

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter the writer presents some theories of concepts, review of previous studies and research model of emotion word. They are explained in details below:

2.1 Theory/Concepts

In this chapter, the writer presents some concepts dealing with emotion words. They are explained in details below.

2.1.1 Definition of Emotion

According to Aristotle (384-322 BCE), Emotion are all those feelings that so change men as affect their judgments, and that are also attended by pain or pleasure. Such as anger, pity, fear, and the like, with their opposites.” Emotion is indeed a heterogeneous category that encompasses a wide variety of important psychological phenomena. Some emotions are very specific, insofar as they concern a particular person, objects, or situation. Others, such as distress, joy or depression are very general. Some emotions are very brief and barely conscious, such as a sudden flush of embarrassment or a burst of anger.

2.1.2 The Function of Emotion

1. Adaptive Function

Adaptive of the most important functions of emotions is preparing the body for action. In this sense, each emotion, regardless of any positive or negative connotations, is useful in its own way.

2. Social Function

“I’m embarrassed.” “I feel overjoyed.” “this makes me nervous.” All of these phrases refer to emotional states. Emotions communicate our emotional state of mind and express what going on inside. In addition, they also facilitate social interaction.

3. Motivational function

Emotion also have a motivational function. The relationship between motivation and emotion is bidirectional. There is constant feedback between emotion and motivation and vice versa.

2.1.3 The Structure of Emotion

It is state by Aristotle that, Emotion have been studied in several scientific disciplines e.g, biology, psychology, neuroscience, and sociology as well in business management, advertising, and communications. As a result, distinctive perspectives on emotion have emerged, appropriate to the complexity and variety of the emotions themselves. It is important, however, to take those different perspectives not as competitive but as complementary, each potentially yielding insight into what may be called the different “structures” of emotions.

To say the emotions have structures (or a structure) is to reject the view that they are merely amorphous “feelings” or that they have no order, logic, or rationality. On

the contrary, emotions are structured in several ways: by their underlying neurology, by the judgments and evaluations that enter into them by the behavior that expresses or manifest them, and by the larger social contexts in which they occur. Thus, one might say that an emotion is an “integrated neuro-physiological-behavioral-social phenomenon.” Different emotions will manifest such structures to different extents and in different ways depending on the specific emotion , its type, and the circumstances.

In the remainder of the articles the structures of the different emotion will be considered under the three heading (thought it should be borne in mind that the structures of any emotion are always integrated into an organic whole): (1) physical structures, including overt behavior, neurology, and physiology; (2) experiential structures, or how an emotion is experienced by the subject; and (3) social structures, including cultural causes and circumstances, the social, the social meaning and function of emotional expressions, the social effects of emotional behavior, the political causes and effects of emotional behavior, and the ethical considerations that determine the nature and appropriateness of emotions

1. 1. Physical Structures

Aristotle stated that during the first half of the 20th century, members of the psychological school of behaviorism attempted to study mental phenomena strictly in terms of their publicly observable causes and effects. According to behaviorists, any genuinely scientific account of emotions must be limited to a description of the observable circumstances that evoke emotions (the “stimulus”) and the observable

physical changes and behavior that result from them (the “response”), including especially verbal behavior. Although behaviorism is no longer considered a viable approach, it should be noted just how much the dimension of the publicly observable encompasses. The stimulus and response situations include not only the physical surroundings of the people experiencing the emotion and any movement, gesture, or sound they make but also their neurological, neurochemical, and physiological states-including, for example , hormone levels and variations in the activity of the autonomic nervous system, which controls and regulates internal organs.

a. The Neurobiology

Before the advent of behaviorism, when the science of neurology was still in its infancy, the American philosopher and psychologist William James (1842 – 1910) brought some of the factors together in his theory of emotion, which he set out in his foundational study *The Principles of Psychology* (1890). In the space of the few dozen pages, James cited a wide variety of physiological changes involved in some emotions: Autonomic nervous system activity (racing heart, dilation of the blood vessels, constriction of the bladder and bowels, involuntary changes in breathing, and "something in the pharynx that compels either a swallow, a clearing of the throat, or a slight cough"), characteristic "emotional" brain processes, "nervous anticipations, "and overt physical expressions and actions-trembling, weeping, running and striking. For

James, such emotion are physical sensations that accompany certain physiological changes that themselves are brought about by some "upsetting" perception. Accordingly, in a famous piece of advice, he urged those who wished to improve their emotional state to "smooth the brow, brighten the eye, contract the dorsal rather than the ventral aspect of the frame, and speak in a major key, and pass genial compliment.

b. The Physical Expression

There has been a great deal of research of emotional expression, particularly on those expressions that are most immediate, most evident, and typically most spontaneous or automatic and thus often unknown to the subject who displays them. Darwin observed the striking similarity between the emotional expressions of many mammals and humans; he thus postulated both an evolutionary explanation of the similarity and an anthropological thesis that facial expressions of emotion, such as those of anger, surprise, and fear, are universal in human beings. In the 1960s the American psychologist Paul Ekman set out to disprove Darwin's anthropological thesis but found, to his initial consternation, that it was confirmed by mounting cross-cultural evidence. Since then, studies of the characteristic facial expressions of various emotions and their recognition have been a dominant topic of psychological research. Not all emotions have characteristic facial expressions, of course, and so studies tend to concentrate upon a small set of basic emotions-e.g, anger, disgust, fear, joy, sadness, and surprise. Each of these emotions, according to many theorists,

consists of an "affect program"-a complex set of facial expressions, vocalizations, and autonomic and skeletal response. It is still a matter of debate whether emotions that are supposedly basic can be captured terms of affects programs; thus, it is also controversial whether the recognition and production of typical facial expressions are indeed universal and "hardwired".

