

CHILDREN EMOTIONS IN *BIG HERO 6* MOVIE

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ABSTRACT

This research was about children emotions which aimed to describe children emotion portrayal of the main character in Big Hero 6 Movie. It applied descriptive qualitative method in revealing the data. In collecting the data, the researchers used note taking as instrument to get valid data. The researchers found some children emotions portrayal such as: Emotions of joy, anger, fear, grief, curiosity and affection.

Keywords: *Children, Emotion, Big Hero 6, Movie*

ABSTRAK

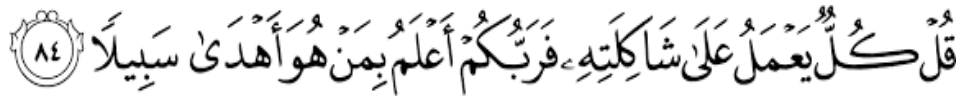
Penelitian ini berbicara tentang gambaran emosi anak pada karakter utama film *Big Hero 6*. Penelitian ini menggunakan metode deskriptif kualitatif dalam mengumpulkan data. Peneliti juga menggunakan model pencatatan sebagai instrumen dalam mendapatkan data yang akurat. Peneliti menemukan beberapa gambaran emosi anak dalam film ini antara lain: emosi kebahagiaan, kemarahan, ketakutan, kesedihan, penasaran dan rasa kasih sayang.

Kata kunci: *Anak-anak, Emosi, Big Hero 6, Film*

I. INTRODUCTION

Emotion is feeling or affect that occurs when people are in a state or an interaction that is important to them, especially one that influences their well being. In many instances, emotions involve people's communication with the world (Santrock, 2011). Emotions are reactions to a person or event. People show their emotions when they are happy about something, angry at someone, afraid of something dispirited. Usually emotions are a reaction to the stimuli from the outside and within the individual. For example, happy emotions encourage a person's mood changes, so that psychologically laughs

and sad emotions encourage someone to cry. Islam also takes a part to this research as show in QS. Al-Isra' which talks about emotions within as follow:



Translation:

"Allah SWT says: "Every one acts according to his own character (made up of his creed, worldview and disposition), and your Lord knows best who is better guided in his way"(QS. Isra':84).

Shihab (2002:544), this verse shows that the faithful of human beings has the tendency, the potential and the carrying characteristics of the activity. On the other hand, there is an introvert human being who is happy to be alone and reluctant to mingle and there is also the otherwise extrovert. Then, some are brave and some of them are cowards. The movie Big Hero 6 in character Hiro Hamada by Don Hall and Chris Williams, shows character and potential caused by the emotional impulses that exist within himself.

Furthermore The African Child Policy Forum (ACPF) (2013:1) as cited in the United Nations Convention on the Rights of the Child defines child as "a human being under the age of 18 years unless under the law applicable to the child, majority is attained earlier". This is ratified by 192 of 194 member countries. Biologically, child is generally a person between birth and puberty.

As long as the children grow older, their emotional responses become less diffuse, random and differentiated. Young babies, for example, show displeasure merely by screaming and crying. Later their reactions include their resisting, throwing things, stiffening the body, running away, hiding and verbalizing. With increasing age, linguistic responses increase and motor responses decrease (Hurlock, 1978:193). The emotion interest to research because it relates with our life and it involves nonverbal communication.

Reddy in Buckley (2003:23) states that children use nonverbal communication to get their intention, interest and thoughts across to others. Tabors (2008:45) also identifies four areas for which children learning a second language use nonverbal communication: to get attention, for requesting, objecting and joking. Tabors however, observed some difficulties in the use of nonverbal communication. She mentions that when there are no

responsible adults to interpret the nonverbal cues children give, the intended message would not be put across.

Every literary work has emotion within. Emotion appears many times in Big Hero 6 movie, especially in the main character (child). Besides, this movie has average rating 7.3/10 and many viewers in 2014, it is an action packed animated adaptation of the same title superhero comic that is likely to attract younger kids as well as teens and also this movie has moral value. The character in this movie acts as a child and mostly expresses his emotion by nonverbal communication, moreover children emotion uses more nonverbal communication rather than verbal communication to show their feeling. Moreover it makes children emotion more unique than adult emotion because they have the ways to show it.

LITERATURE REVIEW

1. Psychological Literature Approach

Psychology can be defined as the scientific study of behavior and mental processes. Behavior is any activity can be observed, recorded and measured. Mental processes include thoughts, memories, emotion and beliefs (Cieder & Ceothals, 1983:4). Wiyatumi, (2011:6) describes psychology literature was born as one type of literary study used to read and interpret literary works, authors and readers of literary works using a variety of concepts and frameworks existing theories in psychology.

Endraswara, (2003:16) mentions psychology literature is an interdiscipline between psychology and literature. Psychology literature are basically divided into three areas of study, namely the psychology of the writer, the reader psychology, and the psychology of characters contained in a literary work (Nuranto 2011:24).

