THE EFFECTIVENESS OF EXPRESSIVE WRITING IN MANAGING EMOTIONAL ABILITY IN ADOLESCENT AT JUNIOR HIGH SCHOOL OF MUHAMMADIYAH 1 IN PURWOKERTO

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ABSTRACT

This study aimed to test whether there is any significant effectiveness of expressive writing in managing emotional ability at Junior High School of Muhammadiyah 1 students in Purwokerto. This study used quasi experimental method with nonrandomized pretest-posttest control group design and the number of reserach subjects is 20 persons who were divided into control group and experimental group. The instrument used for collecting the data is managing emotions scale. The reliability of this study was measured by alpha cornbach and result showed that α = 0,745. The data analysis is done by using non-parametic statistical technic, Wilcoxon Signed Ranks Test with the help of SPSS 20.0 for widows programme. Based on the result of data analysis showed that the level of managing emotions in experimental group significantly increase after expressive writing session with the value of Asym. Sig = 0,009 < 0,005. The result showed that expressive writing is effective to increase managing emotional ability in adolescent.

Keywords: Expressive Writing; Managing Emotions.

INTRODUCTION

Adolescence is the most important period. Adolescence is a time of transition from children toward adulthood that includes physical development, sexual development, and emotional development. Adolescence is often regarded as the period of storm and stress which occurs a lot changes suddenly and quickly, both emotionally and mentally (Hurlock, 2006). The existence of such changes in teenagers, then teenagers often experience kegoncangan and his emotions are unstable (Rahman 2008). The inability to adapting to changes are often incurred because of the emotions that cannot be controlled.

Sarwono (2010) States that the uncontrollable emotion that among other things also can be caused by a conflict of roles which are being experienced by teenagers. They wanted to be free, but they is still dependent on the parents. Teenagers want to be considered as an adult, while they is still treated like a child. With the emotion of it, gradually finding his way toward the teen maturity, because the reaction of the people around them against their emotions will cause the teens learn from experience to take the best steps.

To improve the skills of managing emotions in teens, they require guidance and the form of assistance that is selected by using the technique of expressive writing. According to (Pennebaker, 2007) expressive writing is an activity to write down the deepest thoughts and feelings of a traumatic event or experience emotions. One of the hallmarks of expressive
writing therapy is pouring any kind of sense of anxiety in their writing without having to pay attention to grammar rules.

The technique of expressive writing demonstrates effective results, it is proved by research Purnamarini, etc (2016) that writing therapy helps lower anxiety in students when they face school exams. In addition, research on Kevin (2012) showed that expressive writing be able to enhance the ability to manage anger emotions in students. Another benefits of writing therapy is that it can also lower the score of emotion tension in students that had difficulty in expressing their emotions (Melianawati, 2004).

By writing someone would let go of negative emotions and won’t keep them inside or turn it into action. In addition, writing can help a person to see the issue more clearly than by talking (Wright, 2000). From some research related to the technique of expressive writing, one of the benefits of expressive writing techniques can be used in improving the management of emotions. According to (Bolton, 2011) expressive writing helps individuals that experience depression and distress to understand themselves better.

Through a variety of research conducted, one of the strengths of expressive writing is it can change a person's social life. Writing can improve working memory, but only influential for several weeks (Klein & Boals, 2001). When someone finished writing about unpleasant events, their cognitive function do not strive hard in shedding their memories. Writing can also be pushing someone to be more opened with others. Therefore, researchers interested in using the technique of expressive writing to help increasing the ability to manage emotions in adolescent in Purwokerto. In addition, expressive writing method does not require an expensive cost, and a very long time, so it can be used for various subject societies

Based on the preliminary studies by doing direct observation and interviews with Mr. Nur Hasbi as teacher of guidance counseling (BK) and student in secondary high school of Muhammadiyah 1 Purwokerto had done twice, on October 1, 2018 and 2 October 2018, which was carried out through interviews with Mr. Nur Hasbi that there were 20 students who have not been able to manage their emotions appropriately, and according through school records there is verbal bullying behavior between students, there was also students who have low self-esteem because of that these students have been bullied, there were fights between students from the social media. Thus it can be concluded there were 20 students who aren't able to control their emotions.

According to Harahap (2012) expressive writing in the personal social guidance aims for that students can freely express their feelings, increase self confidence, improve the ability of self-reflection, improve writing skills, make them become more open, spontaneous and accept themselves for what they truly are. Expressive writing could be made in the activities of guidance counseling techniques. The technique of expressive writing can help teachers BK in granting social services and personal guidance to students. Private social guidance aims to help students in facing and overcoming social problems-personal way of creating a conducive educational interaction environment.

