Joy Psycholinguistic on Daily Conversation

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Abstract

This analysis is carried out to know the symptoms of joy psycholinguistic happen in daily conversation. Besides that, it is also important to know the aspects and what the causes of joy psycholinguistic. The samples of conversations analysed are taken from daily conversation of some teachers at school who teach at SMA Progresif Bumi Shalawat Sidoarjo. Symptoms that can be traced from joy psycholinguistic between one object and another object is different. From observations that the author made, the symptoms that can be traced from the above object are as follows. In the first conversation, he showed his happy attitude by clenching both hands while loudly shouting a burst of "yes!". When expressing that, Ruri also embraced Afa's body and shook his best friend's body. The second object showed her happy attitude by nodding her head while calling out the utterance "em". This action is certainly related to neat thoughts or mental pictures. She nodded to convince the interviewer that he agreed to the invitation. The third object showed her happy attitude by showing signs of excitement to the speaker. Masitah tried to praise the kindness of her sister who made her happy. Besides that, she also raised the volume and ran to where the gado-gado was put.

Keywords: joy psycholinguistic, symptoms, causes

INTRODUCTION

It is human's destiny from birth to death that he cannot live alone. For that, he needs a way to connect with other humans. A person's life in general is full of encouragement and interest to achieve and own something. How much of a person's impulses and interests are fulfilled is the basis of his emotional experience (psychological development)? Everyone's journey in life is certainly not the same. Someone whose life pattern goes smoothly, where the impulses and desires can be fulfilled or achieved, tend to have stable emotional development. Conversely, if a person is unable to fulfil his desires due to lack of economic capacity and unsupportive environmental conditions, it is likely that the development of his emotions is disrupted. Moreover, it is called psycholinguistics. It is known as a study of language processing mechanisms which means how word meaning, sentence meaning, and discourse meaning are computed and represented in the mind (Harris, 1989).

When babies express something, the way they express is simple nonverbal behaviours like: silence, playing with hands and feet, crying, smiling, laughing, and babbling. A person's response to a baby's behaviour is certainly different from the response to an adult who expresses his emotions. An individual in responding to something more directed by reasoning and objective considerations. However, at certain moments in his life, emotional impulses intervene a lot and influence one's thoughts and behaviour coming from brain. Brain has an important role both in oral and written communication. It has two parts: the left hemisphere and right hemisphere. They have different functions, methodically and kinaesthetically (Lacombe, 2014; in Supianoveri, 2015, p. 1). It means the right brain acquires information through movement of its large or gross motor muscles. The left brain focuses on verbal communication. It processes information in an analytical and sequential way.

Our daily actions or behaviours are generally accompanied by certain feelings, such as feelings of pleasure or displeasure. Feelings of pleasure or displeasure that always accompany our daily actions are called affective colours. This affective colour, is sometimes weak, sometimes vague, and sometimes strong. When the affective colour is strong, feelings become deeper, broader, and more directional. These feelings are called emotions. When it comes to developmental understanding of emotional and mental state terms, whereas the development of basic emotion understanding has been extensively studied, only a small number of complex emotions (e.g., jealous, proud, disappointed, embarrassed) (Herba C., Phillips M., 2004; in (Cohen, Golan, Wheelwright, Granader, & Hill, 2010).

Feelings of joy must have been experienced by all living creatures in this world. In general, individuals can recall pleasant experiences they have had. These happy emotions tend to reach their peak when a person is in their teens. If we count the fun things, we certainly have a long and complete story about what happens in the emotional development of adolescents. Feelings of joy experienced by humans, especially teenagers, have not been much researched. The feeling of excitement received little attention from the researchers when compared with feelings of anger and fear or the behaviour of other problems that reflect sadness. Joy will be experienced if everything that is thought, desired, and done by someone is going well and smoothly. A person is

certainly happy if accepted as a friend or when he falls in love and his love is warmly welcomed by the person he loves.