Endraswara, (2003:59) explains the steps of understanding of psychology literature theory could through three ways. First, understandings of psychology's theory then do research in literary works. Second, to describe a literary works firstly as the object of research then deciding psychology's

theory which considered relevant for used. Third, decided the theory and object of research simultaneously.

Based on some suggestions about psychology of literature above, the researchers can conclude that psychology of literature is an approach which connects between literary works and psychology of science, the way to research the literature work using psychology theories.

2. Children Emotion

Barish (2009:15) states that every emotion is associated with a characteristic action tendency or action disposition. For example, motivates exploration, anger motivates attack, fear motivates escape, shame motivates concealment.

The emotion's expressions of children such as, laugh and cry and show fear, anger, love and affection, can be reviewed as the form of about their current feeling, needs, and desire. Through emotional displays, then, children can communicate their needs and desire (Marvis & Ross, 1986:237). Denham, (2011:17) mentions that children deal with many of the same emotions adults do. Children get angry, sad, frustrated, nervous, joy or happy, or embarrassed, ect, but they often do not have the words to talk about how they are feeling. Emotions serve us a form of communication, through the facial and bodily changes that accompany the emotions, children can communicate their feeling to other and determine what the feeling of other are (Hurlock,1978:193).

Further, children sometimes act out these emotions in very physical and inappropriate ways. Such as, when children were frustrated, they threw the puzzle piece and the puzzle (Denham.2011:17).So, the researcher conclude that children emotion is almost the same with adults emotion, but child emotion is easier and quick to change and so clear to identify.

All emotions are less violently expressed as children grow older due to the fact that children learn how people feel about violent emotional outbursts, even those of joy and the other, pleasant emotion, and it is because children curb some of their emotional expressions emotions tend to persist longer than they did when they were expressed more violently (Hurlock 1978:194).

a. Types of Children Emotion

Life without emotion would be bland and empty. The experience of love, anger, joy, fear and other emotions energize and add color to human lives. According to Hurlock,(1978:195), emotion is an important role in life of children, it is essential to know how they develop and how they affect personal and social adjustments. Related to the point about kinds of children emotion, so the researcher will put some types of children emotion and also responses of these emotions as follow

1) Anger

Anger, as is well known, is evoked by frustration (interference with abstaining desired goals, not getting what we want to or deserve), by feeling “wronged and physical or emotional pain and injury, (Barish,2009:21). According to Hurlock (1978:197) that children frequently set goals beyond their reach. They fail to reach these goals, they become angry at themselves or at the people they believe have stood in their way. They also become angry when they feel that they or their friends are unjustly reprimanded or punished or when they are slighted, neglected, or ridiculed by other children.

According to the study, the restriction of body movement and the presence of less serious physical discomforts are more important as anger-stimulating factors when the child is less than one year old than when he is two years old (Jersild, 1954: 884). (Jersild 1954: 883) claims that the occasions that bring about anger depend upon the developmental course of the child. Children express anger through temper tantrums, characterized by crying, screaming, stamping, kicking, jumping up and down or striking.

2) Joy or Happy

Joy is a pleasant emotion in its milder form. It is known as pleasure, delight or happiness. Usually most of common cause of pleasure or even joy in children is successful achievement of goals they have set for themselves. The harder they must strive to reach the goals the greater their pleasure when they finally succeed. Joy or happy responses: children express their joy by smiling and laughing, clapping their hands, jumping up and down (Hurlock; 1978:202). Hurlock (1978: 206) also draw attention to the physical-orientated nature of the stimuli leading to experiences of joy, happiness and delight in the

infant. The pre-school child obtains pleasure in taking part in activities involving his peers, especially those leading to the child's outshining of his contemporaries. The older child continues to derive pleasure from the same stimuli that excite pleasure in the younger child. Therefore instance, physical wellbeing continues to be enjoyed (Hurlock, 1978:206).

3) Shyness, Embarrassment, Worry and Anxiety

Hurlock, (1978:200) identify shyness, embarrassment, worry and anxiety as emotional patterns that have fear as their outstanding characteristic. Shyness and embarrassment are related in that both result from fear of people, rather than of objects, animals or situations. Shyness involves fear of unfamiliar people or of the reactions toward the child on the part of familiar people (as in the case of the child who becomes shy when performing in a play attended by his parents) (Hurlock, 1978: 199- 200).

Jersild (1968:246) describes, observations have indicated that shyness and self-consciousness manifest themselves for the first time when the child is able to recognize himself in a mirror. Fein states that controversy exists over the age at which such self-recognition occurs for the first time. It has been found to appear as early as 6 months of age and later, at 20 to 24 months of age (Fein, 1978:152). Shyness and embarrassment share certain manifestations, such as blushing and stuttering, but, while the shy child refrains from speaking, the embarrassed child endeavors to clarify his behavior to others (Hurlock, 1978:200).

