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***Form of Verbal Emotion Regulation Expression
of STKIP PGRI Ponorogo Students
(Psycholinguistic Study)***

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Abstract

Emotions can be manifestations of affection, happiness, anger, annoyance, hatred, sadness, disappointment, fear, depression, and so on. In every emotion, humans can exercise emotional control or emotional regulation. Expressions of verbal emotional regulation can be in the form of positive or negative words, phrases or sentences depending on how emotional regulation each individual has. The aim of this research is to find out how STKIP PGRI Ponorogo students express verbal emotional regulation. The research method is descriptive qualitative. Where the researcher used a research instrument in the form of a questionnaire which contained five questions or situational contexts to collect research data related to the form of verbal emotional regulation expressions of STKIP PGRI Ponorogo students. Furthermore, the collected emotional data and forms of verbal expression of emotional regulation were analyzed using psycholinguistic studies. The results of data analysis in each situation context show that STKIP PGRI Ponorogo students are good when experiencing emotions of happiness, anger, sadness, anxiety and depression, expressing their verbal emotional regulation using positive and good sentences. The results of this research can add information regarding the sentences used by students in their verbal emotional regulation and can be used as reflection material for lecturers in improving the learning process..

Keywords : *expressions; emotional regulation; verbal; psycholinguistic studies.*

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Introduction

Language is the most important part of communication. As a communication tool, the use of language is a source for conveying a message. Language in communication is a means of exchanging ideas, expressing emotional states, and expressing a message to the speech partner. Language can be used to express emotions verbally. Emotions arise from

feelings, emotions can take the form of affection, hatred, anger, or annoyance, as well as other forms. According to Kostawa (2023:204) emotions can arise as a result of anger, affection, joy and hatred. Apart from that, emotions are also the result of a close correlation between feelings and behavior in individuals in responding to situations that occur around them. As energy, emotions can be channeled through gestures, facial movements, or verbs, nouns, adjectives and adverbs which can be positive, negative or neutral (Metta Maheni & Maryono, in Nurfauliyah et al., 2023: 702). When communicating, humans can produce verbal or written expressions depending on the communication media used. Communication partners will hear or see what is being tried to communicate and try to understand what is being expressed or written. In this process, various feelings of the communicant and communicator can be expressed through language.

Expressions of verbal emotional regulation can be in the form of positive or negative words, phrases or sentences depending on how emotional regulation each individual has. Adolescents often experience difficulties in their development and are often unable to deal with the problems of physiological, psychological and psychosocial changes well and in addition there are demands to complete their developmental tasks both from the family and the environment (Dariyo, 2004). Furthermore, Thompson (in Kostiuk & Gregory, 2002) describes emotional regulation as an individual's ability to respond to extrinsic and intrinsic processes to monitor, evaluate, and modify intense and persistent emotional reactions to achieve a goal. This means that if an individual is able to manage his emotions effectively, he will have good resilience in facing problems.

Gross and John (in Novandri Prasetyo et al., 2021: 145) suggest that emotional regulation is a person's ability to realize and regulate their thoughts and behavior in different emotions, both positive emotions and negative emotions. Emotion regulation can be carried out in verbal and non-verbal form. Verbal emotional regulation can be in the form of verbal or written expressions.

According to Gross's theory (in Wulandari, 2021: 111), emotional regulation is an individual's process of influencing the emotions they have and how the individual experiences and expresses these emotions. Emotional regulation is needed by individuals to deal with stressful situations by displaying adaptive behavior to a situation. In line with Gross & Thompson (in Ratnasari & Suleeman, 2017) who argue that through emotional regulation individuals can minimize or dampen, intensify, or simply maintain emotions, it all depends on the individual's goals for the emotions they feel. Based on the explanations from several of these figures, it can be concluded that emotional regulation is a strategy that includes conscious and unconscious thoughts to control and adapt emotions that appear at the right level of intensity to achieve a goal. These goals include the individual's ability to regulate feelings, physiological reactions, one's way of thinking and emotional responses as well as quickly calming oneself down after previously feeling a loss of emotional control.

Furthermore, emotional regulation is an individual's ability to evaluate and change a person's emotional reactions to be able to behave in accordance with the situation and conditions (Rusmaladewi et al., 2020). Every emotional regulation shown or expressed by each individual must have supporting factors. The factors for the formation of emotional regulation are age, gender, religiosity and personality of each individual (Rusmaladewi et al., 2020). The age factor is a factor in individual emotional regulation.

