

Emotional Expressions of 1 Year Old Children in a Psycholinguistic Study in Karawang, 2021

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Abstract

The purpose of this article is to provide information and an overview of emotional expression of 1 year old children in psycholinguistic studies. Based on initial observations made on one-year-old children, the first research subject could not say 1 word, only laughing expressions in front of their parents. In the first year the child should have started to understand instructions and say one word, then in the second and third year, the child has started to recognize and learn to pronounce simple words even though the pronunciation is not so perfect. This type of research is qualitative research. The method used in this research is descriptive method. Psycholinguistics tries to describe the psychological processes that take place when a person pronounces the sentences he hears when communicating and how these language skills are acquired. The results of research conducted by researchers based on language acquisition data, researchers found that two respondents both could not pronounce 1 word. Either mama, papa, or other words that are usually spoken to children aged 1 year.

Keywords

1 year old; psycholinguistics; psychology



I. Introduction

Emotions are expressions of feelings that are expressed in various forms of behavior, including joy or pleasure, sadness, anger, shame, confusion, fear and so on. For parents, teachers who watch children, caregivers and even helpers who are at home as assistants to parents who have a lot of outside activities, they should have the ability to understand emotions. (Rahmadani, 2019). Referring to the General Indonesian Dictionary, the definition of children is etymologically defined by humans who are still small or humans who are not yet mature.

Early development in infancy, children's emotional statements are more related to physical conditions. For example, the body is sick, hungry, hot and cold. Children have not been able to directly understand environmental conditions and what they need to do. Adults who must understand what to do. Never think that emotional development at an early age is not important, children are considered small and can be treated as they please. This is what is very dangerous. Because the signs that are expressed through the symbols above, if not responded to or belittled or even ignored, have psychological effects that are harmful to child development.

Psychology (psychology) comes from the Greek, namely psyche (soul), and logos (science). Etymologically, psychology is the science of the soul (Gunarsa, 2003). Psycholinguistics itself is a combination of psychology - linguistics. According to Harley (Dardjowidjojo, 2003: 7), psycholinguistics is the study of mental processes in language use. Slobin (Chaer, 2003: 5) suggests that psycholinguistics tries to describe the psychological

processes that take place when someone says the sentences he hears when communicating and how language skills are acquired by humans (Darwis, 2020).

According to Chaer (2009: 167), the acquisition of a first language is the first language mastered by children which is usually called the mother tongue. Children who are acquiring the sound system of their mother tongue will at first pronounce all the sounds in a chattering way. Thus, children are only allowed to imitate the sounds of their mother tongue. Children only receive and observe sounds that have meaning for them. After the child recognizes the sounds of language and non-language sounds, then he enters the introduction of certain phonetic forms. Certain phonetic forms that lead to the recognition of the sound of the first words that are known to children. After the child recognizes the first words (such as ma, ba, pa, etc.) (Darwis, 2020).

Children's language development according to Aitchison (in Harras and Andika, 2009: 50-56) consists of ten stages. 0-3 months old can feel, 0-9 months old can hear intonation patterns, 1 year old can make one-word sentences, 1-3 years old are thirsty for words, 2 years old can make four-word sentences, can make negative sentences, mastering inflection, perfect vowel pronunciation, age 3-6 years, consonant pronunciation is perfect, age 4 years old, mastery of sentences correctly, but still limited), age 5 years old morphological construction has been perfect, age 10 years mature to speak (Trinowismanto, 2016).

The first relevant research from Etin Pujihastuti Rochwidjatini, Bambang Lelono, Srinani Hariyanti on Expressing Joy in Children Age 3-5 Years in a Psycholinguistic Study 2017 that language acquisition for children aged 3-5 years is the final stage towards language perfection. The language used by the child is the result of observations from the surrounding environment, apart from the LAD owned by the child. The language acquisition process includes when children try to express feelings of joy because of something through linguistic aspects (Etin Pujihastuti, 2013).

The second relevant research by Ahdimas Husnun Khotami about Expression of Emotions in Children aged 1 year 6 months in the 2020 Psycholinguistics Study that the speech that comes out of the child is strongly influenced by the circumstances that are being experienced, such as sad, happy or uncomfortable. Children aged 1-2 years are in the holophrastic stage, which can say one word to represent a desire or expression for themselves. In general, children aged 1-2 years will say or speak when they want to express their emotions. Through language, children can express or express emotions, even though their language skills are only at the holophrastic stage (Khotami, 2020).