4) Grief

Grief is a psychic trauma, an emotion distress resulting from the loss of something love or something important to them, whether it be a person, a pet, or an inanimate object, such as a toy. In its milder forms, it is known as sorrow or sadness. Regardless of its intensity or the age at which it occurs, grief is one of the most unpleasant emotions. Typically, children express their grief by crying and losing interest in their normal activities, including eating, (Hurlock, 1978:206).

According to Barish (2009:24), grief is our instinctive response to loss, aloneness (whether physical or psychological aloneness) and disappointment.

We experience grief especially at the loss of someone (or something), we deeply value and at the loss of those who have helped us thrive.

5) Jealousy

Jealousy is a normal experienced by adults and children. Young children often do not have the skills or language to deal with this complex feeling. Many children deal with jealousy by acting not with challenging behavior such as tantrums, crying or hitting. Hence children may act not with anger, it can be difficult for children to respond to the true feeling or jealousy, Jiro et al, (2013:8).

Hurlock, (1978:203) explains children become jealousy when they think parental interest and attention are shifting toward someone else in the family, usually a new sibling. Most of the jealous behavior among children. However, it shows underlying feeling of security and uncertainty. Children may openly express their jealousy or they may show it reverting to infantile behavior, such as bed wetting pretending to be ill, or generally naughty. All such behavior is a bid for attention.

6) Curiosity

Karen, (2007:1) states that children are born age to learn. Curious by nature, you cannot keep them from exploring as they try to comprehend their environment. Children's curiosity is first focused on their environment included their family such as mother and father. Children are interested in everything in their environment, including themselves they are curious about their bodies, different parts of their bodies, what they do, and why they have the form they have. Children also curious about people why they dress, act, and speak as they do and why older people are different females. Their first to responses to curiosity take the form of sensor motor punishment, they respond by asking questions, (Hurlock, 1978:205).

7) Fear

Fear is one of the most basic human emotions, helping to keep us safe by altering us to danger. The physical responses of fear are associated with psychological responses such as feeling scared, tense, nervous or worried. Children who experience fear are more likely to show us then tell us that they

are afraid. They may do this by seeking reassurance, by becoming agitated or by becoming upset, Duenwald (2012:2)

Hurlock (1978:207), describes fear emotion are concentrated on fanciful, supernatural or remote dangers, on the dark and on imaginary creatures associated with the dark on the death injury, on the character recalled from stories, movies, comics and television. Children have many fears related to self or status. They are afraid of failing, of being ridiculed and of being “different”. At first, a child’s response to fear is panic, later, respond become more specific and including running away and hiding, crying, and avoiding frightening situations.

8) Affection

Pinchard (2012:17), mentions that affection is popularly used to denote a feeling or type of love, amounting to more than good will or friendship. Affection can be expressed by words, gestures, or touches. Affectionate behavior may have evolved from parental nurturance behavior due to its associations with hormonal rewards.

Other suggestion by Hurlock (1978:207) states that affection is an emotion reaction directed toward a person, an animal, or a thing. It indicates warm regard, friendliness, sympathy, or helpfulness, and it can take physical or verbal form. Learning plays an important role in determining the particular person’s or objects to which affection is directed. Children tend to like most those who like them and are “friendly” in their relationship with them. Children learn to love the things people, pets, or object that give them pleasure. Children express their affection verbally as they grow older but, while they are still young, they express it physical hugging, patting, and kissing the object of their affection.

As group, boys express emotion that are regarded as sex-appropriate such as anger, more frequently and more intensely than those considered more appropriate for girls, such as fear, anxiety, and affection. Jealousy and temper tantrums are more common in large families while envy is more common in small families. Jealousy and temper outbursts are also more common and more intense among firstborns than among later born children of

the same family (Hurlock 1978:194). Moreover, (Hurlock, 1978:197) states that children express their emotion through these following charts:

- a). Children may not show their emotional reactions directly, but they show them indirectly by restlessness, day dreaming, crying, speech difficulties, and nervous mannerisms such as nail-biting and thumb-sucking.
- b). In the milder forms, anxiety may be expressed in readily recognizable behavior, such as depression, nervousness, irritability, mood swings, restless sleep, quick anger, and extraordinary sensitivity to what others say or do. Anxious children are unhappy children because they feel insecure.
- c). Anger is more frequently expressed emotion in childhood than fear in its different forms. The reason for this is that anger – provoking stimuli are more numerous and children discover at an early age that anger is an effective way of getting attention or they want.
- d). The typical overt expression of grief in childhood is crying. The crying may be so anguished and prolonged that children will enter a state of near hysteria that will last until they are near exhaustion.
- e). Babies express curiosity by tensing the face muscles, opening the mouth, stretching out the tongue, and wrinkling the forehead. This is a 'state of wariness' akin to fear. When babies realize there is nothing to fear, they try to examine by looking at, grabbing.
- f). Joyful expressions range from a quiet, self-satisfied contentment to bubbling over exuberance. Laughter begins to appear around the fourth month of life and becomes increasingly frequent and intense with age.

II. METHODOLOGY OF RESEARCH

The researchers used descriptive qualitative method to describe children emotions in the movie.

