



Expression of Disappointment Emotions in 1-3 Year Old Children in Psycholinguistic Studies

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Abstract

This study uses a psycholinguistic approach to examine how children aged between one and three years old show disappointment. The study aims to find, examine and characterize the words or phrases used by children to express disappointment. The approach used is a descriptive qualitative analysis based on phonological and syntactic theories of child language acquisition. Naturally, conversational data were collected by documenting the events that made children feel disappointed. The findings of the analysis showed that children often used nonverbal cues such as roaring, shouting, and crying along with explanations to convey their dissatisfaction. Children aged 1 year and 4 months have only learned verbs and nouns at the syntactic level. Two-year-olds can say two words classified as verbs, nouns, pronomina and negative phrases. Children between two and nine years old can say two nouns, verbs, adjectives, or adverbs.

Keywords: disappointment, children, psycholinguistics, phonology, syntax

Introduction

Language is the most effective communication tool for humans to live together in a society. Body language, facial gestures, and non-linguistic sounds are some of the other ways that humans can communicate even when not speaking (Szekely et al., 2004). Body language, signs, sounds and symbols are all used in communication to convey meaning. To convey meaning, language is a systematized set of symbols. According to Fridani (2014), language is a communication shift consisting of a unique system of symbols used by a group of people to transmit ideas and information. Language is an important component in child development. Language is a symbol-based oral, written, and symbolic communication system. The words (vocabulary) used in society and the rules (grammar and syntax) that govern their combination and variation make up language. (Kaczmarek, 1999)

Based on the stage of development, early infancy has certain qualities that distinguish it from other age groups. The golden age of early infancy (0-6 years) is when all aspects of development are stimulated and plays an important role in preparing children for the challenges of later development (Sakka et al., 2022). The competence process and the performance process are the two phases that make up a child's early language acquisition process (., 2023). The unconscious process of understanding grammar is called competence. This procedure is a prerequisite for the performance procedure, which consists of the publishing technique, or creating heard phrases, and the comprehension procedure. The other side of publishing requires the capacity to write and publish original sentences. If a youngster has mastered both forms of competence, it will be seen from his language proficiency (Chaer. 2009: 167).

Literature Review

Despite being the same age, children learn language in different ways (Riyanto, 2012). An interesting aspect of children's language development is that although they acquire language at the same rate, the 2-3 year period includes the acquisition of vowels and consonants (Guasch et al., 2013). This age group is in an important phase that is crucial for language learning. In a scientific field known as psycholinguistics, studying how language users or speakers construct sentences (Natsir, 2017; Suharti et al., 2021). Psycholinguistics tries to explain how language skills are acquired by humans and the psychological processes that occur when someone utters the sentences they hear when speaking (Mahmasoni, 2023); (Sulistyowati, 2021). As additional information, psycholinguistics aims to explain the nature of language structures and how they are acquired, used, and understood in speech (Setyawan & Taufik, 2019).

Research Method

Descriptive qualitative analysis method was used in this research. According to Umrati and Wijaya (2020), a descriptive qualitative approach is a type of research that does not produce statistical analysis methods involving numbers. The purpose of qualitative research is to learn more about the research subject in a particular situation. Children's speech about disappointment was listened to as part of the listening technique used to collect data. According to Sudaryanto, the basic approach of the listening method is tapping (Mulyani, 2020).

Children and people in their immediate environment had live conversations, which became the main source of data for this study. Using a recording application on a mobile phone, the data collection process and strategy was carried out by listening to children's conversations or language use. Children aged 1-3 years old were the subjects of the study. The researcher used the free listening technique in this case, which involved recording the instances of conversations when the children felt let down. Afterwards, transcriptions of the recorded conversations were made. Using a psycholinguistic approach, the data obtained - i.e. the phonological and syntactic acquisition of children's language - was examined in relation to the expression and emotion of disappointment.

Result and Discussion

The golden age is often referred to as the time when children are in a very important period of their lives. From conception to the age of four. Development at this age can be influenced by external and internal elements, such as society or the surrounding environment, as well as internal factors such as parents or family. Dynamic child activities can support the developmental stage and provide strength, power, and style to attitudes and behaviors. Dynamic activities can provide strength, power, and force to attitudes and behaviors and can stimulate developmental stages with intrinsic drives that have the capacity to trigger all possible mental and bodily mechanisms.

Developmental theories classify children between the ages of one and three as the early linguistic stage. Children are still unable to understand the grammar of the mother tongue at this stage. This is because the child's speech organs are just beginning to work. The words spoken tend to be too general and exaggerated, making them sound less comprehensible.