1.2 Experiential Structure

James introduced his theory of emotions with an important qualification: "I should say first of all that the only emotions I propose expressly to consider here are those that have a distinct bodily expression." Although there are emotions that do not have any such expressions, James insisted that all emotions have a mental or conscious dimension. The initiating cause of emotion, according to James, is a perception. James did not take a perception to be a constituent of emotion, but he clearly recognized its importance. To put the matter in a way that he did not, James recognized that an emotion must be "about" something. It is not just a feeling based on a physiological disturbance. Thus, James alluded to intentionality, the feature of some mental processes in virtue of which they are essentially about or directed toward an object. Many theorists following James have revised his analysis by including perception, and with it intentionality, as an essential part of emotion. Indeed, some theorists have claimed that an emotion is just a special kind of perception. The concept of emotional experience, accordingly, has been considerably enriched to include not only physical sensations of what going on is one's body but also perceptual experiences of what is going on the world. In the study of emotion, of

course, that perspective is an emotional perspective, “colored” by the various emotions as well as by the unique perspective of the subject. But the common metaphor of color does not do justice to emotional experience. Emotion is not something that is distinct from and somehow overlays an experience; the experience is part of the structure of the emotion itself.

1.3 Social Structure

Although Darwin thought that some emotional expressions are due to “the constitution of the nervous system ” and play a role in adaptation and survival , he believed that others serve a different purpose: the communication of emotion to others. Indeed, the ubiquity and uniformity of facial expressions of emotion would be hard to fathom if it were not for the fact that they communicate an individual's emotions to other members of his group or species. By smiling one indicates friendliness and perhaps lack of intent to cause harm; by frowning one conveys the opposite. The emotional expressions that are so evident in the face and body serve as the first means of communication between a mother and her infant. As Darwin noted, “We readily perceive sympathy in others by their expressions; our sufferings are thus mitigated. We laugh together and our mutual good humor increases and strengthens our pleasure.” The social aspect of emotion , accordingly, is most of obvious in public displays of emotions, which directly affect the behavior of other people. But this aspect includes much more than communication. It also includes the social constitution, or social construction, of emotion with and through other people. The social structures of emotion consist of the ways in which the larger social context

determines an emotion's causes, content, modes of expression, and meaning. Even the basic emotion, which are generally assumed to have a neurological core, are shaped to a large extent by social factors.

2.1.4 Definition of Emotion Word

Emotion word is each word or phrase describing an emotion or feeling.

2.1.5 Categories of Emotion Words

1. Anger is the strong emotion that you feel when you think that someone has behaved in an unfair, cruel, or unacceptable way. Categories emotion word of anger: Angry, resentful, mad, aggressive, frustrated, distant, critical, hateful, threatened, hurt.
2. Sad is feeling or showing sorrow unhappy.
Categories emotion words of Sad: Guilty, abandoned, despair, depressed, lonely, bored.
3. Love is an intense feeling of deep affection or feel a deep romantic or sexual attachment to (someone). Categories emotion word of Love: fall in love, fondness, tenderness, warmth, attachment, liking, weakness, leaning, feel deep affection for.
4. Happy is someone who is happy has feelings of pleasure, usually because something nice has happened or because they feel satisfied with their life.
Categories emotion words of Happy: Joyful, interested, proud, accepted, optimistic, intimate, powerful.

5. Fear is an unpleasant emotion caused by the belief that someone or something is dangerous, likely to cause pain, or a threat. Categories emotion words of fear: afraid, fearfulness, dread, distress, panic, dismay, fright, scare.

2.1.6 Vocabulary

Vocabulary is the most important component language because it affects the four language skill, there are listening, speaking, reading and writing. Vocabulary is the collection of words that an individual know (Linse, 2005: 121). Related in to the importance of vocabulary learning is central to language acquisition, whether the language first, second, or foreign. Generically, Vocabulary is the knowledge of meaning of words. Vocabulary is a powerful carrier of meaning. A learner, recognizing the communicative power of vocabulary, might reasonably aim to acquire a working knowledge of a large number of words. Vocabulary is all the words that a person knows or uses.

1.2 Review of Previous Studies

There are a few studies having been investigated by other researches relevant to this study. They are presented in details below.

The first, study is done by Darwin's (1998) about emotion, took for granted that emotions are modular (or discrete) and used terms such as anger, fear, disgust, and so forth to specify separate modules.

The second, study is done by Wundt (1896) about emotion, Wundt also described a modular organization of emotions, advocating the combination of both a

dimensional and modular approach. For example, the anger module differs from the fear module, but anger varies in how unpleasant it feels and in its strength.

The third, study is done by Plutchik (1980) about theory of emotion, Plutchik describe what emotions are and not just how language is used to represent them, Schlosberg's focus on how to be represent the information signaled by facial expressions.

1.3 Research Model

Framework is a particular set of rules, ideas, or belief, which you use in order to deal with problems or to decide what to do (Collins English Dictionary).

This study belongs have language teaching skill and sub skill. Language teaching skill is writing, reading, speaking, and listening. Language teaching sub skill is vocabulary, grammar, pronunciation and spelling. In this study, the writer focuses on vocabulary.