Source of Data

In this research, the researchers took the data from the movie to analyze children emotions of the main character. The movie was released in 2014, directed by Don Hall and Chris Williams and released by Walt Disney Pictures with duration 1 hour and 41 minutes.

1. Instrument of The Research

In collecting data, the researchers used note taking, the information included the time of data in the movie, such as: T= Hour, Minutes and seconds.

2. Procedures of Collecting Data

In order to collect the data, the researchers conducted the following procedures:

- a. The researchers watched the movie and identified the data which were taken by using note taking.
- b. The researchers wrote the data on the note cards about the children emotions in the movie.
- c. The researchers classified the data that were related to the object of the research.
- d. The researchers made cards and then noted down the data on the cards.
- e. Finally, the researchers made conclusion.

3. Techniques of Data Analysis

The researchers analyzed the data which contain children emotions by using Hurlock theory. The researchers drew conclusion based on the data analysis.

III. RESULT

1. Result

The types of emotions that contain in Hiro Hamada (fourteen years old) consist of some emotions, as follow:

1. Anger

Extract 1

Hiro: professor Callaghan?, the explosion, you died

Prof.: No!, I had your micobots

Hiro: but Tadashi, you let him die

Prof.: give me the mask!

Hiro: but, he went in there to save you!

Prof.: that was his mistake!

Hiro: Baymax, destroy! (T 01:10:19)

Extract 2

Baymax: my program prevents me from injuring human being

Hiro: not anymore!

Baymax: Hiro, this is not what...

Hiro: do it Baymax, destroy him!

Go go: No!, stop Baymax! (T 01:10:20)

Hiro knew the real murder of his brother and he asked Baymax to kill the murder after he lost his mask and showed his anger by striking.

Extract 3

Hiro: how could you do that? I had him!

Wasabi: what you just did, we never signed up for.

,,,,,, we said we'd catch the guy. that's it.

Hiro: I never should have let you help me!

Baymax, catch Callaghan!

Baymax: my enhanced scanner has been damaged

Hiro: Aaargghh (T 01:11:24)

He was angry with his friends because they prevent Baymax to kill the mask man, his friends did not agree to it and screamed at them.

Extract 4

Baymax: do you want me to terminate Professor Callaghan?

Hiro: just open!

Baymax: will terminating Professor Callaghan improve your emotional state?

Hiro: Yes! No! I don't know! Open your access!

Baymax: is this what Tadashi wanted?

Hiro: it doesn't matter!

Baymax: Tadashi programmed me to aid and

Hiro: Tadashi's gone! (T 01:15:52)

He screams and raises his voice to Baymax because he does not kill the mask and remember his brother, so that he wants to revenge (emotional rises) and screamed to the Baymax.

2. Joy or Happy**Extract 5**

Hiro: Bot fighting is not illegal!

Betting on bot fighting, that's Illegal

I'm not a roll, big brother!

And there is no stopping me (T 00:5:32)

When Hiro got much money from illegal robot fight, he was screaming because really happy and expressed his happiness by screaming and laughing.

Extract 6

Hiro : The only limit is your imagination

Microbots! (T 00:19:35)

Hiro already introduced his performance with his microbot, he was smiling in front of the audience.

Extract 7

Hiro is laughing at his brother after finishing his performance. He got really happy because he did it so well as he expect before. (T 00:19:43)

Extract 8

Tadashi: you did it!

Honey Lemon: yeah you just blew my mind, dude! (T 00:19:49)

He is yelling with his brother because his nice performance that he did, and laughing together.

Extract 9

Hiro was accepted in a college because his performance before and it makes Prof. Challaghan impressed. Hiro's happiness showed by laughing. (T 00:12:23)

Extract 10

Hero: punch this!

Yes! Hummerfist!

Knife hand! (T 00:43:25)

His glad emitted on his face, he looks so impressed with that.

Back kick!

Hiro succeeded make another chip of Baymax as his version, so he can fight. Hiro expressed his joy by screaming.

Extract 11

Hiro: yes!

Yeah! (T 00:59:23)

Hiro flew with Baymax around the country and screamed aloud. He was happy because of it. He expressed his joy by screaming and laughing. He never thinks before that Baymax will as cool as it.

Extract 12

Tadashi: Oh, man. Wait till my bother sees you.

You are gonna help so many people, buddy.

So many

That's all for now

I am satisfied with my care. (T 01:14:40)

Hiro was joy to see his brother's video, how hard he doing his robot project and how amaze his feeling after finishing it. Hiro show his happiness by smiling.

3. Grief**Extract 13**

Aunt: Hey, sweetie

Hiro: hey, aunt Cass

Aunt: Mrs. Matsuda's in the café

She is wearing something super inappropriate for an 80-year-old

That always cracks you up

You should come down

Hiro: Maybe later. (T 00:24:46)

When his brother died, he does not even wants to eat something, he depressed because his brother death and he prefer to be alone and depressed.

Extract 14

Hiro: Open your access!