We often do not understand exactly what someone means when only paying attention to the language. Language users are aware of the limitations of this language. Typically, language users will use voice tones, facial expressions, certain hand movements (nonverbal activities) to emphasize what is intended. Based on this reality, a person must learn to express what he means by nonverbal behaviour. By understanding this nonverbal reality, one will be able to interpret the nonverbal movements of the interlocutors.

The ability to interpret and express these aspects of nonverbal communication really needs to be carefully known by all language communities. Nonverbal behaviour is a sign of emotional turmoil that is being experienced by individuals. Psychological reactions to stimuli that come from outside or within individuals can be revealed in nonverbal behaviour. If we do not master this nonverbal aspect, it is also possible to misinterpret someone's expression. It could be that we misinterpret the nonverbal signs of people who are happy to see us. Aftermath of this misinterpretation will certainly have a negative effect on the psychological interlocutor. He could be offended and then dump us on subsequent encounters.

Humans have a psychological realm that is cognitive, affective and conative. The cognitive domain has been extensively studied as well as the conative domain. Lately, the affective domain has begun to be explored deeper, although it cannot be denied that the three domains are closely related to each other in a person. Emotion is one of the psychological aspects of human beings in the affective domain. This psychological aspect plays an important role in human life in general and in relation to others in particular. It often happens that people ignore the emotions they experience because they are considered unimportant. More important according to him is his way of thinking or cognitive domain.

Reflecting on the background above, the following problems can be formulated: (1) What symptoms can be traced to joy psycholinguistic? (2) How is the linguistic aspect of joy psycholinguistic? (3) How are the non-linguistic aspects of joy psycholinguistic? (4) What are the aspects of joy psycholinguistic? and (5) What are the causes of joy psycholinguistic?

REVIEW OF RELATED LITERATURE

Definition of Psychology

Psychology is a relatively young science (around the late 1800s.) However, people throughout history have paid attention to psychological problems. Like Greek philosophers, especially Plato and Aristotle. After that Augustine (354-430) is considered a major figure in modern psychology because of his attention to introspection and his curiosity about psychological phenomena. In further development, psychology examines more aspects of humans in terms that can be observed. Because the soul is abstract, so it cannot be observed empirically, even though the object of study in every science must be sensory observable. In this case the soul or "state of the soul" is usually only observed through symptoms - symptoms such as a sad person will be depressed, an angry person will easily get angry, and a happy person can be seen from his cheerful movements, although we also often find it difficult to know the state of one's soul by just looking at his behaviour. Not infrequently we find someone who is actually annoyed but still calm or even laugh.

Psychology is divided into several streams in accordance with philosophical understanding, including mentality, psychology, behavioural psychology, and cognitive psychology. Mentalistic psychology breeds a flow called psychology of consciousness. The main goal is to try to examine the processes of human reason by self-reflection. Behavioural psychology breeds behavioural psychology. The main goal is to try to examine human behaviour in the form of a reaction when a stimulus occurs and then how to monitor and control that behaviour. Cognitive psychology, commonly called cognitive psychology, examines how humans acquire, interpret, organize, store, issue, and use their knowledge, including the development and use of language knowledge.

Linguistics

The word linguistics comes from the Latin word lingua 'language'. In the languages of 'Roman' there are still words similar to that Latin lingua, namely langue and language in French, and lingua in Italian. English was adopted from French, the word which is now a language. The term linguistics in English is related to the word language, as in French the term '*linguistique*' is related to language.

Modern linguistics comes from the Swiss scholar, Ferdinand de Saussure, whose book Cours de linguistique generale (general linguistic subjects) was published in 1916,

posthumously. De Saussure distinguishes *languge* and *langage*. He also distinguishes parole from the two terms above. Linguistics is defined as linguistics or science that takes language as the object of study. Linguistics which studies language is very broad in his studies. Therefore, we can see various branches of linguistics, including according to the object of study, linguistics consists of 2 branches, namely micro linguistics and macro linguistics. According to the purpose of the study, linguistics is divided into two broad fields, namely theoretical linguistics and applied linguistics. Besides being based on the object and purpose of the study, it is known that there is historical linguistics and historical linguistics.