The older an individual gets, the more they should be able to control their emotions because of the many experiences they have gone through. The next factor is gender, men and women have different forms of emotional control. This is in accordance with the characteristics of each gender. Religiosity is a separate factor in emotional regulation. This is because in religion there are definitely efforts to instill and teach how to control emotions in a good and positive direction. A factor that also shapes a person's emotional control or regulation is personality. According to Cohen and Armeli (in Rusmaladewi et al., 2020), people who have a neuroticism personality will tend to have low emotional regulation or control. A person with a neuroticism personality will have moody characteristics, low self-esteem, often feel anxious, panicked, easily agitated, sensitive to stress coping skills and low self-control. This emotional regulation factor certainly has an influence both verbally and non-verbally.

Gross (1999) states that there are five stages in the emotional regulation process, namely situation selection, situation modification, attentional deployment, cognitive change, response modulation. Situation selection, the stage where individuals choose emotions that may arise in certain situations. Situation modification, the stage where individuals can change the situation around them to influence their emotions. Attentional deployment, the stage where the individual only focuses on one point of view so that emotions are more stable. Cognitive change, the stage where individuals change the way they see situations from a different perspective so as to reduce emotions. Response modulation, the stage where an individual's feelings, behavior and physiology change after an emotional response is underway. Everyone has their own way of regulating their emotions, both verbally and non-verbally. It also depends on the situation faced and the emotional response that arises to the situation. The forms of expression of verbal emotional regulation are also different, they can be positive or negative. Individuals with high emotional regulation or control abilities will tend to show more positive emotional expressions, whereas individuals with low emotional regulation abilities will tend to show negative emotional expressions (Kliwon & Sarwanto, 2019).

Emotion regulation or what can be called emotional control can be divided into several models. According to M. Utsman Najati in Nadhiroh (2015: 57), the emotional control model is divided into four models, namely first, the displacement model, namely by diverting or channeling emotional tension to other objects. This model includes catharsis, management of 'sour grapes' (rationalization) and dhikrullah. Second, the cognitive adjustment model, namely the adjustment between stored experience and knowledge (cognition) with efforts to understand the problems that arise. This model includes positive attribution (husnudzhon), empathy and altruism. Third, the coping model, namely accepting or experiencing everything that happens in life, including gratitude, patience, forgiveness and adaptation. Fourth, other models such as regression, repression and relaxation.

Verbal language is the main means of expressing or conveying one's thoughts, feelings and intentions. Verbal language uses a choice of words that interpret various aspects of a person's individual reality. Consequently, words are abstractions of our reality that are unable to cause reactions which are the totality of objects or concepts that represent those words (Mulyana, 2001:237-238). A person's verbal expression of emotions can be in various forms, some are calm with smooth sentences and some are expressed in harsh words depending on how well they are able to regulate or manage

their emotions. The ability to manage (regulate) emotions is to handle feelings so that feelings can be expressed well (Puspita, 2019:87). In efforts to regulate or control negative emotions, students need good emotional regulation so that it does not affect their lives, especially their psychosocial lives.

The form of expression in students' verbal emotional regulation is identical to psycholinguistic studies. Etymologically, psychology is the science of the soul. In terms of terminology, psychology is defined as the science that studies human behavior by studying the nature of the stimulus, the nature of the response, and the nature of thought processes before the stimulus and response occur. Furthermore, linguistics is the science of language with its various characteristics. The differentiation of the two scientific disciplines is in their material objects, where psychology seeks to study language behavior or human language processes while linguistics studies the structure of language. The similarity lies in both examining aspects of language as a formal object. The object of psycholinguistic study is language and mental symptoms, as well as the correlation between the two. Language behavior patterns are one of the important aspects in psycholinguistic work (Kuntarto, 2017: 5).

According to Rajeg in Imaqulada (2016:128) linguistic metaphor is a language phenomenon and conceptual metaphor is a mental phenomenon that is focused on emotional metaphors in Indonesian. In this case, Psycholinguistics tries to study the psychological aspects of individuals when speaking and understand all the processes that occur when individuals carry out language activities. Psychological aspects experienced by a speaker are used to translate and choose diction or vocabulary as well as how to speak and an individual's ability to use language as a communication system in society. Knowing and understanding the psychological aspects that occur in speakers is the goal of psychology. Psycholinguistics is a scientific study that combines language and linguistics with psychology.