Baymax: Is this what Tadashi wanted?

Hiro: It doesn't matter!

Baymax: Tadashi programmed me to aid and

Hiro: Tadashi's gone! (T 01:12:55)

Hiro became sad when Baymax reminded him about his brother, so he looks so depressed, he cannot accept yet the fact that his brother had died. He shows his emotion by crying.

Extract 15

Hero: Tadashi's gone

Baymax: Tadashi is here

Hero: He's not here

Baymax: Tadashi is here (T 01:13:01)

When Hiro remembered his brother that he was killed by his professor, and it made Hiro get sad and suddenly crying. He shed tears because remembered the figure of his brother who he is very love, he show it by Crying.

Extract 16

Hiro: Baymax! (T 01:20:51)

Hiro screams when Baymax in trouble, he cannot help him anymore. While in danger, he tried to yell because he so anxious and fear if something happens that could be jeopardizing Baymax, he shows it by screaming.

Extract 17

Hiro got really sad when Baymax wanted to sacrifice him for the sake of saving someone, and Hiro was crying because of it. He did not let and agree with Bamax expense to save someone and would replace her and harm himself. He shows it by Crying and hugging. (T 01:28:12)

4. Curiosity**Extract 18**

Hiro: Electro-mag suspension? (T 00:07:56)

Hiro focused to the tools in the laboratory. He so amazed with the things within, he looked and felt the things. He did not ask some questions, he just saw the tools in that room, he shows it by sensorimotor exploration.

Extract 19

Hiro: Wow. How do you find anything, in this mess?

Wasabi: I have a system

There's a place for everything

And everything in its place. (T 00:08:48)

Extract 20

Hiro: What's in the spray, specifically?

Baymax: The primary ingredient is bacitracin

Hiro: That's a bummer

I'm actually allergic to that

Baymax: You are not allergic to bacitracin

You do have a mild allergy to peanut. (T 00:12:02)

Hiro asks and examines Bamax about what bacitracin contain is, Hiro deliberately digging the ability to Baymax, he expressed it by asking questions.

5. Fear**Extract 21**

Hiro: Hey, fellas, Let's talk about this (T 00:04:40)

When three guys want to hit him after won at illegal robot fight, and his rival did not accept his defeat. He expressed his fear by avoiding.

Extract 22

Hiro: Tadashi, No! (T 00:22:59)

Tadashi: Callaghan's in there. Someone has to help.

When the fire occurred and Tadashi went there to help his professor, Hiro got panic suddenly. He does not know what to do in that time, he just stand there and feel panic.

Extract 23

Hiro: Baymax! (T 00:30:48)

Baymax went out from the home to find the direction of the microbots, and Hiro was chasing him so he runs to follow Baymax. He show his fear by panic and running.

Extract 24

Hiro: Run! (T 00:33:48)

After he find the group of his microbots, he was looking by the mask man and he come to Hiro, so he was hiding and running to avoid the mask man.

Hiro: Help! I can't beat him (T 01:19:04)

Baymax: Hiro! (T 00:32:38)

He almost sucked the portal when he was regardless of Bamax due to the lacing of the mask man, so he screamed because he was fear. He looks so scare, he thinks he will be swallowed by the portal and he expresses his fear by screaming.

6. Affection

Extract 25

Baymax: I am Baymax, your personal healthcare companion, Hello, Hiro. (T 01:31:30)

He got Baymax chip is made by Tadashi, so his successes make a new Baymax and hugging him directly with loving, he seems comfortable in Baymax's hugs. As shown by physical hugging.

IV. DISCUSSION

After found of some emotions in Hiro Hamada Character (fourteen years old) in Big Hero 6 movie, the researchers analyzed these emotions used children emotion theory. The emotions would be analyzed as follow:

1. Anger .

Hurlock mentions the children frequently set goals beyond their reach. They fail to reach these goals, they become angry at themselves or at the people they believe have stood in their way. They also become angry when they felt that they or their friends are unjustly reprimanded or punished or when they are slighted, neglected, or ridiculed by other children. Anger, as is well known, is evoked by frustration (interference with abstaining desired goals, not getting what we want or deserve), by feeling “wronged and physical or emotional pain and injury.

In **extract 1**, the researchers explained that anger of Hiro arises because of professor Callaghan claims himself that he was not die when the fire occurred, Hiro asked Baymax to kill professor Callaghan furiously by rising his voice, his anger also shown in his facial expression, and also supported by his statements which he told to Baymax, as shown in the data; *Baymax, destroy!*. What Hiro Hamada did indicating the anger emotion. Hiro really hates with professor Callaghan, he cannot forgive him what he had done.

As shown in **extract 2** Hiro expressed his anger's emotion by screaming, he asked Baymax to destroy the mask man and his friends did not agree with him therefore he screamed at Baymax to do what he wanted showing facial expression of infuriating, moreover Hiro also pointed and supported by his statements to the Baymax. It could be seen in the data; *Do it Baymax!, destroy him!*, which indicates that he gets angry.

