

EXPRESSION OF SHAME EMOTIONS IN AUTISTIC CHILDREN: A PSYCHOLINGUISTIC STUDY

Nanda Dwi Astri^{1*}, Gustianingsih², Erikson Saragih³, Hanafi⁴

¹²³Universitas Sumatera Utara, Medan, Indonesia

⁴Universitas Andalas, Padang, Indonesia

Corresponding author: nandadwiastri75@gmail.com

Abstract

This study describes verbal and nonverbal expressions of shame in autistic children, and their influencing factors, through a psycholinguistic approach. Shame, a social emotion tied to self-awareness of environmental assessment, may appear differently in autistic than neurotypical children; understanding it clarifies the relationship between language skills, psychological processes, and emotional behavior in social interaction. Using a descriptive qualitative case study, data comprised verbal utterances and nonverbal expressions shown in social situations such as being praised, noticed by many people, making mistakes, or being the center of attention. Data were collected through observation, conversation recording, teacher and parent interviews, and documentation, then analyzed via data reduction, presentation, and conclusion drawing. Verbal data were analyzed by linguistic forms (words, phrases, sentences, language style); nonverbal data by kinesics, haptics, proxemics, paralanguage, chronemics, and artifacts. Verbally, shame appears as simple words, subtle rejection, repetition, short sentences, and ellipsis; nonverbally, as looking down, avoiding eye contact, slight smiling, looking away, silence, covering the face, and withdrawing from situations. These indicate a link between emotional processing, language skills, and social responses. Internal factors include emotional sensitivity, language development, self-regulation, and neurological conditions; external factors include parenting style, family environment, teacher interaction, peer acceptance, and social situations. Shame is expressed not only verbally but predominantly nonverbally, and understanding it can inform inclusive educational, communication, and emotional support strategies.

Keywords: autistic; children; shy; emotions; psycholinguistics.

1. Introduction

Language is the primary means humans use to convey thoughts, feelings, and experiences to others. In psycholinguistic studies, language is viewed as the result of a mental process involving cognitive, affective, and social aspects. Therefore, language use cannot be separated from an individual's emotional state, which influences both language production and comprehension. Psycholinguistics seeks to explain how these mental processes operate when someone expresses their thoughts and emotions through language. In this context,

emotion is a crucial aspect that can influence the form and function of language used in communication.

Emotions are an integral part of human life because they play a role in regulating behavior, building social relationships, and helping individuals adapt to their environment. According to Field (2004: 25), emotions are affective states that arise in response to certain stimuli and influence thought processes, behavior, and how individuals interact with their social environment. Emotions are not only understood as emotional experiences, but also as psychological processes related to cognitive and behavioral responses. Similarly, Goleman (2002: 411) defines emotions as feelings and the characteristic thoughts that accompany them, specific biological and psychological states, and tendencies to act. This definition shows that emotions involve a relationship between affective, cognitive, physiological, and behavioral aspects that arise in response to various life experiences.

One form of emotion that has an important social function is the emotion of shame. Shame is included in the group of self-conscious emotions or self-conscious emotions that arise when individuals realize that they are the object of social attention, judgment, or evaluation. According to Field (2004: 25), shame is an emotional response that arises when individuals assess themselves as not in accordance with prevailing social expectations, norms, or demands, resulting in feelings of discomfort and a tendency to avoid certain situations. Meanwhile, Goleman (2002: 411) explains that shame is a form of emotion related to negative self-evaluation that causes individuals to feel inferior, lack self-confidence, and want to withdraw from social attention.

Thus, the emotion of shame is not only related to affective experiences, but also involves self-awareness, the ability to understand social norms, and the individual's ability to evaluate himself. The emotion of shame can be expressed through verbal and nonverbal communication. Verbal expression refers to the use of language in the form of words, phrases, sentences, or utterances that indicate shame. Individuals experiencing shame may express it through utterances such as "I'm embarrassed," "don't look at me," "I don't want to," or other forms of speech that indicate discomfort with the social situation at hand. Furthermore, the use of low intonation, long pauses, and repetition of certain words can also be verbal indicators of shame.

In addition, the expression of the emotion of shame can also be observed through nonverbal communication. According to Andersen (2008: 2), nonverbal communication is all forms of communication other than words that involve the exchange of messages through facial expressions, body movements (kinesics), eye contact, touch (haptics), use of space (proxemics), physical appearance, and various other nonverbal behaviors. In the context of the emotion of shame, nonverbal communication is often a more dominant indicator than verbal communication. Individuals who feel shame generally exhibit behaviors such as lowering the head, avoiding eye contact, looking away, smiling awkwardly, covering the face with their hands, hunching over, or choosing silence. These forms of expression reflect an effort to reduce social attention directed at them.

The study of emotional expression becomes increasingly important when it is related to children with autism. Children with Autism Spectrum Disorder (ASD) have unique characteristics in communication, social interaction, and behavior. Difficulties in understanding social cues, recognizing others' emotions, and using language pragmatically often affect how they express their emotions. Nevertheless, children with autism still have the ability to experience a variety of emotions like children in general, including embarrassment. The difference lies in how they understand, process, and express these emotions in social situations.

The expression of shame in autistic children is an interesting phenomenon to study because it involves a complex relationship between language, emotion, and cognitive processes. Some autistic children are able to express shame through specific verbal utterances, while others exhibit more nonverbal expressions. In some situations, the expressions displayed even differ from the patterns commonly found in typical children. These differences may be influenced by the characteristics of each child's language development, social skills, and emotional experiences. Therefore, a psycholinguistic approach is needed to understand how mental processes related to language influence the expression of shame in autistic children.

In addition to its form of expression, the emergence of shame in autistic children is also influenced by various factors. According to Hurlock (1991: 213), emotional development is influenced by internal and external factors. Internal factors include physical condition, maturity, intellectual ability, temperament, psychological condition, and individual characteristics. In the context of autistic children, language ability, autism severity, sensory sensitivity, and the ability to understand social situations are factors that can influence the emergence of shame expressions. Meanwhile, external factors include the family environment, parenting styles, social experiences, the school environment, interactions with peers, and societal responses to the child's behavior. These factors contribute to shaping emotional experiences and how children communicate their emotions to others.