Chaer (2003) further explained that psycholinguistics is a scientific study that attempts to combine linguistics with psychology. In this case, Psycholinguistics is a study related to mental processes and language use. Another study from (Sudarwati, Perdhani, & Budiana, 2017), explains that psycholinguistics is a combined approach between psychology and linguistics to the study or science of language, language in use, changes in language materials that are not easily achieved or approached with just one of the two sciences. these separately.

In psycholinguistic theory, language shows the character of its users. In this case, psycholinguistics is a science that studies the influence of human mental behavior in producing speech or language (Khotami, 2020: 119). Psycholinguistics can also be interpreted as the science of language and thought (Dimitrova et al, 2021). Psycholinguistics tries to describe the psychological processes that take place when someone utters the sentences they hear when communicating, and how humans acquire language skills. Theoretically, the main goal of psycholinguistics is to find a theory of language that is linguistically acceptable and psychologically able to explain the nature of language and its acquisition.

Based on the results of a study conducted by (Dardjowidjojo, 2005), it is explained that psycholinguistics studies the psychological aspects of when someone speaks and knows the processes that occur when someone speaks. In this regard, in psycholinguistics

there is one discussion, namely emotional relations in language. Emotional relations in language are language that is carried out spontaneously and comes from feelings.

In everyday life, especially in lecture halls on campus, students experience good communication interactions with lecturers and other student friends. STKIP PGRI Ponorogo Class of 2021 students in the PBSI, PBI, PBJ and PG PAUD study programs come from diverse backgrounds and regions throughout Indonesia. They have a tendency to regulate emotions and also have different interpretations in communication regarding responding to a problem or just information and situations around campus. Information, conditions, or problems around campus are of course also varied. It can come from the results of communication with lecturers who teach courses and also with classmates. It can even happen between students across study programs. It could also be between students and campus employees, with communities on campus, for example UKM or HIMA. Every active student will experience all of these interactions. The difference is how each student, both verbally and non-verbally, responds to everything.

For example, when students are in the context of the situation of receiving assignments from lecturers in all courses with completion time lines that are almost the same, then students may feel that they are in an emotional state of happiness, anger, sadness, anxiety, or depression so that expressions in emotional regulation will definitely appears in either positive or negative form. At a minimum, a verbal expression of emotional regulation will appear, namely "astagirullohaladzim, there's a lot of work!" or "Oh my gosh, ma'am, we're tired..." and there are many other sentences that appear as students' outbursts of emotion. Based on observations during lectures, these are several examples of expressions in verbal emotional regulation shown by STKIP PGRI Ponorogo students while on campus. In different emotional psychological conditions, students' forms of expression in their verbal emotional regulation will also definitely be different. Based on the background of the problem that has been explained, the researcher focused on finding out how STKIP PGRI Ponorogo students express emotional regulation, especially in the context of interaction situations with lecturers. So the researchers took the title Forms of Expression of Verbal Emotion Regulation of STKIP PGRI Ponorogo Students

Method

This research is a type of qualitative descriptive research using a psycholinguistic approach. This type of research is descriptive qualitative, which is a research procedure where the data produced is descriptive. The data is in the form of words or expressions from the research subjects being observed. According to Denzin & Lincoln (in Fadli, 2021:36), qualitative research is research that uses a natural setting with the aim of interpreting a phenomenon that occurs and is carried out by involving various existing methods. In line with the opinion above, the qualitative descriptive research used in this research is intended to obtain information data regarding the language use used by students.

A psycholinguistic approach is used to explain the form of expression of verbal emotional regulation of STKIP PGRI Ponorogo students from either words, phrases or sentences expressed by students from psychological aspects. The subjects of this research were 30 STKIP PGRI Ponorogo students, class of 2021. The data collection technique is through observation using a data collection instrument in the form of a questionnaire given to all research subjects. In this questionnaire there are five questions

which indicate a description of the situational context of the lecturer's treatment of students. With this questionnaire, students' verbal emotions and expressions will be recorded based on the emotions felt in the context of the situation.

The analysis steps in this research are (1) selecting data in the form of types of emotions and verbal emotional expressions in each situational context, (2) classifying the same expression data for each type of emotion in each situational context and assigning codes so that there is no confusion in the data in each situational context, (3) analyzing expression data that has been classified using psycholinguistic theory, (4) drawing conclusions from the analysis of the form of verbal emotional expressions of STKIP PGRI Ponorogo students, especially in the context of the lecturer's treatment of students.