Therefore, expressive writing technique was chosen to improve the ability of managing emotions at Junior High School of Muhammadiyah 1 Purwokerto. So hopefully
this can be gained through research results to improve the ability to manage emotions in adolescent. From the explanation above, then researchers will conduct research on the effectiveness of Expressive Writing to increase the capability of managing emotions on VIIth grade students at Junior High School of Muhammadiyah 1 Purwokerto

METHOD

This research used a quasi experimental design. The approach used is a pretest-posttest nonrandomized control group design. The population in this research is VIIth grade students at Junior High School of Muhammadiyah 1 Purwokerto. This research used purposive sampling technique. A large sample was 20 students that divided into 10 experimental and 10 control group. The dependent variable is the ability to manage emotions and the independent variable is the expressive writing. Using a scale of assessment instruments are the ability to manage emotions and data analysis using the Wilcoxon Signed Ranks Test. This study was carried out during 1 month at Junior High School of Muhammadiyah 1 Purwokerto in March 2019. Therapy given for 30 minutes for 4 days in a row.

Table 1. Ranks

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean Rank</th>
<th>Sum of Ranks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post-Test Eksperimen - Pre-Test Eksperimen</td>
<td>Negative Ranks</td>
<td>1(^a)</td>
<td>2,00</td>
</tr>
<tr>
<td></td>
<td>Positive Ranks</td>
<td>9(^b)</td>
<td>5,89</td>
</tr>
<tr>
<td></td>
<td>Ties</td>
<td>0(^c)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Post-Test Kontrol - Pre-Test Kontrol</td>
<td>Negative Ranks</td>
<td>4(^d)</td>
<td>3,50</td>
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<tr>
<td></td>
<td>Positive Ranks</td>
<td>5(^e)</td>
<td>6,20</td>
</tr>
<tr>
<td></td>
<td>Ties</td>
<td>1(^f)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

Table 2. Descriptive Statistics

<table>
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<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
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<tbody>
<tr>
<td>Pre-Test Eksperimen</td>
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<td>80</td>
<td>110</td>
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<td>10,077</td>
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<tr>
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<td>112</td>
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<tr>
<td>Pre-Test Kontrol</td>
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<td>56</td>
<td>109</td>
<td>90,90</td>
<td>15,059</td>
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<tr>
<td>Post-Test Kontrol</td>
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<td>54</td>
<td>109</td>
<td>92,60</td>
<td>15,465</td>
</tr>
<tr>
<td>Valid N (listwise)</td>
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<td></td>
<td></td>
<td>10</td>
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</tr>
</tbody>
</table>

Table 3. Table of Test Statistics

<table>
<thead>
<tr>
<th></th>
<th>Post-Test Eksperimen - Pre-Test Eksperimen</th>
<th>Post-Test Kontrol - Pre-Test Kontrol</th>
</tr>
</thead>
<tbody>
<tr>
<td>Z</td>
<td>-2,603(^b)</td>
<td>-1,010(^b)</td>
</tr>
</tbody>
</table>

\(^a\) Wilcoxon Signed Ranks Test

\(^b\) Based on negative ranks.
RESULT AND DISCUSSION

Based on the table of Ranks for the experiment group, there is 1 data with negative ranks are the same, there are 9 different data with different ranks and there is no positive data with difference of 0. This means that out of 10 data that compared, there are 9 data shows that students whom after given treatment, their ability to manage emotions are more positive compared with the students before given treatment. The result also showed there is a student who after the given treatment, the ability to manage emotions is lower compared with her score before treatment is given.

It can be concluded that the average ability of managing emotions on the experimental group after given preferential treatment of expressive writing is higher than before they given treatment. Based on the data above it shows the average (mean) the ability to manage emotions of students after the given treatment amounting to 100.30 > 93.00 from the average (mean) before treatment is given. This indicates an increase in the capability of managing emotions after expressive writing session.

Based on the table of Ranks for the control group of a total of as many as 10 data data, there are 4 different data with different negative ranks, there are 5 different data with different ranks and there was positive data with difference data 1 data pair or each other. This means that out of 10 data that compared, there are 5 data showed that students whom after expressive writing session is given, the ability to manage their emotions more positive compared with the students before treatment is given. While data also showed there are 4 students are after treatment is given, the ability to manage emotions is lower compared with their score before treatment is given.

Based on the results of this research, Asymp. Sig. (2-tailed) Group of experiments worth 0.009 < 0.05, then it can be concluded that Ho is rejected and the Ha accepted, it means that the hypothesis that states there is difference in the ability to manage emotions among students before expressive writing session is accepted. This shows that expressive writing can increase the ability to manage emotions.

While based on the table of the test statistics for the control group above seen that the significance of 0.313 > 0.05, then H0 accepted and H1 was rejected, which means that the hypothesis that states there is no difference in the ability to manage emotions among students before and after expressive writing session is accepted.

CONCLUSIONS

Expressive writing technique can be used to help students improving their ability to manage emotions. Based on the results of testing a hypothesis using Wilcoxon Signed Ranks Test, it is obtained a value of Asymp. The SIG of 0.009 < 0.05. Thus it can be concluded that Ho is rejected and the H1 is accepted, i.e., it means that their ability to manage emotion is increased after expressive writing session.

In addition, advice that can be given to other researchers who willingly to continue research on expressive writing is that the subject should have the pleasure of writing so they
can express their feelings, thoughts, and emotions in their writing better by using longer period of time and might chose a subject that introvert so that it would be more clearly to understand the changes through their writings as well as their score ability to manage emotions.

REFERENCES


