



EFFECTIVENESS OF TECHNICAL EXPRESSIVE WRITING TO EXPLORE EMOTIONS CLASS VII SMP PGRI 01 WAGIR, INDONESIA

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Abstract:

This research is motivated from the observation that researchers did to students of class VII SMP PGRI 01 Wagir, which showed that 7 students still have a low level of emotional exploration. A low level of exploration emotions can hinder the development of the students expressing their feelings and can lead to miscommunication when interacting with people around. Therefore, an increase in the level of students' exploration of emotion is indispensable for students of SMP PGRI 01 Wagir. The method used in this research was to design experimental method Quasi Experiment, using the pattern of pre-test and post-test group. The subjects used in this study are 7 students of class VII SMP PGRI 01 Wagir. Instrument used in this research is the exploration of the emotional scale that has been expert tested. Data were analyzed using test Wilcoxon the calculations using SPSS 16.0 for Windows. Based on the results of the study showed that there is difference between the pre-test and post-test. This increased level of exploration of students can be seen from the total score 7 students in the pretest to the total amount is 26, while the posttest after being given treatment using the technique of expressive writing the number is 147. Based on test Wilcoxon between pretest and posttest generate significant value (2-tailed) ie $0,018 < 0,05$, which means that H_0 was rejected. So there is a difference between before administration treatment and after administration of treatment, so that it can be concluded that the technique is expressive writing effective to explore the emotions of students of class VII SMP PGRI 01 Wagir.

Keywords: exploration of emotion, expressive writing

1. Introduction

Adolescence is a time of conflict and mood swings. Adolescents often experience emotional upheaval is high, and coupled with rapid physical growth and psychological growth are increasingly developing into more varied. Many variants of emotions owned a teenager makes adolescent emotions sometimes become erratic. Traditionally adolescence is considered a "storm and pressure" where the emotional tension rising as a result of physical changes and glands. Not all adolescents experience a period of storm and stress, but it is also true when most teens experiencing instability from time to time as a consequence of the effort of adjustment to new patterns of behavior and new social expectations.

Emotions according to Goleman (2005: 7) are essentially the impulse to act, immediately plan to address the problems that have been implanted gradually by evolution. Chaplin (2006) formulates emotion as a state of arousal of the organism includes changes conscious, deep character, and behavior change. Emotions tend to occur in relation to influencing the behavior (approach) or step aside (*avoidance*) against something. Such behavior is generally accompanied by a bodily expression so that others can know that someone is experiencing emotion. If someone is having troubles, face will be pale, heart pounding, so their bodily changes as a series of emotions experienced by the individual in question Walgito (1994).

Benefits of emotions including: 1) Emotions as an energy generator (*energizer*). Without emotion, we are not aware or could we say die. Life means sense, experience, react and act. Emotions arouse and mobilize our energy, with examples emotion of anger move us to attack. Fear moves us to run. And love encourages us to come closer and romance; 2) Emotion is the information carrier (*messenger*); 3) Emotions As amplifier (*reinforcer*) where emotions will reinforce or confirm what you are feeling at the moment; 4) Emotions are a counterweight (*balancer*) where emotions will make life more colorful with emotion because teenagers will be able to express and poured his feelings to the fullest and make their hearts feel relieved.

Goleman (1999) stated on several emotions that we know, the emotion of anger is the mood of the most difficult to control. The emotion of anger arises because of the danger that can be either physical threats or threats that arise because of their self-respect or dignity. Conversely, the absence of the emotion of anger, then teenagers there would be no incentive to hold in implementing the tasks of adolescent development that is hanging out with their group, a group of men and even women.

Treatment will be given in the research is to write. Expressive writing technique or commonly known as *expressive writing*. Based on the results of research from Chicago

by Larson in 1999 (Journal of Psychology, 2010) found that young people are experiencing *mood* swing, where a teenager took just 45 minutes for the change of *mood* "extremely delighted" to "sad outstanding", while the adults may take several hours for the same thing.