Research on emotions in autistic children has focused more on basic emotions such as anger, happiness, sadness, and fear. Meanwhile, research specifically examining shame is still relatively limited, particularly that which integrates analysis of verbal and nonverbal expressions based on Andersen's (2008: 2) theory of nonverbal communication, as well as the internal and external factors that influence them based on Hurlock's (1991: 213) theory of emotional development from a psycholinguistic perspective. However, shame is a complex social emotion because it simultaneously involves aspects of language, cognition, self-awareness, and social interaction.

Based on the description, the study entitled "Expression of Shame Emotions in Autistic Children: A Psycholinguistic Study" needs to be conducted to describe the forms of shame emotional expressions shown by autistic children through verbal and nonverbal communication and identify internal and external factors that influence the emergence of these expressions. This study is expected to contribute to the development of psycholinguistic studies, especially those related to the relationship between language, emotions, and autism, as well as being a source of information for parents, teachers, and therapists in understanding the emotional needs of autistic children in more depth.

2. Literature Review

2.1 Language Acquisition Support System (LASS) Theory By Jerome Seymour Bruner

This research uses the Language Acquisition Support System (LASS) theory proposed by Jerome Seymour Bruner. In this discourse, Jerome Seymour Bruner (1915–2016) occupies a key position as a pioneer of the approach. The importance of the role of social context and interaction in language acquisition. Implications of Bruner's Theory:

- a. Early Childhood Education: Emphasizes the importance of active interaction between teachers/parents and children.
- b. Language Teaching: Providing contextual, real-life communication-based, and participatory learning formats.

c. Language Therapy: Interaction-based approaches such as activity-based dialogue, social simulations, and repetitive narratives are very effective for children with speech disorders.

This theory also challenges formal and structural approaches to language learning, which focus too much on grammatical rules without considering social context. In second language acquisition practice, the concepts of scaffolding and social rituals form the basis of communicative and task-based learning approaches.

2.2 Expression of Emotion of Shame

Emotional expression is a form of expressing inner feelings through language that includes verbal and nonverbal elements, which are influenced by cognitive processes and reflected through prosody, word choice, and speaking style (Field, 2004; Hurlock, 1980; Scherer, 2003; Bruner, 1986).

Expression of the emotion of shame according to Goleman (2002) which is analyzed from the psycholinguistic perspective of Bruner and Field: Shame is a social emotion that arises when someone feels uncomfortable with the views of others.

Data: The teacher praised the child in front of his friends. The child looked down and said, "*Tidak.. jangan lihat*" [No... don't look]

Analysis: Children show shame nonverbally. According to Bruner, complex social emotions like embarrassment require an awareness of others' perspectives, which is often underdeveloped in autistic children. "Complex social emotions like embarrassment require a level of shared intentionality often missing in autism." (Bruner, 1983: 72).

In psycholinguistics, embarrassment is expressed through hesitation in speaking, sudden silence, lowering of voice tone, or avoiding eye contact when speaking. This shows that emotions influence a person's communication patterns and language prosody (Field, 2004: 45).

2.3 Verbal Language

2.3.1 Word

A word is (1) a morpheme or combination of morphemes which linguists consider to be the smallest unit which can be pronounced as a free form; (2) a language unit which can stand alone, can be a single morpheme or a combination of morphemes (Kridalaksana, 2001: 98).

2.3.2 Phrase

A phrase is a grammatical unit consisting of one or more words and does not exceed the limits of function or position. In other words, a phrase is a combination of words that does not have a predicate and only functions as part of a clause, such as a subject, predicate, object, complement, or description (Ramlan, 2001: 139).

2.3.3 Sentence

Sentence is a composition of words that expresses a complete thought, which at least contains a subject and predicate (Warriner, 1981: 7).

2.3.4 Style of Language

Style is the way an author or speaker expresses thoughts through language in a distinctive way that reveals their personality, soul, and language skills. Style serves to enhance beauty and create a certain effect on the reader or listener (Tarigan, 2013: 5).

2.4 Nonverbal Language Forms

Nonverbal communication includes all messages that people convey other than words (Andersen, 2008: 2). Nonverbal language is divided into several categories of forms, each of which has a specific function in conveying messages and social meaning. These categories include kinesics, paralanguage (vocalics), proxemics, haptics, chronemics, and artifacts (objectics).

2.5 Factors that Cause Emotions

By knowing the factors that cause emotions in autistic children, parents, teachers and therapists can adjust their approach, create a conducive environment and build positive emotional relationships, which ultimately improves the quality of life of the child and his family (Mazefsky et al., 2013: 683, Koegel et al., 2014: 429). According to Hurlock (1991: 213), there are two factors that cause emotions to arise in a person, namely: internal factors and external factors.

3. Research Method

This research uses a qualitative approach with a descriptive case study design method. The selection of research subjects at Al-Azhar Special Needs School was conducted purposively, taking into account verbal and nonverbal abilities, as well as the diversity of emotions displayed. The research subjects were considered representative in describing the emotional expressions of autistic children psycholinguistically because they demonstrated a variety of language behaviors, emotional maturity, and readiness to interact in learning and social contexts at school. The research location is located at Al-Azhar Special School is located at Jl. Pintu Air IV No. 214, Kwalu Bekala, Medan Johor District, Medan City, North Sumatra Province. Al-Azhar Special School Medan was established on January 1, 2006 with NPSN: 10259483. The selection of Al-Azhar Special Needs School (SLB) as the research location was based on several scientific, practical, and contextual considerations as follows: Availability of relevant research subjects; A learning environment conducive to observation of emotions and language; Support from the school and professional educators; Reputation and credibility of the institution; Alignment with the objectives of psycholinguistic studies; Accessibility and ethics of research; Social relevance and educational value.