Linguistics in relation to psychology is commonly interpreted as a science that tries to study the nature of language, the structure of language, how language is acquired, how language works, and how language develops. In this concept it appears that the name psycholinguistics is considered as a branch of linguistics, while linguistics is considered as a branch of psychology.

Fun Physiology

Signs that may be found when someone is in a happy condition, among others, as follows.

a. Heart and blood pressure

Heart rate and blood pressure decrease because there is no excessive supply of oxygen to the brain and muscles. In contrast to angry emotions where the heartbeat and blood pressure increase to supply more oxygen to the brain and muscles

b. Respiration

When someone is happy, the person's breathing rate tends to be flat accompanied by long and loose breaths. In contrast to angry emotions where the breath rate increases to deliver more blood to the brain and muscles. Breath tends to be short; chest feels heavy because breathing is often stifled and the oesophagus feels tight and tight.

c. Vascular changes or skin temperature

Blood vessels in the face, hands, and other body parts are flexible because happy people tend to relax. Blood vessels are in a normal state (not too wide and narrow) so that blood circulation runs smoothly. The face of a happy person always

looks radiant and cool because the person's mind is relaxed without burden. The movements of the hands and feet and other movements are free and free.

d. Sharp senses

All senses (senses) people who are happy (sense of touch, sight, smell, hearing, smell, and taste) are in a relaxed position. This causes the senses of happy people to be less sensitive (less strong). This is what triggers many people to lose, be killed, and so on because they are careless (having fun).

e. Changes in blood chemistry

Changes in blood chemistry do not occur when someone is in a happy condition. Chemical compounds, namely adrenaline and cortisol which are released into the blood to trigger a "fight or retreat" response when someone is angry, are not released. Red blood cells that become more "thicker" to make it easier to freeze, just in case if injured, do not thicken.

Cognitive Process

Cognitive process is the process of acquiring knowledge in life. This knowledge is dominantly obtained through experience. The experience in question is sensory experience. In the cognitive process, various feelings such as happy, sad, or angry can be expressed in words.

Originally, cognitive domain competencies included subordinate competencies which were hierarchical in nature, namely remembering, understanding, applying, analysing, synthesizing, and evaluating. However, this cognitive domain was renewed by B.S. students. Bloom, Anderson, et al (Arends, 2004 in Sudiana, 2006). This revised taxonomy contains two dimensions, namely the dimension of knowledge and the dimension of cognitive processes. Knowledge is divided into four categories, namely factual knowledge, conceptual knowledge, procedural knowledge, and metacognitive knowledge. These categories are continuum, from the most concrete (factual knowledge) to the most abstract (metacognitive knowledge). The dimensions of cognitive processes are divided into six categories, namely remembering, understanding, applying, analysing, evaluating, and creating. Based on the degree of complexity of cognitive processes, these categories are also in a continuum line from the simplest (remembering) to the most complex.

Factual knowledge includes the basic elements students need to know about a topic. Conceptual knowledge is knowledge about how the relationship between basic elements. Procedural knowledge is knowledge about how to do things. Metacognitive knowledge is knowledge about one's own cognition and knowledge about when to use conceptual knowledge or procedural knowledge

Psycholinguistics

Etymologically, the word psycholinguistics is formed from the word psychology and the word linguistics, namely two different fields of science, each of which stands alone, with different procedures and methods. However, both of them examined language as its formal object. Only the material objects are different, linguistics studies the structure of language, whereas psychology studies language behaviour or language processes. Thus, the methods and objectives are also different.

At first the collaboration between the two disciplines was called linguistic psychology and some also called it psychology of language. Then as a result of better, more directed and more systematic collaboration between the two sciences, a new discipline called psycholinguistics was born, as an interdisciplinary science between psychology and linguistics. The term psycholinguistics itself was born in 1954.