Results and Discussion

Results

Based on the results of data analysis regarding the form of verbal emotional expression in STKIP PGRI Ponorogo students in the context of situations where lecturers treat students, it shows that there are variations in the basic emotions felt by students in each situational context, namely happy, angry, anxious, sad and depressed. According to Santrock psychologists (in Puspita, 2019: 86), there are 2 types of emotions, namely (1) positive emotions such as enthusiasm, joy, feelings of patience, calm, joy and laughter and (2) negative emotions such as anxiety, anger, feelings of guilt and sadness. The following is a description of the research data on the Form of Expression of Verbal Emotion Regulation of STKIP PGRI Ponorogo Students (Psycholinguistic Studies) in various circumstances.

Table 01. Results of Verbal Emotional Regulation Expressions of STKIP PGRI Ponorogo Students When Lecturers Give Easy Assignments with a Quite Long Time Period.

Situational Context	Feeling emotions	Forms of Expression of Verbal Emotion Regulation
When the lecturer gives an easy assignment with a fairly long work period	1.A. Happy	1.a.1. "Alhamdulillah."
		1.a.2. "Thank you sir/madam.."
	1.b. Worried	1.b.1. "Is it really that long of collection? There will definitely be further tasks and they won't be that simple. So I was worried again, suddenly there was a follow-up assignment "
		1.b.2. "Is this not a joke? The assessment criteria may be high standards!"

Table 02. Results of Verbal Emotional Regulation Expressions for STKIP PGRI Ponorogo Students When the Lecturer gives a complex assignment with a limited time period for completion.

Situational Context	Feeling emotions	Forms of Expression of Verbal Emotion Regulation
When the lecturer gives a complex assignment with a limited time frame	2.a. Worried	2.a.1. "Astaghfirullah, the task is really complicated & the time is also really limited, isn't it." 2.a.1.2. "Hopefully you will be given the best ideas to complete this assignment correctly."
	2.b. Sad	2.b.1. "Astaghfirullah"
	2.c. Stressed	2.c.1. "Oh my God. Just understand that you haven't even been given too much time. Haven't looked for materials yet."
		2.c.2. "Don't be so sudden, give more time according to the complexity of the task given. There are many other tasks, not just one task."
		2.c.3. "It's okay, it's okay, the important thing is to eat first"
		2.c.4. "Oh, how come it's so tight?"

Table 03. Results of Verbal Emotional Regulation Expressions of STKIP PGRI Ponorogo Students When the Lecturer is Angry Because Students Didn't Turn in Their Assignments on Time.

Situational Context	Feeling emotions	Forms of Expression of Verbal Emotion Regulation
When the lecturer is angry because you didn't submit your assignment on time.	3.a. Worried	3.b.1. "Oh my God, how is this..." 3.b.2. "Hopefully we will still be given the opportunity to revise."
		3.a.3. "Oh my God, my grades will definitely be bad"
	3.b. Sad	3.b.2. "Oh my God, it's really like this... It's my fault I haven't collected it, but at least don't get angry, it will make you feel down."
		3.b.2. "Come on, it was my fault, not everyone has to understand my condition."
	3.c. Stressed	3.c.1. "I'm sorry ma'am/sir, promise not to do it again"

Table 04. Results of Verbal Emotional Regulation Expressions of STKIP PGRI Ponorogo Students When Lecturers Give Final Grades That Do Not Match Student Expectations

Situational Context	Feeling emotions	Forms of Expression of Verbal Emotion Regulation
When the lecturer gives you a final grade that doesn't match your expectations even though you have fulfilled all your college contracts	4.a. Angry	4.a.1. "How biased?! On what basis are my grades like this!!" 4.a.2. "Oh Allah, ma'am/sir, I've tried, how come the results are like this!!" 4.a.3. "In the lecture contract, it is clear how the agreements regarding lectures, including matters regarding grades, are all mutually agreed upon. If something like this happens, then I think the lecturer has forgotten or is not professional enough!!"
	4.b. Worried	4.b.1. "How come it's not fair to give the value" 4.b.2. "Yes, study again tomorrow, don't be discouraged, smart doesn't have to be measured by grades."
	4.c. Sad	4.c.1. "It's really not fair if we think that we have been active and have collected assignments but the results are really disappointing" 4.c.1. "Hoalah Gussti"

Table 05. Results of Verbal Emotional Expressions of STKIP PGRI Ponorogo Students When Lecturers Do Not Review Assignments that Students Have Done

Situational Context	Feeling emotions	Forms of Expression of Verbal Emotion Regulation
When the lecturer does not review the assignments that students have done	5.a. Angry	5.a.1. "How do you know what's right and wrong in a job, if the lecturer doesn't tell you what's wrong or what's right?" 5.a.2. "We need feedback for better development and progress."
	5.b. Worried	5.b.1. "How come we don't review whether it's not appropriate for us to do it... Maybe so..."
	5.c. Sad	5.c.1. "wes ngerjakne even ra scrutinized" 5.c.2. "It's been so hard to do it that you just have to look at it" 5.c.3. "We should be able to know whether our work has been carried out properly or not, and if it is lacking in what part? Please explain, it's not that we don't care at all. There is no assistance, we just give assignments." 5.c.4. You know, there's no need to do it.