In **extract 3** Hiro Hamada showed his emotion by screaming and cursing at his friends. He said that *“How could you do that? I had him!, I never should have let you help me!”*. He told some impolite words to his friends. His friends become angry with him too because what he just did, that never signed up for. Actually they just wanted to catch the guy but after he knows that the mask man is the murder of his brother, he suddenly changed his mind to destroy him. Moreover Hiro expresses his emotion through temper tantrums by screaming. Hiro gets really angry in that time.

As shown in **extract 4** Hiro screamed and become rude to Baymax because he did not want to kill the murder of his brother, he cannot do his revenge to that guy. Furthermore, the occasions that bring about anger depends upon the developmental course of the child. Children express anger

through temper tantrums, characterized by crying, screaming, stamping, kicking, jumping up and down or striking.

Based on the explanations in extract 1 until 4 above, it shows children's anger about the efforts to revenge and the anger to the people who prohibit and prevent him to do revenge. The researcher thought that the children when got angry they would give some responses. As shown in real life they said rude words and screamed at the object that disturbed them. Furthermore this research similar with what behavior when they got angry.

Furthermore a child shows his anger in Hiro character by using verbal and nonverbal responses, such as screaming, saying rude words, and temper tantrums. Hurlock says that children express their anger emotions by impulsive response which usually called aggression, they are directed against person, animals, or objects. Anger emotions may be physical or verbal, and they may be mild or intense. It seems like the children in real life, show their emotion often by screaming, saying rude words and sometimes angry with themselves, because they fail of their achievement.

2. Joy or Happy

Joy is a pleasant emotion in its milder form. It is known as pleasure, delight or happiness. The cause of pleasure or joy in children commonly is successful achievement of goals that they have set for themselves. The harder they must strive to reach the goals the greater their pleasure when they finally succeed. Joy or happy responses by children are expressed by smiling and laughing, clapping their hands, and jumping up and down.

Hurlock describes in older children, the stimuli that aroused pleasant emotions at the younger ages continue to bring pleasure. Physical well-being, incongruous situations, play on words, slight calamities, and sudden or unexpected noises never fail to call forth a smile or a laugh. Perhaps the most common cause of pleasure or even joy in older children is successful achievement of goals they have set for themselves.

In **extract 5** after Hiro Hamada got some money from bot illegal fighting, he looks so happy. He said that *"I'm on a roll, big brother! And there is no stopping me!"*. He screamed a lot while raised both of his hands and cheered and showed his money and laughed. Moreover he was saved by his brother with his motorcycle from thugs who wanted to ruin him due to win of the competition, but his brother keep stay ride his motorcycle and let Hiro happy with his victory.

In **extract 6** showed that Hiro already presented his microbots project to join the college he is smiling at audiences, which showed his happiness for what he just done, by proudly said; *The only limit is your imagination, Microbots!*. His happiness supported by yelling from his family. Furthermore,

the joyful emotions are always accompanied by smiling or laughing and a general relaxation of the entire body.

As shown in **extract 7** Hiro, after finishing his performance he suddenly goes to the back stage to meet his brother, they are laughing and yelling together with their style. His brother praised him what he already performed and they look so happy, the happiness show from his face and expression that he cannot hold it.

In **extract 8** the researchers explained that the happiness of Hiro came after showing his pretty performance, the performance made all the audiences cheered up and amazed them. He immediately came to his brother in the back stage and yelled together. They looked so happy and laughed to express that happiness.

In **extract 9** based on findings the researcher can explain that joy or happy in Hiro appears when he has accepted to join in college. Moreover prof. Callaghan impressed him due to his performance before and his family so proud of him as well as his friends. They went to celebrate that moment soon, they were screaming and laughing together which indicated the happiness itself. In addition, children will be happy if they success to get their achievement and they will be happier if anybody praises them for their effort, as occurred in Hiro.

As shown in **extract 10**, Hiro successes to make a new version of Baymax chip, which this version made Baymax strong and can fight, it aims to catch the mask man who had been doubling his microbots. He can split wood, kick and attack with a variety of styles. Moreover by these successes he smiled and looked so happy, which it indicated that he is in joyful.

Extract 11 revealed that joy or happiness in the Hiro experienced by Hiro appears when he was surprising to see Baymax who had higher progress then before. He was screaming and laughing when Baymax took him away to around the country. Moreover he looked so glad, because all of children would be like to fly, it is like an achievement if they can do that.

Extract 12, based on findings the researcher can explain that joy or happy in the Hiro appeared when Hiro smiled while Baymax shows Hiro's brother video, actually Baymax just wanted to make Hiro to be calm and comfort because he knew that he missed his brother so much. Moreover, it is the only way to make him calm down and feel joy at that time.