Emotional reactions that are still unstable and not under control, in adolescence certainly have an impact on personal and social life. One of the tasks according to the development of Hurlock (2002) is reached emotional maturity appropriately. Quoting Bolton that: "*Writing is different from talking, it has a power all of its own. Writing can allow exploration of cognitive, emotional, and spiritual areas otherwise not accessible, and an expression of the element otherwise inexpressible.*"

Expressive Writing is part of *the expressive therapies* has developed since 1987 by Pearson & Nolan (Pearson & Wilson, 2008: 2), *Expressive Therapies* focuses on the emotions which the counselee using art, engineering, and projective. On *Expressive Therapies*, Beck suggests there is a process of emotional release that poured through writing, as well as enhances the cognitive process to the experience.

Goleman (in Latifa, 2012) itself suggests there are eight kinds of emotions, namely: (1) Anger: fury, rampaging, hate, angry, annoyed, upset the liver, impaired, irascible, irritable, hostile, aggression, violence and hatred pathological ; (2) Sadness: poignant, sad, somber, gloomy, lonely, rejected, despair, depression (pathological); (3) Fear: anxiety, fear, nervousness, worry, anxious, wary, uneasy, horror, phobia, and panic (pathological); (4) Pleasure: happy, joyful, contented, happy, amusement, pride, sensual pleasure, rapture, fulfillment, excitement is incredible, and mania; (5) Love: acceptance, friendship, trust, kindness, a sense of close, devotion, respect, love, love; (6) Shocked: shock, gasp, amazed, stunned; (7) Annoyed: contempt, disdain, disgust, nausea, hate, dislike, want to vomit; (8) Shame: guilt, upset the liver, regret, shame, and liver destroyed.

Wright (Psychology journal, 2011) defines the *expressive writing* as a process of writing an expression and reflection of individual and performed his own wishes or the guidance of a therapist or researcher. According Breur (in Pannebaker, 2002) *expressive writing* is talking about or worrying experience traumatic events of the hidden emotions to gain insight and settlement of trauma. Richard et al (2000 in Vollrath 2006) says that *expressive writing* benefit various *individuals*, but each *expressive writing* a response that varies in each person. Thompson (in Bolton, 2004) says that the therapy journal or writing may be suitable for someone who has personality *an introverted* who has the desire or idea to talk about things that are personal to the person or things that are painful continuous contemplated.

Expressive writing a narrative counseling techniques. This narrative counseling and Eptson White initiated in 1990 with an idea known as externalization problem, separate the individual from the problem, and make the problem as a problem that is beyond the individual.

Bolton (Psychology journal, 2011) also stated that *expressive writing* helps individuals to understand themselves better, and face depression, distress, anxiety, addiction, fear of illness, loss and change in his life.

2. Research Hypothesis

The hypothesis of this study was to determine the effectiveness of technique *expressive writing* to explore the emotions of students SMP PGRI 01 Wagir, Indonesia.

Ho: The *expressive writing* technique is not effective to explore the emotions of students.

H1: The *expressive writing* technique effective to explore the emotions of students.

3. Methods

This study did not use comparison class but using preliminary tests so that the magnitude of the effect of the use of technique *expressive writing* can be known with certainty. In this study, the research subject must first be given the initial test (*pretest*) to determine the extent to which students can explore their emotions before being given treatment using *expressive writing*. After being awarded the initial test, then students were given treatment (*treatment*), the spreader using the technique of *expressive writing*. Once done with the treatment given *the expressive writing*, then the student is given a final test (*posttest*) to determine the extent of the effectiveness of the use of techniques *expressive writing* to explore the emotions of students.

3.1 Subject Research

Prior to conducting the study, the researchers first had to determine who will be the subject of research. In this study, the research subjects were 7 students of class VII A SMP PGRI 01 Wagir who have low levels of emotional exploration. Students who are the subject of this require knowledge of the deeper emotions so that they can explore their emotions so that they are able to understand the condition itself.

