

# EFFECTIVENESS OF EXPRESSIVE WRITING THERAPY ON PUBLIC SPEAKING ANXIETY AND PUBLIC SPEAKING SELF-EFFICACY IN STUDENTS OF PSYCHOLOGY STUDY PROGRAM IN BUANA PERJUANGAN KARAWANG UNIVERSITY

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**Abstract**---An increase in public speaking self-efficacy should be done by students of psychology that following the competency level will bring a lot of public speaking. Expressive writing therapy is a therapy that uses the activity of writing as a means to reflect the deepest thoughts and feelings from the grave a hard inflicted trauma). The experimental work on this expressive writing therapy done either in groups and is playing therapy to help the subject develop more adequate insights about yourself and the situation the presentation, improve self-esteem, develop better-coping skills, as well as a means for release tension. This study aims to test the influence of expressive writing therapy against public speaking anxiety and public speaking students in the context of self-efficacy in class. The subject of this study is students that have the anxiety level on public speaking who are considered to be higher until a very high level. Scale compiled based components anxiety speaking in advance general of Rogers (2003), which consists of the components of physical, mental and emotional. The scale of public speaking self-efficacy compiled based on a scale that was developed by Warren (2011) refers to the Selnow (2009) were grouped into the four dimensions include content, structure, delivery and presentational Aids to the audience. This research is using a quasi-experiment with the design of one group before-after design or one group pre-test – post-test design. Subjects received expressive writing therapy treatment for 5 sessions with a duration of 90-120 minutes for each session. The results of the analysis of the quantitative Mann-Whitney and Wilcoxon Signed-Rank Test showed that there is a decrease in the significant level of public speaking anxiety group experiment after treatment expressive writing therapy. Based on the analysis of the qualitative to the results of observation, interviews, and questionnaires concluded the improvement of public speaking self-efficacy. And decreased levels of public speaking anxiety.

**Keyword**---Expressive Writing Therapy, Public Speaking Anxiety, Public Speaking-Self Efficacy

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## I. INTRODUCTION

One of the skills that must be mastered by students is the ability to speak in front of the public. Thus was the case with the Buana Perjuangan University Karawang, especially Psychology Program who use Student Center Learning methods, a lot of use of discussion groups and presentations that encourage students to be active to speak in front of the public and be able to express ideas and thoughts especially in front of friends classmates. But in practice, students often feel anxious when they are asked to express an idea or opinion is spoken in a discussion group or presenting the material in front of the class.

Based on the results of preliminary studies that the researchers did note that the anxiety that is experienced by students when speaking in advance general have impacted negatively on the performance of academic, such as the lack of involvement in the course, less optimal performance when the presentation, a decrease in achievement of learning and the magnitude of the opportunity to drop out. It is making the importance of performed interventions to assist students in overcoming problems of this.

Public speaking is an action in the form of preparation, staging, and delivery of presentations to the audience (Gamble & Gamble 2008:369). One of the main obstacles to developing communication skills is communication apprehension. McCroskey (1984) defines communication apprehension as the level of fear and anxiety of individuals linked to communicate with others, both in real, or are anticipated (Hassall et al ., 2013: 163).

Of all the thoughts that influence human function, self- efficacy is the very core of social cognitive theory (Pajares, 2002). It is given that self-efficacy is the main element of social cognitive theory (Federici & Skaalvik, 2011: 577). Self-efficacy is defined as how people beliefs for their ability to do some measure of control over their function and of this environment incident (Bandura, 2001 in Feist & Feist 2006: 478).

There is a reversed relation between fear in communication (communication apprehension) and self-efficacy (Dwyer & Fus, 1999 in Warren, 2011: 17). Dwyer & Fus (1999) suggest that it is important to increase public speaking self-efficacy than focus only on reducing the obstacles to communicate (Warren, 2011: 17). Meanwhile, Warren ( 2011 ) feels that there should have been strategy effective to accelerate public speaking self-efficacy students. Hence, he might try a strategy potential to increase public speaking self- efficacy student (Warren, 2011: 18).

There is research that shows that peaking in public effectively is skills that can be learned, everybody can improve the ability and they were effective public speakers (DeVito, 2009 case . 294). Departing from the case mentioned, the skills and the ability to speak in front of the public are effective can also be improved by psychology Students where in the realm of learning to achieve competence as an undergraduate Psychology, they need a lot of touches and communicate with people more. The science of psychology requires students to interact with many people and requires a sensitivity that extra in view the various phenomenon.

The role requires the skills of each student of Psychology to speak in front of the public to believe in themselves and effectively. Speaking in front of the public at students who feel confident in the ability of those to convey a message in front of the public be possible to perform much better (Warren 2011: 3). The success of speaking in front of the public of the students of psychology is very necessary attention. Essentially, the success of speaking in front of the public every student of psychology can be predicted by the ability and confidence they in conveying the message in front of the public, for example, public speaking self-efficacy.