The data for this study consisted of three types: verbal emotional expression data, nonverbal emotional expression data, and data on factors influencing verbal and nonverbal emotional expression in autistic children. These three types of data complement each other in providing a picture of how autistic children recognize, experience, and express their emotions. Data collection techniques were conducted qualitatively using observation, interviews, documentation, and field notes. Data analysis in this study was conducted qualitatively using the interactive analysis model proposed by Miles and Huberman, which includes data reduction, data presentation, and drawing conclusions/verification. (Miles & Huberman, 1992: 16). For the accuracy and credibility of findings, several strategies can be used, namely member checking, triangulation, and auditing (Creswell, 2014: 103). In this study, the researcher used a triangulation strategy to validate the data. The triangulation used was source triangulation and data collection technique triangulation. In source triangulation, several sources whose data credibility will be tested include teacher assistants, parents of autistic children, and autistic children. Technique triangulation to test data credibility is done

by checking the data with the same source using different techniques, namely interviews, literature studies, and documentation.

4. Results and Discussion

Expression of Emotion of Shame

1. Embarrassed by Being Praised in Front of the Class

Conversation:

G : *Bagus sekali gambar kamu!* [Your drawing is very good!]

A: *Jangan...* [Looks down, smiles slightly]

A: *Malu...* [Embarrassed...]

Context: The teacher praises the child's drawing in front of his friends.

Analysis Description:

Verbal: Subtle rejection + emotional expression of "shame"

Nonverbal: Looking down (kinesics), small smile (facial kinesics)

Emotion: Embarrassed by being the center of attention

Psycholinguistic Analysis of Verbal Data

In this data, there are two important words uttered by the child: "don't" and "embarrassed." Both words seem simple, but they have strong psychological meaning. The word "don't" lexically means prohibition or rejection. However, in the context of this conversation, "don't" cannot be interpreted as a strict prohibition. It is more accurately understood as a subtle rejection of the social situation the child is experiencing. The child feels uncomfortable being praised in front of his friends, so he uses the word "don't" to request that attention be reduced or stopped. Psycholinguistically, the word "don't" indicates a mental process involving perception of the social situation. The child perceives that the teacher's praise is not just a casual statement, but an act that makes him visible and noticed by others. Upon realizing this, an emotional response arises in the form of embarrassment. Because the child's expressive language skills are still limited, he does not utter long sentences such as "Don't praise me in front of my friends because I'm embarrassed," but only chooses the core word, namely "don't."

The word "shame" is a word that directly indicates emotion. In this data, the word "shame" serves as a marker for the child's emotional state. The child is able to recognize the emotion he is experiencing and connect it with linguistic symbols. This demonstrates the ability to label emotions. The child not only feels discomfort but can also name the emotion. The utterance "embarrassed" also clarifies the meaning of the previous utterance. If "don't" is a form of rejection, then "embarrassed" is the emotional reason for that rejection. Thus, the child's two utterances are interconnected. "Don't" indicates a reaction to a social stimulus, while "embarrassed" indicates the emotional content underlying that reaction. The child's short utterances demonstrate concrete, direct, and economical language. In autistic children, the ability to construct long utterances or explain the causes and effects of emotions is often not optimally developed. However, this does not mean that the child's utterances are meaningless. In fact, these short words demonstrate that the child is able to communicate their emotional needs functionally.

Psycholinguistically, this data demonstrates the relationship between language, thought, and emotion. Children understand situations involving praise, feel the pressure of being the center of attention, and then express these emotions through simple words. Thus,

children's language serves as a tool for self-protection, subtle rejection, and emotional expression.

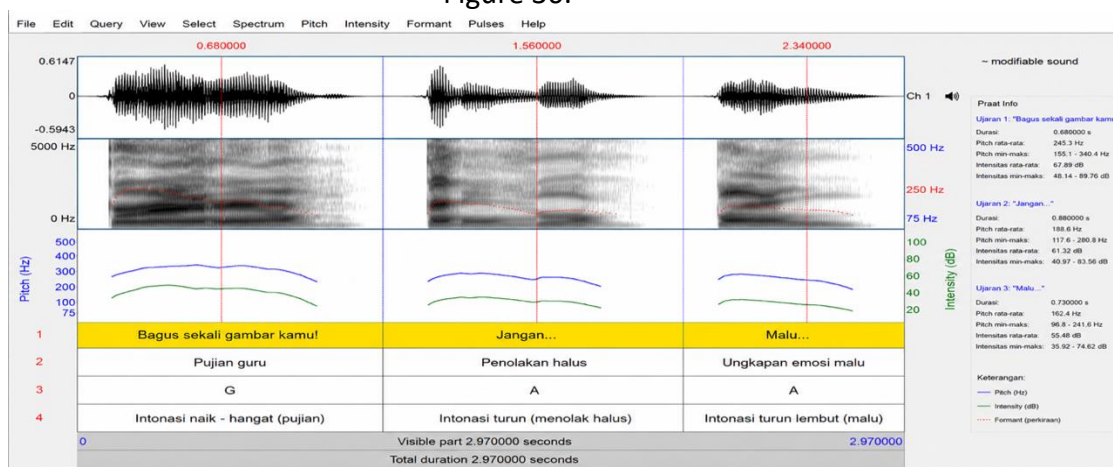
Nonverbal Language Analysis

In this data, the most prominent nonverbal aspect is kinesics, particularly body movements and facial expressions. The child's bowing is a kinesics phenomenon. Bowing is a body movement that conveys communication. In this context, bowing indicates embarrassment, awkwardness, and a desire to avoid direct attention. The child isn't aggressively expressing rejection, but his body signals a desire to reduce his current social exposure.

A small smile is a facial kinesic. It cannot be interpreted solely as a sign of happiness. In the context of the utterances "Don't..." and "Shame...", a small smile is more accurately interpreted as an expression of embarrassment, doubt, and awkwardness. A child may feel happy because their work is being praised, but at the same time feel uncomfortable because the praise is being delivered in front of their peers. Therefore, a small smile conveys mixed emotions.