Psycholinguistics tries to describe the psychological processes that take place if a person says the sentences he hears when communicating, and how language skills are acquired by humans. So, theoretically the main purpose of psycholinguistics is to find a language theory that is linguistically acceptable and psychologically can explain the nature of language and its acquisition. In practice psycholinguistics tries to apply linguistic and psycholinguistic knowledge to issues such as language teaching and learning, teaching of beginning reading and further reading, bilingualism and language, language-related diseases such as aphasia, stuttering, and so on; as well as other social problems involving language, such as language and education, language and national and national development.

Cooperation between psychology and linguistics after some time seems not enough to be able to explain the nature of language as reflected in the definition above. Assistance from other sciences is very much needed, such as neurophysiology, neuropsychology, neurolinguistics, and so on. So even though the term psycholinguistics

is used, it does not mean that only the two fields of science are applied, but also the results of research from other sciences are utilized.

Wilhelm Von Humboldt's Theory

Wilhem Von Humboldt, 19th century German scholar, emphasized the dependence of human thought on language. That is, the outlook on life and culture of a society is determined by the language of the community itself. Members of the community can no longer deviate from the lines determined by the language. If one of the members of this community wants to change his outlook on life, then he must first learn another language. Then he will embrace the way of thinking (and also culture) of the other language community.

Regarding the language itself Von Humboldt argues that the substance of the language consists of two parts. The first part is the sounds, and the other part is the thoughts that have not yet formed. From this information it can be concluded that the sound of language is the form - outside, while the mind is the form - inside. The form - outside of language is what we hear, while form - in language tastes in the brain. These two forms are the "shackles" of humans, and determine the way they think. In other words, Von Humboldt argues that the structure of a language expresses life in the (brain, thought) speakers of that language. Humans live with the whole world as the language presents it or gives it.

Theory of Noam Chomsky

In the history of its growth, Chomsky's theory can be divided into four phases, namely (1) the generative phase of classical transformation which is based on the book Syntactic Structure between 1957-1964; (2) standard theory based on the book Aspect of the Theory of Syntac between 1965-1966; (3) extended standard theory phase between 1967 - 1972; and (4) phases after standard theory that were expanded between 1973 to the present, such as the theory of government and binding theory which developed since the eighties. The existence of these phases is due to criticism, reactions, and suggestions from various parties, and more to perfect the theory.

According to Chomsky to be able to arrange the grammar of a living language (still in use and with guidance) there must be a general theory about what shapes the grammar. The general theory is a scientific theory which is compiled based on a corpus of utterances produced by the native language linguists. With the corpus of speech,

general conclusions or general rules of grammar can be drawn that can be used to predict all utterances (sentences) that can be produced by a native speaker of the language. Likewise, this theory must be used to explain new sentences that can be produced by a speaker on one suitable occasion. Whereas other speakers can understand an immediately, even though the sentence is also new to them (Chomsky 1969: 7; in Withers, 2018). In this case it can also be said that if we master a language well, because we become speakers of that language, then we can produce new sentences as mentioned above, the number of which is unlimited. The new unlimited number of sentences is not possible to obtain with the theory of S - R (stimulus - response) of behaviourisms as stated by Bloomfield because we can never hear new sentences whose numbers are unlimited.

It seems that Chomsky's theory concerns the existence of an ideal speaker-listener pair in a speech society that is truly even and equal. both speakers and listeners must know and master the language well. The occurrence of a speech act requires the interaction of various factors. In this case the competence or linguistic skills of the speakers who support the occurrence of speech earlier, is only one factor.

In connection with the above, Chomsky distinguishes between competence (linguistic skills) and performance (implementation or linguistic treatment). As already stated in Chapter III section 4a) competence is the knowledge of the speaker-listener about the language, while performance is the implementation of language in the form of publishing, sentences in real circumstances. In reality, it is important to remember that perturbation is not really a response to a skill, for example if something goes wrong at the beginning of a conversation, deviations, grammar rules or changes that occur in the middle of a conversation.