The third relevant research from Dedhe Khairina et al regarding the Analysis of Language Disorders in Children Through Psycholinguistic Studies that children aged 0-5 years experience speech delays which can be triggered by environmental factors, hearing loss or growth and development disorders. (Khairina, 2017).

The fourth relevant research from Tri Mahajani on Language Acquisition and Language Use of Elementary School Age Children 2017, that the language of elementary school age children is still developing. Therefore, parents, teachers, and those around them play a very important role in guiding and always providing input to achieve perfection in the acquisition and use of language. (Tri Mahajani, 2017).

The specific purpose of this research is to provide information and an overview of emotional expression of 1 year old children in psycholinguistic studies. Based on the initial observations made by the researcher, there were 4 children studied. First, for children named child Z and child S who are one year old, they can't say 1 word yet, only laughing expressions in front of their parents. In the first year the child should have started to understand instructions and say one word, then in the second and third year, the child has started to recognize and learn to pronounce simple words even though the pronunciation is

not so perfect. Such as "patu" (what is it), "ndak au" (don't want to), and so on. Da temporary assumption, the delay is caused by family factors that do not stimulate children to talk or sing and tend not to teach clear words so that children do not want to talk even though they are 1 year old. Second, in child A and child C. Their age is 1 year and they are able to produce 1 to 3 words when visiting the midwife's practice. Therefore, the researcher wants to examine "Emotional Expressions of 1-Year-Old Children in Psycholinguistic Studies in Karawang in 2021".

II. Research Methods

This type of research is qualitative research. According to Bogdan and Taylor (in Moleong, 2010:4), qualitative research is research that produces descriptive data in the form of written or spoken words from the people observed and the observed behavior. The method used in this research is descriptive method. According to Bogdan and Taylor (in Moleong, 2010:11), descriptive method is data collected in the form of words, pictures, and not numbers. This research is a descriptive language research. This method is used to describe the data collected in the form of the observed words and sentences of one year old children (Khotami, 2020).

The instrument of this research is the interview method with the parents of 1 year old children. The respondents of this study were 4 children aged 4 years. The data of this study are the results of interviews with the children's parents and all the utterances spoken by one year old children. The data sources for this study were 4 respondents, namely child Z and child S who could not speak, and children A and C who could speak. So far, researchers have seen that the children are in good health, with no physical or mental disabilities. Data collection in this study used the method of listening with the basic technique of tapping. According to Sudaryanto (1993: 133), tapping technique is referred to as the basic technique in the listening method because essentially listening is realized by tapping which aims to tap the speech of the respondent (Khotami, 2020).

The first advanced technique in this research is the conversational free listening technique which aims to listen to the utterances of speech events without their involvement and find out the child's delay in language. The second technique is recording the utterances conveyed by the respondent using a recorder and writing instrument, and the third technique is the result of interviews through questionnaires to 4 respondents' parents.

III. Results and Discussion

3.1 Results

The results of research conducted by researchers based on language acquisition data, researchers found that the two respondents both could not pronounce 1 word. Either mama, papa, or other words that are usually spoken to children aged 1 year. This data was collected by recording all activities and language in S and Z children, using the free-of-conversation listening technique. Based on the results of interviews with the parents, the two respondents did not receive speaking training from their parents because the parents of the children both worked together. The delay factor of the two respondents is the busyness of parents so that children do not get maximum speaking practice since birth. Furthermore, children A and C can already say 1-3 words based on the free-talk listening technique. Based on the results of interviews with the parents of children A and C, these children get attention and are often trained to speak by their parents. Children A and C can speak 1-3 words because of their good parenting style, full of free time for their children, because their mother is a housewife. Often invites their children to play, sing, tell stories and learn words through children's story books.

3.2 Discussion

The following table shows the development of infants and toddlers by age.