From a paralinguistic perspective, the pauses in the utterances "Don't..." and "Shame..." indicate a soft, hesitant, restrained, or disfluent voice. These pauses reflect the emotional distress the child is experiencing. The child isn't speaking firmly, but rather with a sense of shame and awkwardness.

Figure 36:



From a proxemics perspective, the "front of the class" situation demonstrates that the child is in an open social space. The presence of peers makes the child feel like the object of attention. For autistic children, social spaces involving many people can be stressful, especially when the attention is directed directly at them.

From a chronemic perspective, the child's response occurred after the teacher offered praise. This timeline suggests that embarrassment was a direct reaction to the teacher's verbal stimulus. The child didn't show embarrassment before the praise, but after the teacher expressed appreciation and the class's attention was drawn to him.

From an artifact perspective, the child's drawing becomes an object that triggers interaction. Initially a personal work, the drawing becomes an object of public appreciation. When the teacher praises the drawing in front of the class, the work transforms into a source of social attention. This causes the child to feel embarrassed.

Factors that Influence

The first internal factor is the child's emotional sensitivity. Autistic children can be highly sensitive to social attention. Praise that is perceived as positive by a teacher can be perceived as stressful when given in front of a large audience. This can cause the child to feel embarrassed because they are the center of attention. The second internal factor is the child's ability to regulate emotions. Children can feel embarrassed, but they are not yet fully able to manage this embarrassment maturely. Saying "don't" indicates that the child is trying to stop a situation that makes them uncomfortable. This is a simple form of emotional regulation. The third internal factor is expressive language skills. Children can say the word "embarrassed," but have not yet explained in detail the cause of their emotions. Children do not form complete sentences, but instead use key words that represent feelings. This indicates that the child's verbal abilities are sufficient to convey emotions, but are still limited in developing explanations. The fourth internal factor is the child's social experiences. If a child is not accustomed to receiving praise in public, they tend to feel awkward. They may not yet have developed social strategies for responding to praise, such as saying "thank you" or smiling confidently.

The first external factor is praise from the teacher. The phrase "Your drawing is great!" is the primary stimulus that elicits a shy response. While the praise is positive, the way it is delivered openly makes the child feel exposed. The second external factor is the presence of friends in the class. Friends act as a social audience. Their presence makes the child feel noticed by many people, thus intensifying feelings of shyness. The third external factor is the classroom atmosphere. The classroom is a social space where children interact with teachers and peers. When the teacher praises a child in this space, the class's attention can shift to the child. This shift in attention can be stressful for autistic children. The fourth external factor is the teacher's way of delivering praise. Autistic children may be more comfortable receiving praise privately, slowly, or in a soft tone of voice. Public praise that overly emphasizes the child can trigger feelings of shyness or awkwardness.

2. Embarrassed by Answering Wrongly

Conversation:

G: Your answer is not correct.

A: Oh... [*Covering face partially, silent*]

A: *Tidak mau jawab...*[Don't want to answer...]

Context: A child gives a wrong answer in class.

Analysis Description:

Verbal: Short response + refusal

Nonverbal: Covering the face (kinesics), silence (chronemics)

Emotion: Embarrassment due to mistakes in front of others

Psycholinguistic Analysis of Verbal Data

Psycholinguistically, the utterance "Oh..." is a short response indicating that the child has received information from the teacher. This word can be understood as a sign that the child is aware of an error or inaccuracy in their answer. In this context, "Oh..." is not just a spontaneous sound, but a marker of a cognitive process. The child hears the teacher's correction, processes its meaning, and then understands that the answer given is not correct. The pause in "Oh..." indicates a thought process and emotional stress. The child does not immediately respond with a lengthy explanation. They only give a short response because they are transitioning from cognitive understanding to an emotional reaction. In other words,

the child begins to realize the error, then feels embarrassed because the error occurred in front of others.

The phrase "I don't want to answer..." consists of the elements "no," "want," and "answer." The word "no" functions as a negation marker, "want" indicates will or desire, while "answer" indicates a verbal action requested in a classroom situation. The combination of these elements creates a meaning of refusal to answer. Psycholinguistically, the phrase "I don't want to answer..." does not simply mean that the child is refusing the teacher's order. This utterance reflects the child's emotional state, which is feeling embarrassed, lacking in confidence, and afraid of making another mistake. The child chooses not to answer as a strategy to avoid further negative evaluation. This phrase also demonstrates the relationship between language and emotional regulation. The child uses language to stop the social demands that are pressuring him. By saying "I don't want to answer...", the child attempts to manage the situation so as not to be in a position that causes him embarrassment. This is a form of verbal self-protection. The child's short language form indicates that his expressive abilities are still limited. The child does not say, "I'm embarrassed because my answer was wrong and I'm afraid of making another mistake." However, this meaning is implied in the phrase "I don't want to answer...". So, although the utterance is short, its psychological content is complex.

