

A Study of Kinesics Category and the Manifestation Towards a Toddler Attitudes

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Abstract

Kinesics, or body language, is one of the most powerful ways that humans can communicate nonverbally. It is used to portray moods and emotions and to emphasize or contradict what is being said. From the kinesics point of view, there are several facial expressions and gestures done to express respond, and do activities toward people around. From the research finding, there are kinesics expressions done from the child. There are several classifications in kinesics; Emblems a substitute for words and phrases. Illustrators go with or reinforce verbal messages. Affect Displays Show emotion. Regulators Control the flow and pace of communication. Adaptors Release physical or emotional tension. This study investigates on how a kid expresses their non-verbal behavior using the kinesics classification and based on them, the kid's verbal expressions belong to illustrators, affect displays and adaptor.

Keywords: kinesics, expression, gesture

Introduction

A human grows, and there are processes of the growth that each human face in life. The life is started when they are born and they grow up then. Human activities started when they still become babies. Babies communicate with people around them and they express their feelings and thoughts. In the process of the communication, they communicate but not yet communicated well. In fact, it does not become a matter for them to communicate with language. They speak, but they do not speak completely, clearly and well-using

language like adults. It does not seem to be a barrier for children that they have their own ways to communicate and interact with people around them using their language which is the body language. Then it becomes an effort to the people around the children to try and understand what is being communicated and interacted with them.

In the certain level of ages, the barrier that is the verbal communication of language can be solved by adding non-verbal action. The non-verbal action taken as the body language is called in the science of psycholinguistics is kinesics. Kinesics, or

body language, is one of the most powerful ways that humans can communicate nonverbally. It is used to portray moods and emotions and to emphasize or contradict what is being said.

In this paper, the writer investigates kinesics activities done by a kid. The writer observes how a child at the age 3 years old and two months interacts and maintains communication to people around the kid.

Review of Related Theories

Kinesics analysis examines what is communicated through body movement. This approach is based on the assumption that all human beings, although they may be unaware of it, act and react to situations nonverbal as well as verbally. Kinesics can be useful when employed with a qualitative method such as interview and narrative to triangulate data. Kinesics must be used thoughtfully and carefully, as movements and gestures can be easily misinterpreted and presenting findings without giving context render the data useless (Marshall and Rossman, 1995).

Kinesics is the interpretation of body language such as facial expressions and gestures — or, more formally, non-verbal behavior related to movement, either of any part of the body or the body as a whole.

The term was first used (in 1952) by Ray Birdwhistell, an anthropologist who wished to study how people communicate through posture, gesture, stance, and movement. Part of Birdwhistell's work involved making a film of people in social situations and analyzing them to show different levels of communication which is not clearly seen otherwise. The study was joined by several other anthropologists, including Margaret Mead and Gregory Bateson.

Drawing heavily on descriptive linguistics, Birdwhistell argued that all movements of the body have meaning (ie. are not accidental), and that these non-verbal forms of language (or paralanguage) have a grammar that can be analyzed in similar terms to spoken language. Thus, a "kineme" is "similar to a phoneme because it consists of a group of movements which are not identical, but which may be used interchangeably without affecting social meaning" (Knapp 1972:94-95).

Birdwhistell estimates that "no more than 30 to 35 percent of the social meaning of a conversation or an interaction is carried by the words." He also concluded that there were no universals in these kinesics displays - a claim disproved by Paul Ekman's analysis of universals in facial expression. A

few Birdwhistell-isms are as follows:

1. Social personality is a temporo-spatial system. All behaviors evinced by any such system are components of the system except as related to different levels of abstractions.
2. Even if no participant of an interaction field can recall, or repeat in a dramatized context, a given series or sequence of body motions, the appearance of a motion is of significance to the general study of the particular kinesics system even if the given problem can be rationalized without reference to it.
3. All meaningful body motion patterns are to be regarded as socially learned until empirical investigation reveals otherwise.
4. No kineme ever stands alone.
5. In one current application, kinesics are used as signs of deception by interviewers. Interviewers look for clusters of movements to determine the veracity of the statement being uttered. Some related words may be:
6. Emblems a substitute for words and phrases
7. Illustrators accompany or reinforce verbal messages
8. Affect Displays Show emotion

9. Regulators Control the flow and pace of communication

10. Adaptors Release physical or emotional tension

Kinesics is an important part of non-verbal communication behavior. The movement of the body, or separate parts, conveys many specific meanings and the interpretations may be culture-bound. As many movements are carried out at a subconscious or at least a low-awareness level, kinesics movements carry a significant risk of being misinterpreted in an intercultural communications situation.