According to Chomsky what is important for a linguist is to examine the narrative data (in the form of sentences), then determine the rules of the system that have been accepted or controlled by the speakers-listeners and which are used in the actual speaking. Therefore, according to Chomsky the linguistic theory is mental because it tries to find a mental reality that supports the language behaviour that actually occurs.

Competence or proficiency is a generative process, and not a "storehouse" that contains words, phrases, or sentences such as the langue concept in De Saussure's linguistic theory. Competence is a system of rules or formulas that we can call the grammar of the speaker's language.

The grammar of a language is the description of the competence of the ideal speaker-listener, and this description must be able to give a description of the structure of each sentence that is not limited in number, and can explain how these sentences are understood by the ideal speaker-listener. Viewed in terms of the semantic grammar of a language is a system of formulas or rules that state the similarity or the relationship between sound (language) and meaning (language) in that language. In terms of creativity, grammar is a special design tool that clearly explains the formation of grammatical sentences (which are unlimited in number) and explains the structure of each sentence. This design tool was given the name "generative grammar" by Chomsky, to distinguish from a descriptive statement that only uses a set of elements that appear in the description of the structure in a very diverse context. This generative grammar as a design tool is a precise and clear formula system that can be used in new combinations that have never been tried to form new sentences. These formulas can also be used for the structure and phonetic form of this sentence, and point to semantic interpretations of new sentences (which we have just heard), and reject the order of structures that do not belong to "that language".

According to Chomsky the development of linguistic and psychological theories that are very important and need to be remembered in language teaching is as follows: (1) Creative aspects of language use, (2) The abstractness of linguistic symbols, (3) The universality of the basic structure of linguistics, and (4) The role of the organization of the intellect (inner structure) in cognitive / mental processes.

What is meant by creative aspects is ordinary linguistic behaviour, free from stimulation, creative and innovative. Each sentence is a new work of competence, and is not the result of a short cut by stimulation. Repetitions of short phrases are rare. Only in exceptional cases does the context of circumstances determine the sentence to be excluded. For example, in the context of an encounter in the morning giving birth to the phrase, "good morning". If there is a sentence that is similar to the sentence that already exists in the corpus of data, then it is due to chance. The new sentences are new sentences each with the same sentence as the other sentences. The same sentences are not the result of a piece of stimulation that comes out as a mechanical trait or habit because the sentence has been heard and practiced first when learning the language.

A speaker of the mother-language of a language has subverted a generative grammar unconsciously, and unconsciously he has mastered all the "possessions" of that grammar. Thus, the task of the linguist is to find and explain the "possessions" of grammar which he is not aware of.

What is meant by the abstractness of linguistic symbols is that the formulas or rules that determine the forms of sentences and the interpretation of complex meanings are not concrete but abstract. The structures that have been manipulated are related to physical facts in very distant ways, both in phonological, syntactic, and semantic terms. Because the principles at work in the generative grammar of this transformation, and the structures they manipulate, have nothing to do with certain sensory phenomena according to the laws of empirical or behaviourist psychological theory.

What is meant by the universality of basic linguistics are abstract principles that underlie this generative grammar of transformation, and which cannot be obtained through experience and practice. Because these principles are abstract and cannot be obtained through experience and practice, this means they are universal. Thus, the principles underlying every generative grammar of transformation are universal. Therefore, according to Chomsky, the main problems of linguistics are the universals of linguistics.

According to Chomsky this linguistic universality is owned by humans since birth because it is an element or structure that is inseparable from humans, all of which can be explained based on the role of the organization of the intellect.