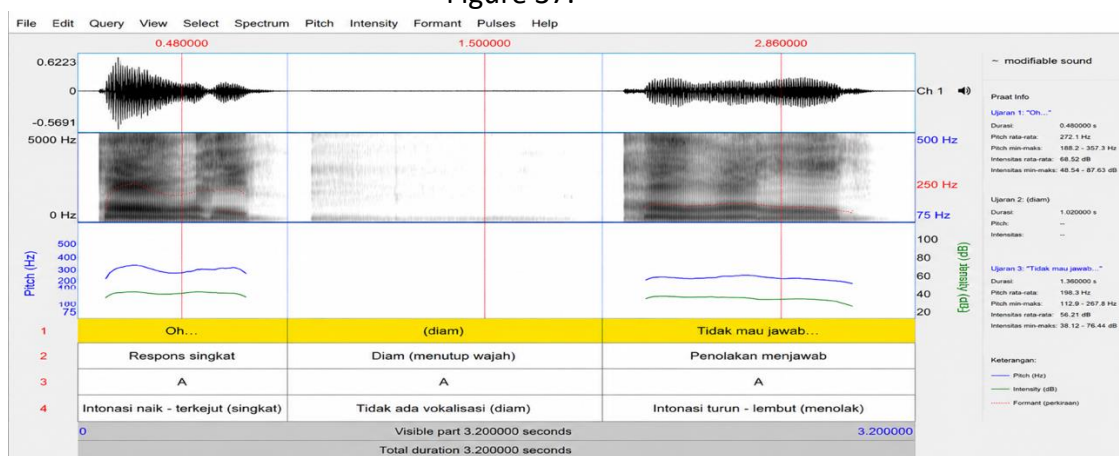
Nonverbal Language Analysis

In this data, the most prominent elements are kinesics and chronemics. The act of covering one's face is partly kinesics, which are body movements that convey communicative meaning. Covering the face indicates embarrassment, awkwardness, and a desire to hide. The child appears to be trying to reduce attention. This movement can also be interpreted as a form of self-protection from social pressure.

Silence is included in chronemics because it relates to the use of time in communication. Silence after receiving correction indicates that the child needs time to process information and emotions. Silence does not mean the child doesn't understand, but rather, it can indicate that the child is experiencing cognitive and emotional stress.

From a paralinguistic perspective, the utterance "Oh..." is said in a low, restrained, or hesitant tone. The utterance "I don't want to answer..." is also delivered in a low or weak tone. These vocal characteristics reinforce the child's feelings of embarrassment and loss of self-confidence.

Figure 37:



From a proxemics perspective, the situation occurs in the classroom, a social space involving teachers and peers. Mistakes made in open spaces leave children feeling exposed. Even though the child doesn't move, the act of covering their face creates a symbolic distance between them and others.

From a haptic perspective, the act of covering the face also involves touching one's own body with one's hands. This touching can be a form of self-soothing. Children use their own bodies to create a sense of security when experiencing emotional distress.

From an artifact perspective, children's answers or question-and-answer activities can trigger feelings of shame. Incorrect answers serve as objects of evaluation. When the teacher corrects these answers, the children feel that their mistakes are visible to the class.

Factors that Influence

In this data, a child's shame is formed from the interaction between their internal conditions and their environmental situation. The first internal factor is the child's sensitivity to mistakes. Autistic children can be highly sensitive to changes in responses from others, including teacher corrections. When a teacher says an answer is incorrect, the child may interpret this as a personal failure. The second internal factor is the child's still-developing emotional regulation ability. The child is capable of feeling shame, but is not yet able to process it adaptively. Therefore, the child chooses to cover his face, remain silent, and say, "I don't want to answer...". This response indicates that the child prefers to avoid the interaction rather than continue. The third internal factor is limited expressive language skills. The child is able to express rejection, but is not yet able to explain the emotional reasons in detail. He doesn't say "shame" directly, but the emotion is visible through speech and nonverbal behavior. The fourth internal factor is the child's self-confidence. Mistakes in answering can lower self-confidence, especially if the child feels the wrong answer is known to his friends. This lack of confidence then turns into a refusal to answer again.

The first external factor is teacher correction. Although the phrase "Your answer isn't quite right" is subtle, it still constitutes a form of evaluation. For sensitive children, this type of correction can trigger feelings of embarrassment. The second external factor is the presence of peers. Mistakes made in front of others are more significant than those made in private. Peers serve as a social audience, reinforcing a child's sense of embarrassment. The third external factor is the classroom atmosphere. Classrooms are learning spaces with social demands. Children are expected to respond, pay attention, and accept correction. For autistic children, these demands can be overwhelming, especially when they make mistakes. The fourth external factor is the way feedback is delivered. If corrections are given without further support, children can feel like failures. Conversely, if the teacher provides encouragement such as "That's almost right, let's think about it together," children may be more receptive to correction.

3. Shyness in Meeting New People

Conversation:

Q: *Halo, namamu siapa?* [Hello, what's your name?]

A : ... [*Hide behind the teacher*]

A: *Tidak mau...* [I don't want to...]

Context: Child is introduced to new people.

Analysis Description:

Verbal: Silence + refusal to communicate
Nonverbal: Hiding (proxemics), avoiding eye contact
Emotion: Embarrassment due to new social interactions

Psycholinguistic Analysis of Verbal Data

Psycholinguistically, silence at the beginning of a child's response is a meaningful form of communication. Silence cannot be interpreted as a mere absence of language, but rather as a sign of cognitive and emotional processes. The child hears greetings and questions from new people but is unable to immediately provide verbal responses. This indicates a barrier to processing new social situations.

The question "What's your name?" is actually simple, but for autistic children, it carries social demands. They must understand the question's intent, identify the person they're speaking to, manage their discomfort, and then formulate a response. When emotional pressure outweighs verbal readiness, children choose silence.

The phrase "I don't want to..." is a phrase consisting of the elements "tidak" (no) as a negation marker and "mau" (want to) as a desire marker. The combination of the two forms a phrase that signifies rejection of an action, namely responding to or communicating with a new person. Psycholinguistically, "I don't want to..." is not just a simple rejection. This phrase demonstrates a self-protection strategy. Children use language to limit interactions they consider uncomfortable. They are not yet ready to answer questions, not yet ready to introduce themselves, and not yet ready to face new people directly. This phrase also demonstrates the connection between emotions and language. Children may not yet be able to say, "I'm shy about meeting new people," or "I'm afraid to talk to people I don't know." However, through the phrase "I don't want to...", children successfully convey the core of their emotion: rejection of social communication.

Short utterances demonstrate limitations in expressive language. Children are not yet fully explaining their reasons, but instead choose the simplest form to express their desires. In the context of autistic children, short utterances like these still serve an important communicative function because they demonstrate the child's comfort level in social interactions.