Research Methodology

In this research, the writer classifies data collected (Marzuki 2002: 55). Primary data is collected and the data that is gained from the resource directly, observed and noted in the first hand, and the primary data is a kid, male 3 years and two months. Secondary data is collected from books, eBooks and articles. After collecting the available data, the writer continues the research by observing the primary data. The observation rules are conducted by using anecdotal records. An anecdotal record is noted information or events got from free and informal direct observation. Any kind of actions or events which considered being

important is noted right away after the actions or events done. In this research, the writer is passive. The writer waits for the actions (Marzuki 2000 59).

Findings and Discussion

From the kinesics point of view, there are several faces expression and gestures expressed to respond and do activities with people around. From the research finding, there are kinesics expressions done expressed by the kid as the primary data here, they are:

| NO | AIM | ACTION |
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| 1 | Playing a balloon | He was talking to the writer, but the writer did not understand words he was saying at that time. He did not continue talking, yet he just directly took the writer's right hand and pulled the writer to the direction of the balloon. After reaching that place, he looked at the writer, pointed the balloon and said "Uuun, bayun". From what he said then, |

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| | | eventually, the writer understood the intention of the kid that he wanted the writer to take the balloon for him. |
| 2 | Expressing hurt and annoyance | The kid was playing with his brother named Qori. The brother felt passionate about the kid and the brother pinched him. The kid felt hurt and he showed a face that was about to cry. The kid did not want to accept the act done by the brother toward him, but he did a revenge by grasping the brother's left hand with nails. It seemed that the kid was scratching. |
| 3 | Expressing fear | There was a cockroach passing the kid and he did not notice it at that time. His brother told him about the existence of the |

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| | | animal. Then the kid just directly backed off and stepped away from the animal. Hi did not want to return to that place until the animal left. |
| 4 | Wanted to pie | When he felt and wanted to pie, he knew what to do. He put off his pants and the underpants with his own hands. After they were taken off, he ran to the bathroom and pied. |
| 5 | Taking a snack | There are foods in a topless that was put on the table and he wanted to have the foods. He approached and came to the table to take the topless. He took the topless, opened the cover of the topless and put it on the table. He took the snack, then he took the cover and covered it up. After it was covered, he put |

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| | | the topless back on the place. The action did by the kid indicated that he was able to do things in order. |
| 6 | Entering a bike in the living room | It was late at night; his brother was entering a motorbike in the living room. The kid was also in the living room and watching his brother doing so. In a few minutes after that, his brother asked him to get his bike to be entered in that room. The kid understood what his brother was saying to him. Then he did the instruction. He took his bike at the terrace and got the bike to be put in the living room. |
| 7 | Cycling | It was in the morning and his brothers were busy. They were preparing kinds of stuff for schools. He |

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| | | <p>was in the living room and knew that his bike is still there. He took the bike and got it out of the room. Then he got the bike on the street before his house and cycling. The bike did not work properly. There was not a backbreaker to stop the bike, because it was broken. It was not a problem for him, because he knew how to stop the bike. He kept cycling and when he wanted to stop, he put his left foot on the top of the back tire and pushed it a bit, so that the bike stopped.</p> |
| 8 | Playing Ball | <p>The kid was playing a ball with his brother. The kid got a role to be a keeper and his brother was a striker. The kid had to catch the ball kicked. He was acting like a</p> |

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| | | <p>professional keeper and he was paying attention to the ball. He tried so hard to make some goals. It seemed that he would not let the ball to be in. when the wall moved to the left side; he went to the direction to stop and hold the ball. It happened the same when the ball went to the right direction of the goal post. He also jumped when the ball was bouncing over his head. Sometimes he was able to catch it and sometimes he did not make it to catch the ball.</p> |
| 9 | Singing | <p>He was watching TV with his brothers. The TV was a music program. There was a band performance which was on the show at that time. He was singing like he</p> |

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| | | was the artist. He took a guitar of his brother and played it. |
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CONCLUSION

From the observation above, it can be concluded that based on the kinesics classifications, the kid has been able to identify himself by noticing direction (left and right). In certain things, he is also able to do things in order. According to kinesics classification, the kid's kinesics' done belong to illustrators, affect displays and adaptor.

Refernces

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