Based on the explanation above, extract 5-12, there are some causes or reason of Hiro to be joy or happy, such as his successes to get achievement, played and flew around the country, and remembered and saw his brother's video. All of those things have given pleasant to him which can make him feel happy. Moreover Hiro expressed his joy by smiling, laughing and screaming. Generally children express their joyful emotion, which are always accompanied by smiling or laughing and a general relaxation of the entire

body. When children happy they would smile and laugh, they show them with some responses, furthermore in real life we have seen they will give responses like smiling when they in happiness. This research also related with this fact and it supported by Hurlock theory.

3. Grief

Grief is our instinctive response to loss, aloneness (whether physical or psychological aloneness) and disappointment. Children experience grief especially at the loss of someone (or something), we deeply value and at the loss of those who have helped us thrive. Inhibited expression of grief consist of a generalized state of apathy marked by a loss of interest in things going on in the environment, loss of appetite, sleeplessness, a tendency to experience fearful dreams, refusal to play, lack of communication with others, and general listlessness.

In **extract 13**, the researchers can explain that it was grief emotion experienced by Hiro when His brother was die, moreover he did not even want to eat something, he just want to be alone in his room and do nothing. In the movie, Hiro looked so depressed, his aunt always brought him some foods but he did not want to touch it anymore, he just keep to be silent. Moreover his aunt tells him about their neighbor but he gave no response, he just played his robot on his hand and sat on his chair.

As shown in **extract 14**, Hiro expressed his grief's emotion by remembering his brother, he felt really sad, he looked so depressed and cried in front of Baymax. Hiro leaned his head on Baymax chest after he hits while say "*Tadashi's gone*". In the movie, it can be seen that crying is one of the grief responses of children, which was experienced by Hiro furthermore, commonly grief is appeared by crying, and it is expressed by children when they understand means of loss something their loving. In addition, Hiro felt so grief after he lost his brother, who is the only person that he really loves.

In **extract 15**, the researchers can explain that grief emotion experienced by Hiro when Baymax wanted to sacrifice himself for the sake of saving someone, and Hiro was crying because of it. He screamed at Baymax, he did not want to lose him, moreover if Baymx saved him, it means that he will disappear, but Baymax has to save someone in the portal and Hiro suddenly hug him a lot and cry.

In **extract 16**, this context showed the grief emotion experienced by Hiro appeared when Baymax really wanted to save someone in the portal and let himself live in there, Hiro could hold his tears and hug him so tight. Actually he did not want to allow him to sacrifice himself, but he must do it, because he thought that it is his obligation to save everyone in this world.

Based on the explanation above, the researchers can conclude that the extract 13-16 showed of grief experienced by Hiro when he lost something and someone that he loves. Moreover he expressed the grief by crying, hugging, and feeling depressed. The typical overt expression of grief in childhood is

crying. The crying so anguished and prolonged that children will enter a state of near hysteria that will last until they are never exhausting. As Hiro character showed, he expressed his grief emotion by crying depressed. Grief is one of the kinds of emotion that appears in human include children express their grief emotions by some responses such as crying, hugging and feeling depressed, it occurs with our environment and also relate with this research.

4. Curiosity

Children are interested in everything in their environment, including themselves they are curious about their bodies, different parts of their bodies, what they do, and why they have the form they have. Children are also curious about people why they dress, act, and speak as they do and why older people are different females. Their first curiosity responses take the form of sensor motor punishment, and it is appeared by them through asking questions.

As shown in the **extract 16**, the responses of curiosity emotion in Hiro by sensorimotor exploration. It forms of curiosity's emotion responses by without asking question. Hiro looked curious when he saw the some tools in the room, he surprised with Electro-mag suspension and just focused on all the things in front of him. He just kept his eyes on them.

In **extract 17**, the researchers can explain that Hiro felt curiosity emotion when Hiro asked question about what he saw, he touches and uses the things in front of him. Actually his friend did not allow him to touch everything in there, but Hiro does not care anymore about that, he just continues what he does.

As shown in **extract 18**, Hiro expressed his curiosity by asking question. Concerned on the data above, it was indicated that Hiro was curious with Baymax, and asking some questions to him. He tested of Baymax's intelligence, but actually he could answer and explained the entire question from Hiro.

Based on the explanation above, the researcher can conclude that Hiro curious about something or the things around him which he did not know, and asked many question to test someone's knowledge. As had explained children curious to anything in their environment included people knowledge. It can be seen in movie when Hiro expressed his emotion by sensorimotor exploration and by asking questions. As Hurlock describes that children use of exploration to satisfy their curiosity, therefore as soon as they are able to ask questions, they do so about the things that have aroused their curiosity. Children need some knowledge as they grow older to know their environment and the world. They became curios with something and someone, so they will pay attention with that and asking for questions. This research agrees with the theory and the character in this movie that reflected the children emotions in real life.

5. Fear

Fear is one of the most basic human emotions, helping to keep us safe by altering us to danger. The physical responses of fear are associated with psychological responses such as feeling scared, tense, nervous or worried.

Children who experience fear are more likely to show us than tell us that they are afraid. They may do this by seeking reassurance, by becoming agitated or by becoming upset. Children have many fears related to self or status. They are afraid of failing, of being ridiculed and of being “different”. At first, a child’s response to fear is panic, later, respond become more specific and including running away and hiding, crying, and avoiding frightening situations.