Table 1. Baby and Toddler Development Table by Age

AGE	ROUGH MOTORIC	FINE MOTOR	OBSERVATION	TALK	SOCIALIZATION
0-3 Months	Starting to raise your head	Defend the things that are held/handheld	His eye movements begin to be able to react to the movement of certain objects and interact with others through gazes and smiles	Begins to babble and mumble and react to stimuli in the form of sounds/sounds	Can recognize his mother through sight, smell, hearing, direct contact
3-6 Months	Lifting the head straight and lifting the chest (support on the hands)	Starts reaching for objects (including those that are out of reach) and putting them in their mouths	Trying to broaden the field of view and start trying to find lost items	Reacts when his name is called	Laugh and scream happily when invited to play
6-9 Months	Able to sit alone (without assistance), prone and turn on their own, and crawl	Make a movement to move objects from one hand to the other	Already know the faces of family members and feel afraid of strangers	Speak using a language that is not understood, or better known as baby language	Can communicate and start doing various game activities such as throwing objects, starting to play peek-a-boo, and clapping.
9-12 Months	Stand alone (without assistance) and start learning to walk with a limp (still being guided)	Begins to be able to grasp small objects with thumb and forefinger. Not only that, your little one is also able to put objects, such as toys, into the box.	Shows great interest in exploring his surroundings. Still you have to be careful because at this point he starts to touch anything and put it in his mouth.	Not only can he imitate the sound he hears and ask for a word or two, he is also able to digest simple forms of commands	Can interact and participate in the game
12-18 Months	Your little one can now walk without the guidance of others and bends down to pick up fallen objects.	Start practicing his creativity by arranging 2-3 boxes and doodling on paper	Take frequent walks to explore the house and its surroundings	Can say 5-10 words	Starting to show jealousy and competition
18-24 Months	Have been able to do various physical activities that	Learn to feed yourself and learn to draw lines	Pointing his eyes and nose	Composing 2 words	In addition to learning to control bowel movements, he also begins to show interest in

AGE	ROUGH MOTORIC	FINE MOTOR	OBSERVATION	TALK	SOCIALIZATION
	are quite exhausting, such as going up and down stairs, squatting and running				socialization activities as evidenced by playing with other children
2-3 Years	Learn to jump, climb and jump on one leg	Start doing activities that give him a little challenge to think, for example making a bridge with 3 squares and drawing a circle	Recognizing the existence of other environments outside the family	Able to compose sentences, ask questions and understand what is being said	Play with other children
3-4 Years	Can walk on fingertips, play ball, ride a tricycle	Learn to put on clothes and unbutton and be able to draw cross lines	Get to know 2 or 3 colors, ask a lot of questions, and get to know the up, down, front and back sides	The little one can talk well. He can even say his own name, gender and age	He became interested and listened to the stories presented to him. Shows affection for his brother and is able to do the tasks assigned to him.
4-6 Years	Can jump, dance and climb trees	Can fasten buttons, tie shoelaces, and express his artistic abilities by drawing squares, triangles, people	Can count fingers, recognize 4 colors and estimate and distinguish shapes and sizes of objects	Good at talking, can say the names of the days of the week, and hear important words/stories	Protest when what you want is forbidden and take an interest in adult activities

Source: (Darwis, 2020)

Child Z and child S cannot speak 1 word at all but are only able to smile, if seen from Table 1 regarding the development of infants and toddlers by age, they should be Z and S children can imitate the sounds they hear and speak a word or two, but they are also able to digest simple commands. This makes it possible to be referred or collaborated with medical personnel for speech therapy and detected through SDIDTK (Stimulation, Detection and Early Intervention on Child Growth and Development) by midwives or health workers. Supporting factors include social interventions consisting of a series of institutional activities in fostering self-confidence and enthusiasm for street children (Sulasmı, 2020). The statement conveys parents to their children or extended family members, both in the nuclear family and on certain occasions (Thariq, 2018). Children are a community group that determines the future of the nation (Hendra, 2019). Whereas in children A and C they are in accordance with their age when seen from their speech. They can speak 1-3 words and imitate the sounds of those around them. Children A and C get full training from their parents, because their mother does not work. For parents who give maximum attention to their children, it will create a strong inner and psychological bond between children and their parents. So that emotional expressions in the form of words and psycholinguistics will develop normally. It is

different with children who receive less attention from their parents, they become angrier, have difficulty expressing words, and lack of closeness between children and their parents.

a. Research Results Based on Gender

Based on the results of this research on psycholinguistics, children S and A are male and children Z and C are female, through the researcher's direct description and the method of interviewing their parents.

b. Research Results Based on Free Listening and Parents Interview

Based on this research on psycholinguistics, children S and Z were not trained by their parents in speaking. Because both of them work so there is no free time to train their children. Their child is only entrusted by the caregiver to child S, while child Z is entrusted to his grandmother. Meanwhile, children A and C are trained by their parents because their mothers fully take care of their children and often train their children to speak.

c. Expression of Emotions for 1 Year Old Children in Psycholinguistics Study

Based on the description and data analysis, the researchers found that child S and child Z could not speak a single word due to not being trained to speak by their parents because they were busy working and the children were only entrusted to their caregivers and grandmother. according to Indonesian Pediatrician Association (IDAI) In 2019, babies tend to pay attention and respond enthusiastically to the carefree chatter around them. Child A and child C can speak 1-3 words because they get a good psychological bond from their parents, because their mother does not work. The high-pitched intonation and playful parenting style often make babies feel happy and ready to focus. About 80% of a baby's brain development occurs in the first 3 years of life. As the size of the brain grows, the neural network of the baby's brain will connect to each other or make connections between one understanding and another. This connection is called a synapse and has a very high speed, about 700 units per second for the first few years of its life (Suyadi, 2010). By talking to babies, these synapses will be sharpened for children to recognize language as well as understand the meaning and meaning of words. This process will strengthen the baby's linguistic abilities as they develop and learn. The more often you chatter and talk to him cheerfully, the child will show above average language skills at the age of 2 years (Rahmadani, 2019).