Discussion

STKIP PGRI Ponorogo students show positive and negative emotions along with expressions of emotional regulation felt in each situational context. The emotions felt in each of these situational contexts produce variations in the forms of expression conveyed by students and are analyzed using psycholinguistic theory. This chosen situational context has naturally occurred to lecturers teaching various courses, meaning that it does not apply to just one type of course. Five descriptions of situational contexts were deliberately constructed in detail by researchers to find out data in the form of psychological or emotional conditions felt by students and how students express control or regulation of their emotions verbally in each situational context.

In table 01, the research results are presented in the context of a situation where the lecturer gave an easy assignment over a long period of time, where the emotions felt by students in the context of this situation were two, namely happiness and anxiety. Students' verbal emotional expressions when they are happy are shown in data 1.a.1. "Thank God...". The word Alhamdulillah is an expression of gratitude among Muslims which means all praise to Allah. Data 1.a.2. "Thank you Sir/Ma'am..." is an expression of gratitude or returning a favor after receiving kindness. In a happy psychological condition, the expression conveyed is an expression of gratitude. Apart from happiness, the emotion felt by students in the context of this situation is anxiety. In the psychological condition of anxiety, students show the expressions in data 1.b.1. "Is it really taking that long to collect? There will definitely be a follow-up assignment and it's not that simple. So I'm worried again, suddenly there will be a follow-up assignment" and 1.b.2. "Is this not a joke? The assessment criteria may be a high standard!". In data 1.b.1. and 1.b.2. showing expressions of anxiety indicated by a sense of doubt from students by again asking questions regarding the time allowance given by the lecturer. Psychologically, anxiety is a feeling when you are worried and afraid of something you feel. In the context of this first situation, students have a good and positive form of emotional regulation, which is proven by the sentences used that do not contain bad or offensive words or phrases.

In table 02, the results of STKIP PGRI Ponorogo students' expressions of verbal emotional regulation are presented when the lecturer gives a complex assignment with a limited time frame. There are three forms of emotion found in the context of this situation, namely anxiety, sadness and depression. The results of students' emotional regulation expressions in anxious conditions show sentences in code 2.a.1. "Astaghfirullah, the task is really complicated & the time is also really limited." This sentence shows a feeling of anxiety marked by the word istigfar, namely astaghfirullah, which means asking Allah for forgiveness, which can be interpreted as a form of surrender to God for the situation experienced. And continued by questioning the complexity and time constraints, which psycholinguistically indicates a feeling of worry about the ability to do the task well and correctly or not. In data code 2.b.1. shows expressions when students experience feelings of sadness. The word "astaghfirullah" is the student's choice of verbal emotional regulation expression, which means asking Allah for forgiveness, which can be interpreted as a form of surrender to God for the situation experienced without saying any other words or sentences. Another emotion felt in the context of this situation is depression. One of the data in code 2.c.3. "It's okay, the important thing is to eat first", this sentence shows the verbal emotional regulation of students who try to calm themselves due to their feelings

of stress with the words "it's okay". Apart from that, it is followed by diverting feelings of stress with the phrase "the important thing is to eat first", psychologically students try to do what they like and make them comfortable so that they can reduce feelings of stress within themselves. In the context of this second situation, students have good and positive forms of emotional regulation, as evidenced by the sentences used that do not contain bad or offensive words or phrases.