Nonverbal Language Analysis

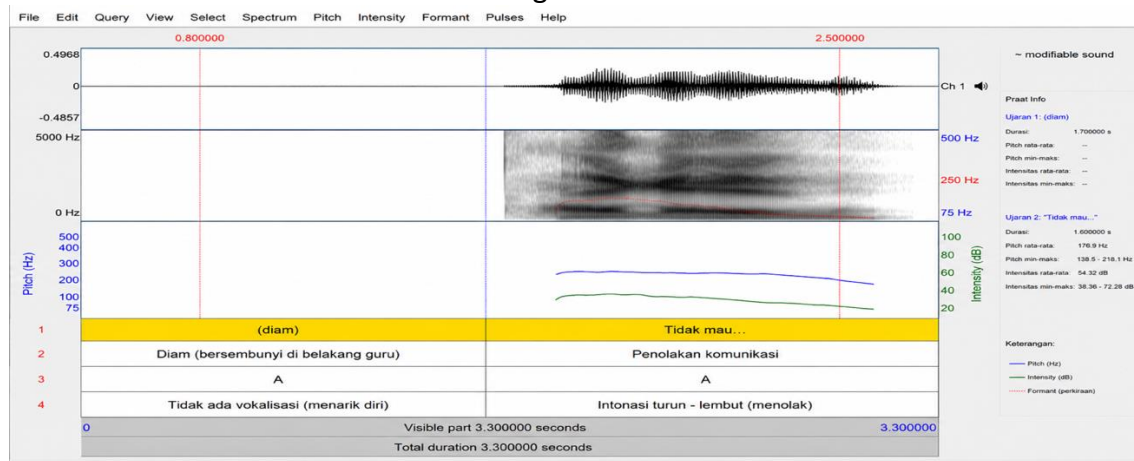
In this data, the most prominent elements are proxemics and kinesics. Hiding behind the teacher is considered proxemics because it relates to distance management in communication. The child uses the teacher's body position as a shield from the new person. By hiding, the child creates social and psychological distance. They don't completely withdraw from the situation, but instead position the teacher as a mediator of safety.

Avoiding eye contact is a form of kinesics, specifically facial movements and gaze shifting. For autistic children, eye contact with new people can be very stressful. Avoiding eye contact indicates the child is attempting to reduce the intensity of the interaction. The child remains close to the situation but is not ready to accept direct social contact.

Silence can also be linked to chronemics, the use of time in communication. Children need pauses to process questions, assess the situation, and calm down. Silence indicates a delayed response due to emotional stress. In this context, silence doesn't mean the child doesn't understand, but rather that they aren't ready to respond.

From a paralanguage perspective, the utterance "I don't want to..." is said in a low, hesitant, or restrained voice. This tone reinforces the idea that the child's refusal stems from shame and discomfort, not aggressive defiance.

Figure 38:



From a haptics perspective, although the child doesn't touch the teacher, the child's hiding position behind the teacher suggests a search for protection. If the child approaches or clings to the teacher, this can be interpreted as an attempt to gain a sense of security through physical proximity.

From an artifact perspective, the teacher's presence serves as a kind of "social protection." Teachers aren't objects, but in this situation, they function as intermediaries, making children feel safer. The classroom environment or place of introduction also serves as a context that influences a child's courage in responding.

Factors that Influence

In this data, children's shyness is formed through the interaction between their personal condition and new social situations. The first internal factor is social sensitivity. Autistic children can be highly sensitive to the presence of new people. Changing the conversation partner from a familiar teacher to a new person can create feelings of insecurity. The child feels they haven't yet established an emotional connection with that person. The second internal factor is anxiety about social interactions. Children must answer questions, state their name, and make contact. These demands can lead to feelings of shyness because the child is not yet ready to appear in new interactions. The third internal factor is limited expressive language. Children can actually refuse with the phrase "I don't want to...", but are unable to explain the reasons for their refusal in detail. They don't say "I'm shy" or "I'm scared," but their verbal and nonverbal behaviors convey these emotions. The fourth internal factor is the need for security. Children choose to hide behind the teacher because the teacher is a familiar figure. The teacher becomes a source of emotional security when the child encounters new people.

The first external factor is the presence of a new person. New people can be a social stimulus that triggers shyness. A simple greeting, "Hello, what's your name?" may sound simple, but for an autistic child, it can feel like a sudden communication challenge. The second external factor is the introduction situation. The child may not have been given time to adjust before being asked to answer. When asked directly, the child may feel pressured and choose to avoid it. The third external factor is the approach of the person being spoken to. Direct

questions can make the child feel highlighted. A gentler, more gradual, and less pushy approach is usually more helpful for autistic children in building comfort. The fourth external factor is the presence of the teacher. The teacher acts as a safe figure. Children hide behind the teacher because they perceive the teacher as a safe haven. This suggests that familiar adult support is crucial in helping children navigate new social interactions.

4. Embarrassed When Asked to Perform

Conversation:

G : *Ayo maju ke depan, baca puisi* [Come on, come to the front, read poetry]

A: No... [*Shakes head, lowers head*]

A: *Malu...* [Embarrassed...]

Context: Children are asked to perform in front of the class.

Analysis Description:

Verbal: Refusal + expression of emotion

Nonverbal: Shaking head (kinesics), looking down

Emotion: Embarrassed by having to appear in public

Psycholinguistic Analysis of Verbal Data

In this data, the words "no" and "embarrassed" are the primary markers of the child's psychological state. The word "no" is a negation that indicates refusal. In this context, "no" is not simply a negative response to the teacher's request, but rather a form of self-protection from a stressful situation. The child refused to come forward because he felt uncomfortable being the center of attention. Psycholinguistically, the word "no" indicates that the child understood the teacher's instructions. The child understood that he was being asked to come forward and recite poetry. However, after understanding the instruction, an emotional barrier emerged in the form of embarrassment. Thus, the child's refusal was not caused by a lack of understanding, but rather by emotional pressure from the demands of performing in public. The word "embarrassed" is a word that directly expresses emotion. The child was able to name the feelings he experienced. This demonstrates the ability to label emotions. The child not only expressed refusal but also explained the reasons for his refusal simply. The relationship between the words "no" and "embarrassed" is crucial. The word "no" indicates an initial reaction, while the word "embarrassed" indicates the emotional reason behind that reaction. In other words, the child's utterance forms a sequence of meanings: the child refused to perform because he felt embarrassed. The short utterances demonstrate that the child uses language directly and concretely. He hasn't yet constructed long sentences like, "I don't want to go to the front because I'm embarrassed to read poetry in front of my friends." However, the meaning is conveyed through two main words. This demonstrates that the child's language remains functional, albeit simple.