3.2 Research Instruments

The research instrument consists of: 1) Scale Exploration of Emotion consisting of 8 items open statement, 2) media short stories explore the emotions that are contained within a wide range of emotions into a unity in the story. Instruments in this research have been tested before being given to the change subject. This expert testing performed by linguists and subject matter experts, covering the aspects of conformity, the attractiveness, usability and convenience. Subject matter experts provide value 3.25 for the aspects of the use, value 3 to aspects of the attractiveness, value 3 for the aspects of ease, and 3 for aspects of suitability, based on the value given by linguists then the average score is 3.06, while linguists give the value 3.5 for the aspects of the use, the value of 3.3 for the aspects of the attractiveness, value of 3.25 for the aspects of ease, and 3 for suitability, based on the value given by linguists then the average score is 3.26. Based on the average value given by the experts above it can be concluded that the instrument of this study deserve to be given to explore the emotions of students.

3.3 Procedures of Data Collection

Data collection experiment is performed twice; the *pretest* and *posttest* were performed before and after treatment. Data collection procedures were as follows:

1. Determination of the date and the day of data collection. These activities are carried out with the permission and cooperation of the researchers with the school principals, school counselors and homeroom to determine the time of data collection.
2. The data collection started by giving scale as pretest. *Pretest* waged to several classes in accordance with predetermined characteristics. This form of a scale to determine the level of emotional exploration of students, then some students who got the lowest score will be given treatment. *Pretest* data collection was done on January 3, 2017 in SMP PGRI 01 Wagir.
3. Giving *treatment*. In granting these treatments, researchers will conduct stages of implementation techniques *expressive writing* as techniques that will be given as treatments in exploring the emotions of students. Implementation of *treatment* starts from the date of January 3, 2017 until January 10, 2013 in SMP PGRI 01 Wagir.
4. Giving *posttest*. Award at stage *posttest* this the researchers gave the same scale as the first scale given to *pretest*. This is done to see if there is a change of score *pretest* and after *treatments posttest namely*, indicating the effectiveness of technique *expressive writing* to explore the emotions of students. Data collection for *the posttest* on January 10, 2017.

5. Comparing *pretest* and *posttest*. Perform comparisons and analyze the differences in results. *pretest posttest* In calculating the ratio score *pretest* and *posttest* this will be aided by using *SPSS 16.0 for Windows* to be more effective. In this comparison to be seen whether there is a difference between *pretest* and *posttest*.

3.4 Data Analysis

Data processing techniques in this study using a calculation computation *SPSS(Statistical Product and Service Solution)* because this program has the ability statistical analysis is high enough and the data management system in the graphical environment using descriptive menus and simple dialog boxes, making it easy to understand how to operate (Lewis, 2007: 1).

This study data analysis using test level *the Wilcoxon(Wilcoxon's Signed Rank Test)* as it refers to the type of research data is ordinal, but it *Wilcoxon* is an improvement sign test beforehand. Test *Wilcoxon* for the difference between before and after.

The reason the *Wilcoxon* test for research use only 7 subjects in the experimental group as the minimum limit of the research subjects research subjects for the analysis of parametric test at least 30 subjects for each group. Test *Wilcoxon* using *SPSS16 for Windows*. To take decisions in test the hypothesis *the Wilcoxon* if the probability of error or $P < 0.05$ then H_0 is rejected. In other words, that the technique *Expressive Writing* effective to explore the emotions of students.

4. Results and Discussion

From the results of *pretest* conducted on 24 students, the subjects gained as much as 7 students are classified as having a low level of emotional exploration. And after doing the *treatment*, as much as 6 times the *treatment* that give to the student (Siswandi) final test is *posttest*.

Comparison of the results of scores *pretest* and poster below aims to find out there is a difference or not between the results of *the pretest* and *posttest*. In the table below it can be seen that the results *posttest* increased from the previous results. Increased emotional exploration of these students obtained from the provision of *treatment* by using the techniques of *expressive writing*. The difference can be seen by observing comparason score between *pretest* and *posttest*. Here is an overview of the results of learning independence scale score on the *pretest* and *posttest*.