In table 03, the results of STKIP PGRI Ponorogo students' verbal emotional regulation expressions are presented when the lecturer is angry because the students did not submit their assignments on time. From the context of this situation, data was obtained on the forms of emotions felt by STKIP PGRI Ponorogo students, namely anxiety, sadness and depression. The form of expression of verbal emotional regulation for anxious emotions is in data code 3.b.1. "Oh Allah, how is this..." This sentence shows a feeling of anxiety by mentioning God's name and asking, hoping for help from God to resolve the existing condition. Regarding sad emotions, STKIP PGRI Ponorogo students expressed their verbal emotional regulation with sentences in code 3.b.2. "Come on, it was my fault, not everyone has to understand my condition." This sentence shows sadness with the student admitting his mistake and trying to surrender to being scolded by conveying that not all people have to understand him. Meanwhile, depressed emotional conditions are shown in the data with code 3.c.1. "I'm sorry ma'am/sir, promise not to do it again", this expression shows the student's good verbal emotional regulation by apologizing and promising not to do it again. This means that consciously, under pressure, accept mistakes and try to do better. In the context of this third situation, students have good and positive forms of expression of emotional regulation, which is proven by the sentences used that do not contain bad or offensive words or phrases.

In table 04, data is presented on the results of STKIP PGRI Ponorogo students' verbal emotional regulation expressions when the lecturer gave a final grade that did not match the student's expectations. In the context of this situation, students feel emotions of anger, anxiety, sadness and depression. The form of expression of anger is shown in the expression data code 4.a.1. "How come?! On what basis is my grade like this!!", the student questioned the basis for giving the lecturer a grade which indicated his disapproval of the existing situation with an affirmative tone, namely "how is that possible?!". Anxious emotions are indicated by code expression 4.b.2. "Yes, study again tomorrow, don't be discouraged, smart doesn't have to be measured by grades," this expression shows the emotional regulation of students who try to cover up their anxiety with motivational sentences to themselves. In code 4.c.1. "It's really not fair if you think that we have been active and have collected assignments but the results were really disappointing" is an expression of student sadness that students have tried to fulfill all their obligations but still do not get the appropriate appreciation. In the context of this fourth situation, students have a good and positive form of expression of emotional regulation, which is proven by the sentences used that do not contain bad or offensive words or phrases.

In table 05, data is presented on the results of STKIP PGRI Ponorogo students' verbal expressions of emotion when the lecturer did not review the assignments that the students had completed. In the context of this situation, there are three emotions felt by students, namely anger, anxiety and sadness. Student expressions of angry emotions are shown in code 5.a.2. "We need feedback for better development and progress", in this

expression the student tries to express emotions of anger by saying that reviewing assignments is very necessary for students. In feeling anxious, students express their verbal emotional regulation as shown in code 5.b.1. "Why isn't it being reviewed? are we not suitable to do it? Maybe that's it?", this expression is a sentence of anxiety expressed by students questioning and guessing for themselves why the lecturer did not carry out a review. The next emotion felt by students in the context of this situation is sadness. The expression of sadness is shown in code 5.c.2. "It's been so hard to do it that you just have to look at it" and in data code 5.c.4. "You know, there's no need to do it." The student's expressions show sadness as well as disappointment with the lecturer, the student feels it is futile to do the assignment and would prefer not to do it if they knew from the start that the assignment would not be reviewed by the lecturer. In the context of this fifth situation, students have a good and positive form of expression of emotional regulation, which is proven by the sentences used that do not contain bad or offensive words or phrases.

Conclusion

Based on the results of data analysis in each situational context, STKIP PGRI Ponorogo students showed various emotions. For each emotion felt, students provide expressions of emotional regulation in the form of words, phrases and sentences. The results of research on emotions and forms of expression of students' emotional regulation can be concluded as follows.

1. In the context of a situation when the lecturer gives an easy assignment for a fairly long period of time, the emotions felt by students in the context of this situation are two, namely happiness and anxiety. Forms of expression of student emotional regulation are good and positive.
2. In the context of a situation where the lecturer gives a complex assignment with a limited time period for completion, there are three forms of emotion found in the context of this situation, namely anxiety, sadness and depression. In each emotion, students express good and positive verbal emotional regulation
3. In the context of a situation when the lecturer is angry because the students did not submit their assignments on time, the emotions felt by STKIP PGRI Ponorogo students are anxious, sad and depressed. Students express their emotional regulation with good and positive sentences.
4. In the context of the fourth situation, namely when the lecturer gives a final grade that does not match the student's expectations, the emotions felt are anger, anxiety, sadness and depression. In the context of these situations and emotions, students express emotional regulation with positive sentences.
5. In the context of the fifth situation, namely when the lecturer does not review the assignments that students have done, there are three emotions that students feel, namely anger, anxiety and sadness. Students express emotional regulation when angry, anxious and sad with positive sentences, without using harsh words.

From the conclusion above, it can be stated that STKIP PGRI Ponorogo students are good when experiencing emotions of happiness, anger, sadness, anxiety and depression, expressing their emotional regulation using positive and good sentences.

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