Nonverbal Language Analysis

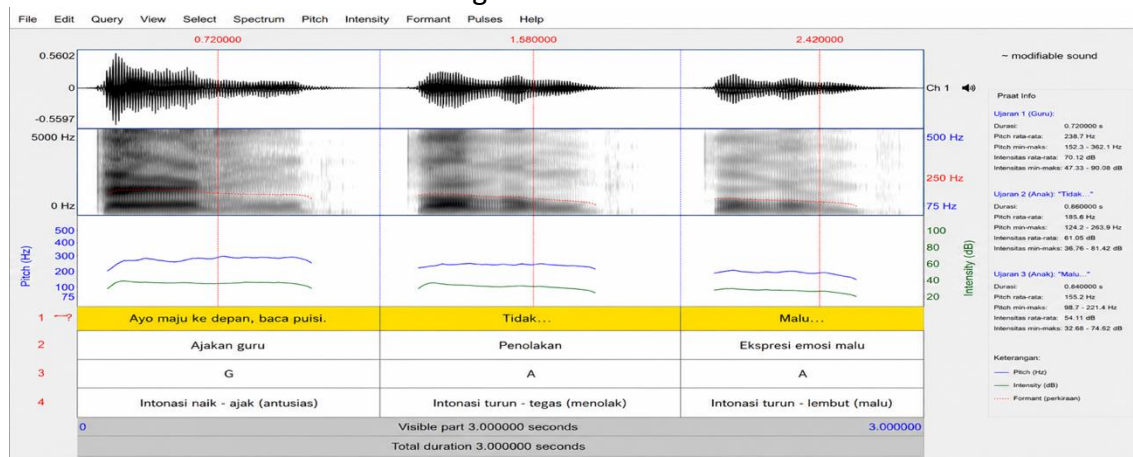
In this data, the kinesic element is very dominant. Shaking the head is considered kinesic because it is a head movement that conveys rejection. The head shaking reinforces the child's "no." This means that rejection is not only expressed verbally but also clarified through body movements.

Looking down is also a kinesic gesture. This movement indicates shyness, awkwardness, and a desire to avoid the gaze of others. In the context of being asked to

perform in front of the class, looking down indicates that the child is not yet ready to face direct social attention.

From a paralinguistic perspective, the utterances "No..." and "Shame..." are spoken softly, with a strained, or hesitant tone. The ellipsis indicates a pause and emotional stress. The child doesn't refuse out loud, but rather expresses discomfort with an expression.

Figure 39:



From a proxemics perspective, the instruction to "come forward" requires children to move from a secure position to a more open performance space. This spatial shift can increase social pressure. Children are asked to move from their position as class members to become the center of attention at the front of the class.

From a chronemic perspective, the child's response occurred immediately after the teacher's instruction. This suggests that embarrassment arises as a direct reaction to the demands of performing. Children don't need prior performance experience to feel embarrassed; the mere thought of performing in public is enough to trigger the emotion.

From an artifact perspective, poetry, as a subject to be read, triggers a performance situation. Poetry texts are not only learning materials but also performative objects that require children to speak in front of others. For autistic children, this performative demand can increase feelings of anxiety and embarrassment.

Factors that Influence

In this data, children's shyness arises due to the relationship between their emotional state and the demands of the classroom environment. The first internal factor is sensitivity to social attention. Autistic children can feel uncomfortable when they have to be the center of attention. Instructions to come to the front make them feel seen, judged, and noticed by many people. The second internal factor is the ability to regulate emotions. Children are able to feel shy, but are not yet able to manage it adaptively. Therefore, they choose to refuse with the word "no" and reinforce it with a head shake. Refusal becomes a quick way to avoid stressful situations. The third internal factor is expressive language skills. Children are able to express emotions with the word "shy," but have not yet elaborated on the cause. This indicates that children's verbal skills are already able to convey feelings, although still limited. The fourth internal factor is self-confidence. Children may feel unable to read poetry well. Worries about misreading, being laughed at, or being noticed can reduce their courage to perform.

The first external factor is the teacher's instruction. The invitation, "Come to the front and read a poem," is the primary stimulus that triggers shyness. This instruction contains both

social and academic demands. The second external factor is the presence of classmates. Their peers serve as an audience, making children feel noticed. Their presence can exacerbate shyness because they feel their performance will be judged. The third external factor is the public performance situation. Standing in front of the class is different from sitting in a chair. Being in front of the class makes children more visible and more vulnerable to feeling awkward. The fourth external factor is the way the assignment is given. If a child is immediately asked to perform without preparation, shyness can increase. Autistic children generally feel more comfortable if they are given advance notice, gradual practice, or a choice of how to perform.

5. Embarrassed When Friends Watch

Conversation:

T: *Lihat, dia lagi makan!* [Look, he's eating!]

A : *Jangan lihat...* [Don't look...] [*Looks away, stops eating*]

A: *Malu* [Embarrassed...]

Context: Children feel cared for while eating.

Analysis Description:

Verbal: Prohibition + expression of emotion

Nonverbal: Looking away (kinesics), stopping activity

Emotion: Embarrassed by feeling watched

Psycholinguistic Analysis of Verbal Data

In this data, the primary words indicating the child's emotions are "don't" and "shame." The utterance "Don't look..." contains the word "don't," which connotes a prohibition. Psycholinguistically, this word not only serves to prohibit a peer from looking at him, but also serves as a form of self-protection. The child attempts to block the social stimulus that makes him uncomfortable, namely the peer's gaze or attention. The word "look" indicates the object of the action the child rejects. The child does not refuse to eat, but rather refuses attention while eating. This suggests that the source of the emotion is not the act of eating itself, but rather the social attention directed at him.