Table 1: Difference Scores Results *pretest* and *posttest* Scale

Score				Research Sample	No.
Category	Posttest	Categories	Pretest		
High	21	Low	2	AA	1
High	17	Low	4	AB	2.
High	21	Low	5	AP	3.
High	17	Low	3	FA	4.
High	21	Low	2	FR	5.
High	23	Low	5	PS	6.
High	27	Low	5	SO	7
26		147		Total	
21		3.7		Average value	

Based on the above table can be seen a significant improvement between *pretest* and *posttest*. So we can conclude that *expressive writing* effective in exploring the emotions of students. In addition to data also presented, a comparison of the results of *the pretest* and *posttest* can also be seen in following graphic:

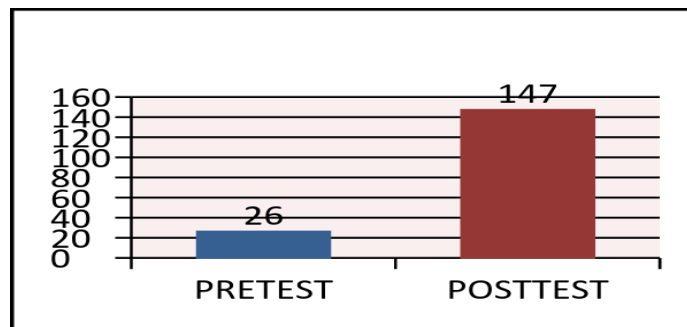


Figure 1: Graphic Comparison of scores of *pretest* and *posttest*

Based on chart image above can be seen that the exploration of emotion before being given *treatment* have lower scores and after the administration of *treatment* in the form of *expressive writing*, the level of exploration of emotions increased student. The statement can be interpreted that techniques *expressive writing* effective to explore the emotions of students of class VII SMP PGRI 01 Wagir

Having found the results before and after treatment, then testing the effectiveness of technique *expressive writing* to explore the emotions of students using the *Wilcoxon* test. test *Wilcoxon* used to determine whether there is any difference in the level of emotional exploration of students before and after *treatment*. To determine whether there are differences in the average of two samples of the same but has two data. The following are the results of test *the Wilcoxon* using *SPSS 16.0 for Windows*.

Table 2: Wilcoxon Results Table

Test Statistics ^b	
After - Before	
-2366 ^a	Z
.018	Asymp. Sig. (2-tailed)
a. Based on negative ranks.	
b. Wilcoxon Signed Ranks Test	

From the calculations the above table shows a significant change, it can be seen from the z value calculated -2366 and sig (2-tailed) is equal to 0,018. If the probability of > 0.05 , then H_0 is accepted, H_1 is rejected and if the probability < 0.05 then H_0 is rejected, H_1 accepted. So from the test results *Wilcoxon* showed that sig. (2-tailed) $0.018 < 0.05$, then H_0 is rejected, which means no change in the level of emotional exploration of students before and after the *treatment* is done.

5. Discussion

This study get the initial measurement results (*pretest*) to find a subject that will be provided treatment using the technique of expressive *writing*, results *pretest* indicate that there are seven students who rate low emotional exploration. And these students are AA, AB, AP, FA, FR, PS and SO.

Pretest results of the research subjects AA 7 is the students who had scores of 5, AB with a score of 2, AP Score 4 FA with a score of 3, FR with a score of 2, PS with a score of 5, and SO with a score of 6. The seven subject scores fall into categories that have low levels of emotional exploration.

The subjects of this study is given treatment or *treatment* in the form of technique *expressive writing* to explore more widely the emotions that arise and are perceived by the subjects. The reason for choosing this technique is that currently writing will indirectly make the brain become more active in the process and produce a much wider thinking. In this case, a low emotional exploration is a problem that must be resolved. After results, in the know *pretest* of students who have the lowest score will be given treatment.

After *treatment* is completed, then the final measurement or *posttest* of the 7 subjects. The results *posttest* of the 7 subjects are AA got a score of 21, AB gets Score 17, AP got a score of 21, the FA got a score of 17, FR got a score of 21, PS got a score of 23, and SO got a score of 27.

Based on the post-test known that all 7 subjects had increased levels of emotional owned exploration. This indicates that the level of emotional exploration of students increased after given technique. *the expressive writing* because in addition to the provision of technique *expressive writing* some students are changing, which one of them, the students were initially reserved and rarely took joked with his friend was finally able to express emotions happy when gathered with friends to another. The behavioral changes also strengthened with a few colleagues from the subject of the statement.

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