The problem of the organization of the intellect in the general cognitive process, and in the acquisition of language in particular, is a very important new development, especially in psycholinguistics. The basic principles of linguistic organization are the universality of linguistics which Chomsky later called universal grammar. Grammar is a system that is part of a universal organization of conscience. Grammar has a very important role in language acquisition, and this role is the same as the role played by generative grammar transformations, for example, in the introduction of phonetic forms of a sentence because the grammatical formulas are used in syntactical analysis of the sentence to recognize phonetic cues.

DISCUSSION

In order to provide deeper information, in this section of the discussion, the author will provide an explanation regarding the identity of the person who is the object of research. The presentation of the identity of the object of this research will have a positive impact on the discussion of traceable symptoms related to joy psycholinguistics, joy psycholinguistic, linguistic aspects, joy non-linguistic aspects of joy psycholinguistic, aspects of joy psycholinguistic thoughts, and joy psycholinguistic causes.

The object identities of this study are presented below:

1. Conversation 1
    Speaker's identity
    Name   : "Abdurrahman Falahi, S. H
    Age   : 36
    Job   : Teacher
    Address   : Jl. Ababil 3, Rt.13, Rw.04, Larangan, Sidoarjo
    Name   : Achmad Masruri
    Age   : 43
    Job   : Teacher
    Address   : Grogol, rt. 01, rw. 02, Tulangan Sidoarjo
2. Conversation 2
    Speaker's identity
    Name   : Astri Yulianti, S. Pd.
    Age   : 29
    Job   : Teacher
    Address   : Jl. Kutuk Barat RT.15 RW.03 No.103, Sidokare, Sidoarjo
    Name   : Harselly Awaliyah Priyani, S.Pd.
    Age   : 30
    Job   : Teacher
    Address   : Perum Bluru Permai FP.03 RT. 09 RW.11, Bluru Kidul, Sidoarjo
3. Conversation 3
    Speaker's identity
    Name   : Hanggana Raras Nurtasari, S. Pd.
    Age   : 28
    Job   : Teacher
    Address   : Desa Semambung, Rt 03/Rw 02, Kec. Wonoayu, Kab. Sidoarjo
    Name   : Masitah, S. Pd.
    Age   : 33
    Job   : Teacher
    Address   : Jati Selatan 1 No 13 Rt/Rw 003/001 Sidoarjo

Symptoms that can be Traced from Joy Psycholinguistic

Symptoms that can be traced from joy psycholinguistic between one object and another object is different. From observations that the author made, the symptoms that can be traced from the above object are as follows.

1. Object 1 (Ruri)

   In the first conversation, he showed his happy attitude by clenching both hands while loudly shouting a burst of "yes!" When expressing that, Ruri also embraced Afa's body and shook his best friend's body.

2. Object 2 (Astri)

   The second object showed her happy attitude by nodding her head while calling out the utterance "em". This action is certainly related to neat thoughts or mental pictures. She nodded to convince the interviewer that he agreed to the invitation.

3. Object 3 (Raras)

   The third object showed her happy attitude by showing signs of excitement to the speaker. Masitah tried to praise the kindness of her sister who made her happy. Besides that, she also raised the volume and ran to where the gado-gado was put.

Linguistics Aspects of Joy Pscycholinguistics

1. Dialog 1

Afa   : "Manis nopo mboten?"
Ruri   : "Manis."
Afa   : "Sing liyane?"
Ruri   : "Lumayan se."
Afa   : "Padahal kuning, nggeh?"
Ruri   : "Walah, kok atek isin barang!"
Afa   : "Gratis ta pak?"
Ruri   : "Gratis pun."
Afa   : "Leres, mboten wonten syarate kan?"
Ruri   : "Lo…. wonten. Syarate traktir duren nggeh?"
Afa   : "Santai mawon, Pak."
Ruri   : "Yes, budal emben, Pak." (He clenched both hands and pull them down)