The word "shame" is a direct expression of emotion. The child is able to recognize his feelings and verbally express them. This utterance demonstrates the ability to label emotions, namely the ability to connect inner experiences with verbal symbols.

The relationship between "Don't look..." and "Shame..." demonstrates a clear psycholinguistic sequence. First, the child realizes they are being watched. Second, they feel uncomfortable. Third, they forbid the attention from ending. Fourth, they name the emotion they are experiencing: shame.

Children's short utterances demonstrate concrete and direct language. They don't say, "I'm embarrassed if my friends see me eating," but simply use "Don't look..." and "I'm embarrassed...". Although simple, these utterances effectively convey the child's emotional needs.

Nonverbal Language Analysis

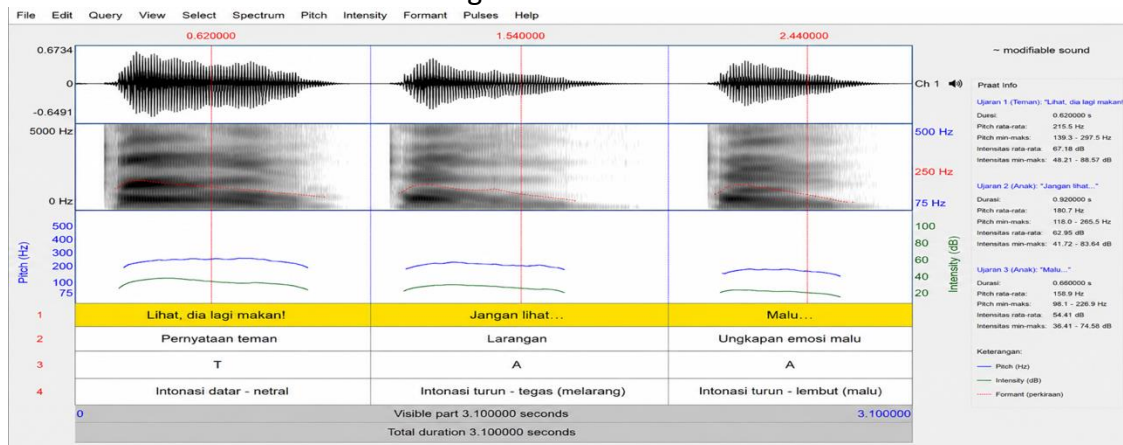
In this data, kinesic and chronemic elements appear dominant. Looking away is considered kinesic because it is a body movement that conveys communicative meaning. This movement indicates avoidance of eye contact and an attempt to distance oneself from the

peer's attention. The child is not only saying "don't look," but their body also indicates a desire not to be observed.

Stopping eating is an important nonverbal cue. This action indicates that a peer's attention is disrupting the child's ongoing activity. Psycholinguistically and emotionally, the child experiences a barrier because embarrassment causes them to stop the activity they are currently engaged in.

From a paralinguage perspective, the utterance "Don't look..." is said in a low, stressed, or slightly firm tone. The utterance "Shame..." is said more softly and restrainedly. This tone reinforces the emotional meaning that the child is uncomfortable.

Figure 40:



From a proxemics perspective, a friend's attention creates a social distance that feels threatening to the child. Even though the friend may be nearby, the child attempts to create psychological distance by turning away. This demonstrates the child's need to maintain personal space.

From a chronemic perspective, stopping eating indicates a change in activity timing. Children stop eating after feeling noticed. This demonstrates that shame directly influences a child's continued behavior.

From an artifact perspective, food becomes an object that triggers social attention. The private act of eating becomes a spectacle due to peer commentary. As a result, food no longer serves merely as a biological need but becomes part of a social situation that can cause children embarrassment.

Factors that Influence

In this data, children's shyness is influenced by their own condition and the social situation around them. The first internal factor is sensitivity to social attention. Autistic children can feel extremely uncomfortable when their personal activities are scrutinized. Peer comments can make children feel like they are the object of attention.

The second internal factor is the need for personal space. Eating is often perceived as a private activity. When others pay direct attention, children feel their comfort zone is being violated. The third internal factor is emotional regulation. Children are able to express embarrassment, but are not yet able to manage these emotions adaptively. Therefore, they choose to stop eating and turn their faces away as a form of avoidance. The fourth internal factor is expressive language skills. Children can convey prohibitions and emotions through brief utterances. However, they do not yet elaborate on their reasons. This indicates that children's verbal skills are functional, but still rudimentary.

The first external factor is peer comments. Saying, "Look, he's eating!" is a major trigger for embarrassment. These comments put the child's activities in the spotlight. The second external factor is peer stares or attention. The child feels scrutinized, which can lead to discomfort. The more attention the child receives, the stronger the embarrassment. The third external factor is the social atmosphere during mealtimes. If eating takes place in a crowded place, children are more easily disturbed by comments or stares. The fourth external factor is peers' lack of understanding of the child's comfort. Friends may not mean to be derogatory, but these comments can still be stressful for autistic children who are sensitive to social attention.

5. Conclusion

Based on the research results, it can be concluded that the emotion of shame in autistic children is expressed through verbal and nonverbal forms. Verbal expressions are shown through simple utterances that contain the meaning of rejection, avoidance, or acknowledgement of feelings of shame, while nonverbal expressions are seen through behaviors such as avoiding eye contact, lowering the head, looking away, remaining silent, and stopping the activity being carried out. From a psycholinguistic perspective, these forms of expression indicate that autistic children are able to recognize and communicate the emotion of shame according to their language skills and social understanding. The emergence of the emotion of shame is influenced by internal factors, such as social sensitivity, emotional regulation skills, and language skills, as well as external factors, such as comments, gazes, social interactions, and the surrounding environment. Thus, the expression of the emotion of shame in autistic children is the result of the interaction between language skills, psychological conditions, and the influence of the social environment.

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