In everyday family relationships, children can pick up emotions through signs as well as from the outcome. Emotion in Latin, "movere", is defined as "to move or set in motion". Emotion is understood as the desire to perform an action. The term "emotion" describes a biological and psychological state, a set of tendencies, and a sensation or idea. as well as a mental state and a number of behavioral tendencies. These feelings can include joy, fear, love, surprise, disgust, anger, and sadness. Their emotional intelligence will be good and improved if they are taught the right feelings from a young age.

For no apparent reason, a child may cry suddenly. Children cry for many reasons, mainly because it is their first form of communication. When children communicate by crying, of course the language used is still not perfect, especially since the language used still has many mistakes such as spelling mistakes when speaking (Sutrisna, 2018).

Aspects of Phonology

When children express their dissatisfaction, phonological elements often emerge as a natural way to describe certain circumstances or situations. The following conversation shows the phonological features noted when children feel disappointed.

Context I

Auntie : Kenzo, we'll go to the playground this afternoon.

Auntie : Well, Kenzo's mom isn't feeling well, so we'll go to the playground tomorrow.

Kenzo : Huu..... yah Mamiii

Auntie : Kenzo's mom has to come with us.

Kenzo : Aa....aaaaa!!! Huuu!!! Huu!!!

There are two ways to show disappointment in the context of the events mentioned above. Lamentation, which also gives rise to certain phonemes, is a linguistic manifestation of disappointment. Huuuu and aa... aaa are phonemes that emerge from the wailing. Meanwhile, body language conveys nonverbal signs of disappointment. In the aforementioned situation, the research subject used nonverbal cues to convey his disappointment, such as crying. This analysis leads to the conclusion that the individual uses phonemes to express himself verbally in context I.

Context II

Auntie and Anasya shopping at Indomaret

Anasya : (Taking Kinder Joy)

Auntie : Don't buy it, don't buy it, let's place it again.

Anasya : Keep holding Kinder Joy

Auntie : Come on Anasya, we promised that Anasya will only look around. (Forcibly pulling Kinder Joy)

Anasya : Haaaaaa (Crying while pointing and hitting her Aunt)

The sounds haaaaaa...! and huaaaa... in context II convey Anasya's dissatisfaction that her aunt did not fulfill her wish to buy Kinder Joy. Kinan also expresses her disappointment by hitting her aunt so that her wish will be granted.

Syntactic Aspect

Kinan's mom : What are you doing? Don't play in the water Kinan

Kinan : I don't want to

Kinan's mom : Give mama the water hose!

Kinan : Ignoring

Kinan's mom : (forcibly pulling Kinan)

Kinan : Nga.....ngangg..aaahhh....! (Whining)

Kinan's mom : If I say it once, you have to listen! No need to be cranky! Let's take a shower!

The child is currently in the one-word speech process phase, as per the data in context III. The word spoken is the negative form, "gak," which means "no." Intended to convey a refusal to stop playing with the water hose, this is a negative form. However, all the child's hard work was in vain, as his mama still brought him into the house to bathe and change. The child feels let down by this. Then, in front of his mama, the toddler lets out a scream or two to express his disappointment. The little baby can now speak in terms that are classified as verbs, nouns, or other negative form utterances.

One way children vent their frustration is by yelling, screaming or crying. Feelings of pleasure that are taken away from children can also lead to their frustration. Children act this

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way because they cannot control and communicate their emotions well at this time. This is because the child's physical, verbal and psychological growth is ongoing.

Conclusion

Families, including children, will act and think in ways that fit their roles to fulfill their emotional needs. If it is not for good and healthy communication, it is difficult for them to perform their duties according to their functions in the family. Inappropriate fulfillment of emotional needs will cause problems for both parents and children. Therefore, children will often imitate the feelings taught by their parents in response to an event that happens to them, which makes the function of parents here very important.

It can be inferred from the data that a wide variety of expressions of disappointment are shown by children aged between one and three years old. Both verbal and nonverbal means were used to convey their disapproval. Children aged between one and three years old use repeated sounds, such as sobs, to communicate their dissatisfaction at the phonological level.

Children between one and three years old use sentences as a syntactic means to express their frustration. The sentences look like incomplete sentences with very basic structures. Children seem to progress faster at the syntactic level as they get older. Young children as young as one and a half years old can already pronounce words such as verbs, nouns, and negative forms of speech such as "no".

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