home makes student essays have a characteristic in writing them. Students become more creative in writing the essay. The creativity of the results of the essay is a form of acquiring their language in processing a theme into a story, so that it is easily understood by the readers.

By using this mode, it can be seen that the way students compose words and sentences in an essay is based on the language development they have acquired, both from formal and non-formal education and the situation in the surrounding environment, as well as the mental state they experience (Covid-19).

Table 1. Recapitulation of Happiness and Sadness in Student's Essays By Gender and Grade

No..	Gender		Grade		Origin	Data Discovery	
	Male	Female	3rd	5th		Happiness	Sadness
1.	Nawa		v		SDN Bantul, Jogja	2 Data's	1 Data
2.		Amara (Rara)	v		SDN Simpang Haru, Padang	0	1 Data

3.	Andra			v	SDN 4 Tertek, Kediri	3 Data's	5 Data's
4.		Arin		v	SDN 4 Tertek, Kediri	10 Data's	2 Data's

The table above is the result of research on the number of recapitulations of expressing happiness and sadness found in the essays of 3rd and 5th grade elementary school students based on gender and grade. It can be seen that some students often use the joy mode in their essays and there are also those who use the sadness mode as a form of completeness in their essays. In general, the description of their joy in writing is due to "learning from home" which allows them to do other things besides studying (playing, meeting family, etc.). In addition to depicting joy, they also write sadness in their essays. The sadness they wrote was in the form of the Covid-19 disaster that did not go away which made students have to continue to "study from home" with many assignments, limited connections (signals), not being able to meet friends and teachers at school, and other sadness.

Utilization of Happiness, Sadness, and Conjunctions as Forms of Cohesive Text (between sentences)

The data form of expressing joy and sadness from the results of 3rd grade students' essays. Data number (1) is taken from the work of Nawa who is currently a 3rd grade student at SDN Bantul. The form of the essay written by Nawa found 2 expressions of joy and 1 expression of sadness. He wrote a happy expression through the mode of telling stories about his success in writing short stories that had been published in fables and Kakabun magazine. Another happy expression is written in the mode of telling stories about his future goals, while for expressing his sadness, Nawa prefers to write stories in the mode of hopes and desires. It can be concluded that the students' strategies when writing expressions of joy were parsed using language that the message could receive by using simple sentences (sentences, words, and text coherence that had acceptable meanings). The sentences, words, and the

coherence of the texts he wrote were inspired by the idea of his success in writing short stories, which were published in fable books and magazines, as well as his desire to become a writer in the future, so as to produce sentences with the mode of joy in his essays. In addition to the joy mode, the student also wrote sentences, words, and text coherence in the sadness mode. This mode of sadness is triggered by the state of the earth which is still hit by Covid-19, which makes it necessary to carry out activities from home.

There are several findings in Nawa's work. There are as many as 7 clauses with a partition of 3 clauses of joy and 4 clauses of sadness. In addition, Nawa also uses several conjunctions to form the coherence of the text. He uses 5 conjunctions, namely and, in, which, in order, and of course. It can be concluded that, in the assignment to write the text, at his current age, Nawa is one of the students who are able to produce a sentence. Another thing that the researcher found was that the student also tried to parse new words to be produced into new sentences.

Different from Nawa's concept, data number (2) is taken from the essay of Rara who is a grade 3 student at SDN Simpang Haru, Padang. The student does not express joy in her work. The written form of the essay found 1 expression of sadness. His expression of sadness was written in the form of a longing mode for his school environment and a desire to immediately meet and play with his friends at school. It can be concluded that the strategy in writing the essay is described using simple language with an imagination that is stimulated from the state of the earth that is still hit by Covid-19, as well as his desire to immediately meet and play with his friends.

The conjunctions found were also not as many as those of the previous students, because in their essays the students only wrote sentences with a sadness mode. As many as 2 clauses with 6 forming conjunctions, the student uses conjunctions with, and, in, because, which, and that is to form the cohesiveness of the text she wrote.

Modes of Happiness and Sadness As Whole Text Formers

The data above is a form of expressing joy and sadness from the results of the essays by 5th grade elementary school students. Data number (1) is taken from the work of Andra who is currently a 5th grader at SDN 4 Tertek Kediri. The form of the essay written by Andra found 3 expressions of happiness and 5 expressions of sadness. He wrote happy expressions in the mode of telling stories about his experiences studying online at home, while for expressing his sadness, Andra preferred to write in the mode of difficulty when he did many school assignments. It can be concluded that the student's strategy in writing a mode of joy was triggered by the excitement of studying online at home, while for the mode of sadness, the student was motivated by a lot of schoolwork.

Different from Andra's concept, data number (2) is taken from Arin's essay, who is currently also in the same school with Andra (SDN 4 Tertek Kediri). The girl expressed her happiness more than her sadness. This is caused by several factors. The first factor is because the student gets a homeschooling program which makes him more active and serious when doing assignments. The second factor is because the student has additional learning programs outside of school hours (private) as a provision for learning achievements, hobbies, interests, and talents. The third factor is the ownership of a lot of motivation from various parties, both from family, friends, peers, relatives, and teachers. Even though she has received a homeschooling program since the 2nd grade of elementary school, the student is also able to write essays that are no less good than other students (Andra). This can be seen from the way he describes the language, sentences, and words so as to make the text coherent to read and understand the meaning, although there are some sentences that are still ambiguous to read.

In addition to the way to describe language, there are several other factors that support writing an essay, including the age factor (the older you get, the more your thoughts develop even though they are not too significant), the second factor is that many parties are ready to motivate and monitor their

progress, so that progress can be made. Learning and the language remains stable, although there are some slight confusion when writing essays. So is the way to express sadness. The student wrote 2 expressions of sadness, which were in the mode of boredom following the homeschooling program and having problems carrying out hobbies due to quotas.

In reality, children who participate in homeschooling programs are more likely to be seen as having limitations when performing all actions (thinking, studying or doing other things). However, the student in question chose to write down her mode of sadness as an interlude to her mode of joy as evidenced by the sentence "Even though I'm at home, I'm still happy". This shows that, even though the student is experiencing difficulties, she does not feel pressured. He also managed to give assignments that were no less good than other students, and his learning activities were also more monitored because there was a family who was always ready to motivate at him.

CONCLUSIONS AND SUGGESTIONS

Based on the findings and results of the analysis above, it can be concluded that children's language development is influenced by environment and age factors. It can be seen from the recapitulation of the use of linguistic aspects (sentences, words, phrases, and conjunctions). The choice of language used for writing can produce a coherent (intact) essay and can be understood by the reader. As a result, male students in grade 3rd elementary (Nawa) are superior in writing their essays than Rara. This can be seen from the student's ability to describe a topic, even though the text he wrote was only one sheet. Likewise with 5th grade elementary school students. In terms of age, they are older than grade 3, therefore the language they use is increasingly varied, both in terms of sentences, words, and text coherence. However, there are some differences in their language acquisition, even though both are at the same level. A grade 5 student (Arin) is superior in outlining a topic when writing an essay, because in acquiring her language, she gets more motivation from various parties than a grade 5 student (Andra).

Research on the modes of expressing happiness and sadness in elementary students' essays still needs to be updated. Therefore, this research still needs development and renewal from further researchers (especially in language acquisition in psycholinguistic aspects). Considering that the readers come from various circles (academics and other parties), it will be very useful if references to language acquisition in psycholinguistic aspects are more varied in sources, objects, and the updating of the data.

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