In this psycholinguistic study, of course, there are several aspects. Among them:

- a. Aspects of phonology as a marker of expressing feelings of joy with the emergence of utterances that are included in the phoneme level (Son, 2013). If S and Z children are trained to speak from an early age, they may be able to express their phonological aspects through tones or expressions in their language or words later.
- b. The morphological aspect, the expression of the child's joy is expressed by saying the word (Dance, 2009). In this study, children S and Z have not been able to express their joy because they have not been able to say a single word at the age of 1 year.
- c. Syntax aspect. Child starts one-word speech (Patada, 1990). This word for the child is actually a full sentence, but because he has not been able to pronounce it completely, he only takes one word.

IV. Conclusion

Based on data analysis conducted by researchers regarding the expression of emotions in 1 year old children, it can be said that this research is related to psycholinguistics. Psycholinguistics describes the psychological processes that take place when a person pronounces the sentences he hears when communicating and how language skills are acquired by humans.

In essence, in communication activities, there is a process of producing and understanding speech. From the various descriptions above, it can be concluded that psycholinguistics is a description of the study of interdisciplinary science in linguistic studies which studies the use and process of the occurrence of language by humans which is obtained from the process of producing and understanding speech between the human mind and body. Researchers found that children S and Z could not say one word at all. Therefore, researchers recommend that parents take special actions for their children to health workers.

According to research by Aisah Rahmadani from the Sehatq journal in 2019, how to train children to speak according to their age are as follows:

- a. Often chat with baby. Parents are getting louder, children are also getting better at speaking. It can also make him talk fast.
- b. Spend time alone with baby, because from this intimate interaction he will be more focused so that it is easier to teach children
- c. When your baby tries to talk to you, don't interrupt or look away. Show you care about what he has to convey
- d. Make eye contact so that the baby's response is better
- e. Limit television and mobile use. Too much exposure to sound will hinder the child's ability to speak
- f. Sing a song can attract the attention of the little one. This can also make children want to imitate the sound that comes out of your mouth so that they hone their speaking skills
- g. Once in a while, have a serious talk (not just playing games) so he knows how to use normal language around him (Rahmadani, 2019).

Here's how to train children to talk month by month

How to train children to speak can be adjusted to the age and condition of the baby. Here are tips to train children to speak from the age of 1 to 12 months that you can follow:

a. Baby 1-3 months

Babies communicate by crying, babbling, smiling, and moving their bodies. Here's how to train a child to speak at the age of 1-3 months:

- Chattering, singing, babbling, and play peek a bo with baby.
- Describe daily activities such as bathing, making food, and so on.
- Read more books together.
- Smile and give a happy or cheerful expression when your baby makes a sound.
- Around 2 months when your baby begins to pronounce vowels, help give examples of words.
- Make the same sounds in response to the baby as a form of conversation.

b. Baby 4-7 months

Babies begin to imitate the way you speak with an expressive up and down intonation. Here are some ways to train your child to speak that are recommended for you:

- Use baby's voice to form words, for example "ma" becomes "mama".
- Expand your conversation, one of them by asking questions to provoke a reaction.
- Introducing baby to vocabulary surrounding objects.
- Diligently read books every day, especially colorful picture books.

c. Baby 8-12 months

The baby's understanding is increasing and so is the simple vocabulary. At the age of 1, he also begins to understand certain commands, such as waving. Try these tips:

- Keep explaining your activities and confirming their reactions, such as pointing and saying "yes, that red doll is cute!"
- Expand vocabulary from the perimeter of the house to the limbs.
- Help children express feelings using words.
- Use positive sentences or reduce the words DONT/NO. Example: "Don't stand up", becomes "Let's sit down".
- Sing while moving body parts.
- Be careful in choosing words so as not to be imitated by the baby.

Each child has a different speech development, so don't worry if your little one has not shown the ability to speak compared to other children his age. Keep motivating and teach patiently, or soon consult a doctor to find out the medical reasons behind the condition.

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