In **extract 20**, based on the findings, fear emotion in Hiro appeared after he won illegal robot competition. There were three guys who wanted to hit him, because their boss accepted his defeat, then Hiro looked afraid and avoid them by walking down. Avoiding indicated that he got fear at that time. Hiro was just pretending to be relax and trying not to look fear, but actually he felt.

As shown in **extract 21**, Hiro’s responses of his fear by being panic, it made him confused, did not know what have to do, and made him difficult to control himself. When the fire happened and his brother went within to help his professor, he looks panic immediately. Moreover he was trying to prevent his brother not to go to the building, but he noticeed him, therefore Hiro wanted to come to his brother but unfortunately the fire makes him tossed.

In **extract 22**, another fear emotion was experienced by Hiro when Baymax went out from the home to follow the direction of the microbots to find the others of it. Hiro ran to follow Baymax, because he just walked away to follow the direction of the microbots itself. He was afraid since Baymax went out and did not know the rule of way, he just walked out.

As shown in **extract 23**, the responses of Hiro’s fear were by hiding then running. The experiences of Hiro shown that he was really fear, which was supported by his acts and his expression. Moreover after he found the group of his microbots that had been duplicated by someone, he was hiding then running away to avoid the mask man. Then he also called Baymax to run with him.

In **extract 24**, based on findings, Hiro got fear when he almost sucked the portal, when he was regardless of Baymax due to the lacing of the mask man, suddenly he got fear, so he screamed for some helps. It can be seen by his expression, it showed fears which indicated by screaming.

Based on the explanation above, the datum 20-24 were involved as the causes of Hiro’s fears. These fear experienced when he wanted struck by three guys, when the fire occurred, something bad coming and when he needed some helps. Moreover, these fears are appropriated with characteristic of children’s fear which had been explained before. In Hiro’s character of movie showed the way expressed fear emotions expressed by running, hiding, screaming and panic, which is related with Hurlock’s theory, that children actually have many fears related to self and status. One of the children emotions that described by Hurlock and also explained in this research, the researcher found fear emotion in Hiro character and how the way he expressed them, Hiro showed his fear emotion by some responses

such as crying, avoiding, running away, and hiding that were happening in real life.

6. Affection

Affection is popularly used to denote a feeling or type of love, amounting to more than good will or friendship. Affection can be expressed by words, gestures, or touches. Affectionate behavior has evolved from parental hurting behavior due to its associations with hormonal rewards. Learning plays an important role in determining the particular person's or objects to which affection is directed. Children tend to like most those who like them and are "friendly" in their relationship with them. Children learn to love the things people, pets, or object that give them pleasure. Children express their affection verbally as they grow older but, while they are still young, they express it physical hugging, patting, and kissing the object of their affection.

As shown in **extract 25**, Hiro expressed his affection by physical hugging. Physical hugging is one of responses of affection emotion in children. In the movie, Hiro hugged Baymax as form of his affection emotion, actually he really missed Baymax and he succeeded to make a new one by the chip that he holds.

Based on the explanation above, the researcher can conclude that, affection emotion of Hiro appeared when something that he loved back to him or something that he believed to accompany him and live together, furthermore, Hiro expressed her affection emotion by physical hugging. Affection is one of the children emotions, the researcher found affection emotion in Hiro character which portrayed in real life as Hurlock said in her theory that children expressed their emotion by physical hugging, kissing and patting.

In addition, a pleasant emotion must be reciprocal. There must be on an emotional linkage between children and significant people in their lives, kissing is a less frequent expression of affection in young children than hugging and patting, though they like to be kissed by others.

There are six kinds of children emotions portrayed in Hiro character such as anger, joy or happy, grief, fear, curiosity, and affection. As Hurlock shown in his theory, the way Hiro express his emotion similar with it, but not all the kinds of emotion that Hurlock describe include in Hiro character.

Hiro expresses his joy emotions by smiling, laughing, and screaming, same with when he gets sad or grief he show it by crying, feeling depressed, and hugging, they all appear when he feel disappointed or losing something that he love. Children in general act the same what Hiro portrayed and Hurlock explanation, children express their feeling by verbal and non verbal communication clearly.

CONCLUSION

After analyzing the data, the researchers can conclude the result of the research in *Big Hero 6 movie* found some emotions that contain in Hiro character (14 years old). These emotions consist of joy or happiness, anger, curiosity, grief, fear, and affection. The researchers found emotions such as anger through some responses, like infuriating and screaming. Hiro expresses his joy or happiness emotion by screaming, laughing, smiling and the dominant responses of his joy by screaming and laughing, moreover he shows his curiosity emotion by sensoric motor exploration and asking questions. Hiro portrayed his grief loneliness, depressed, hugging and crying, while he showed his fear through some responses such as avoiding, panicing, running and screaming and he portrayed his affection emotion by physical hugging.

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