2. Dialog 2

Astri   : "Sepuntene sing wingi lo buk."
Harselly   : "Oalah, wes ga popo. Sesuk ojo ngunu maning po o. "
Astri   : "Engge, tapi yo piye maning. "
Harselly   : "Sing sabar ambe arek-arek. "
Astri   : "Tak coba e. Tapi kadang-kadang ancen ga telaten. "
Harselly   : "He, ayo wes ta traktir bakso senengane sampeyan saiki. Kudu saiki yo, mesisan ngilangno jengkel nang arek-arek. "
Astri   : "Iyo? Ide apik iku. Suwun say. (Astri says this while smiling and nodding head). "

3. Dialog 3

Raras   : "Piye gado-gadone ono ta? Soale jarene wong-wong Seloso kadang-kadang tutup. "
Masitah   : "Kebetulan buka e. Sampeyan jupuk nang meja. "
Raras   : "Alhamdulillah, rejekiku nek ngunu. (Raras was rushing to her desk to take gado-gado). "

The linguistic aspect in the psycholinguistic specification is excited for each object in the whole conversation above, which is as follows.

1. Object 1(Ruri).

   The last utterance of Ruri is the happiness because he was treated durian.

2. Object 2 (Astri)

   The words she said in responding Masitah's invitation is the happiness accepting that though she did not directly say that she was happy.

3. Object 3 (Raras)

   Raras said her gratitude when Harselly brought her food and rushed to her desk.

The Non-linguistic Aspects of Psycholinguistic Excitement

The non-linguistic aspects in the psycholinguistic specification are excited for each object in this research conversation, which is as follows.

(1) The behaviour of the first object (Ruri) that can be observed when he is happy, it is called a burst of excitement, he clenches his hand and pulls it down. He also embraced Afa's body and shook his best friend's body as a form of his joy.

(2) The behaviour of the second object (Astri) that the writer can observe when happy, that is, she nodded her head as a form of her approval of Masitah's invitation while smiling. She also held Masitah's hand which according to the writer was done accidentally. Of course, this subconscious kinaesthetic movement is an indication that Astri is indeed happy with sincerity.

(3) The behaviour of the third object (Raras) caught by the writer that she was happy, it is when she walked to her desk to take her food. Besides she also raised her voice while dancing to the desk. (This dance movement the writer thinks are done with very reflexes considering the author's knowledge, the woman is not a dancer).

Psycholinguistic Causes of Excitement

If someone experiences an excitement, of course it is preceded by a stimulus that makes the person happy. There are causes, of course there are consequences. Stimulus that causes a person happy, caused by external factors and internal factors. The following will explain the causes of happy psycholinguistics on each object: (1) The excitement of the first object is caused by the fact that makes it able to eat durian for free. (2) The excitement of the second object is caused by the attention and friendship shown. She was

comforted because Masitah invited her to eat her favorite food for free. (3) The excitement of the third object is due to the fact that makes her able to enjoy gado-gado as she wanted.

CONCLUSION

Based on the discussion in Chapter III, the author can draw the following conclusions.

1. The linguistic phenomenon of someone who is happy is marked by the words of exclamation (*yes, okay, wow, etc.*) that stand out beside the words that are cheerful, funny, joking, and aggressive.

2. Non-linguistic phenomenon can like to be seen from their behaviour that is sometimes "over acting" or sometimes silly, and even shameless (*hugging, jumping, frowning, etc.*)

3. The linguistic aspect of a happy person will be reflected in the words that come out when he meets other people so that others know that he is happy.

4. Aspects of the mind further review the causes of one's pleasure, something that people think about causing a happy.

5. The cause of happy psycholinguistics is something that makes a person happy can be in the form of material, appreciation or somebody who pays attention to. The point is everything that underlies someone's joy.

SUGGESTION

Based on the conclusions in this chapter, the writer hopes that all people who read this simple research can criticize the material presented. The author recommends that the reader read the references related to the problems presented in this study. If indeed the writing in this study is wrong or deviates from the prevailing scientific corridor, the writer is very hopeful and recommends that the reader give constructive criticism.

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