Expressive writing is one of the interventions that are used to cope with anxiety. Through expressive writing, individuals reflect thoughts and feelings innermost to events that are not pleasant or cause trauma. Reflection is facilitating

individuals to change their cognitive, regulating emotions become better, become a means of catharsis, gain new energy, direct attention, relieve the pressure of emotional as well as provide an opportunity to focus on the purpose and counselling (Kaufman & Kaufman, 2009).

The ability to speak in front of the public is effectively on Psychology Students become a thing that is important in fulfilling his competence as a scholar. The ability to speak in front of the public can be effective if a student has a public speaking Self-Efficacy, the ability and belief in convey a message good and can be lowered public speaking anxiety that had happened so that it can be more optimal in communication and interact in public. Thus need to the intervention was done with students in helping resolve this problem. So, this research is discussed how the effectiveness of expressive writing therapy to public speaking self-efficacy and public speaking anxiety.

## II. LITERATURE REVIEW

### **Public Speaking Anxiety**

Morreale, Spiitzberg & Barge (2007) define public speaking anxiety as fear or anxiety are associated circuitry situations speak the real or imagined. Vye, Scholl- jegerdes & Welch (2007) also added that anxiety moves in a continuum ranging from normal levels until the disturbance. Anxiety classified as a nuisance if things are cause individuals constrained to actualize the potential and performance that he had, including his ability to interact with others or to obtain satisfaction from life.

As for the factors that led to the emergence of anxiety when speaking in front of the public is to feel the threat to self-esteem, counselling is wrong, expectations and attitudes that are not realistic, factor personality and negative self-thought to the situation presentation ( Morreale, Spitzberg, and Barge, 2007; Monarth & Kase, 2007; and Wrench, Richmond, & Gorham, 2009).

### **Public Speaking Self-Efficacy**

The intensity of speaking in front of the public more often, pay attention to the reaction of the audience and keep an objective and line of the message remains on track, the ability to speak in front of the public someone will rise ( Iacono et al ., 2001: 28). Speaking in front of the public is an effective skill that can be learned and all people can improve their ability and become effective public speakers (DeVito, 2009: 294). To overcome the fear of communicating, Dwyer & Fus (1999, 2002) advocated for a better improve public speaking, self-efficacy rather than focusing only on the reduction of barriers in communication (Warren, 2011: 17). In Basically public speaking, self-efficacy is a specific measure of trust myself a person in developing the content, structure, and delivery of the effective (Warren, 2011: 34).

There are components of speaking in front of the public as effectively by Sellnow (2009) who used Warren (2011) to develop a few items on the Scale Public Speaking Self-Efficacy (Warren, 2011: 34). According Sellnow (2009), there are four components of the base to speak in front of the public in an effective, among others (Warren, 2011: 19): Content, Structure, Submission (Delivery), and the effectiveness of the use of tools to help the presentation (The Effective Use of Presentational Aids)

Warren's research (2011) confirms that public speaking, self-efficacy is one of the factors that can help improve the ability to speak in front of the public or the performance. When students believe that they can implement the structure, content, and delivery are effective for the speeches, then they are more possible to do so (Warren, 2011: 58).

### Expressive Writing Therapy

Wright (in Bolton, 2004) defines expressive writing therapy as a process of writing that is an individual's expression and reflection and is carried out on his own or with the guidance of a therapist or researcher. In general, expressive writing therapy aims to improve the understanding of the self itself or others; increase creativity expression of self and the price of self; strengthen communication and interpersonal skills; express emotions that excessive ( Catharsis ) and decrease the tension and improve the ability to cope with problems and function of individual's adaptive (Gorelick, in Malchiodi, 2007). Bolton (2011) also stated that expressive writing therapy helps people to understand themselves to be better and cope with depression, distress, anxiety addiction fear of the disease, loss, and change in life (Bolton, 2011).

### III. METHODOLOGY

This study using a design research quasi-experiment with the design one group before-after design or one group pre-test post-test design. Through the use of the design, changes can be seen as a result of treatment by comparing scores obtained before the treatment (pre-treatment) score after the treatment (post-treatment).

Visualization Of The Draft Study One Group Pre Test – Post Test Design

<i>Pre-test</i>	<i>Treatment</i>	<i>Post-test</i>
Y1	X	Y2

Description :

Y1 : Score or the value of the degree of public speaking, self-efficacy and public speaking anxiety before attending treatment

X : Treatment given, that is expressive writing therapy

Y2 : Score or the value of the degree of public speaking, self-efficacy and public speaking anxiety after attending treatment .

Measurements were made by comparing pre-test and post-test scores, with a measurement interval of two weeks.

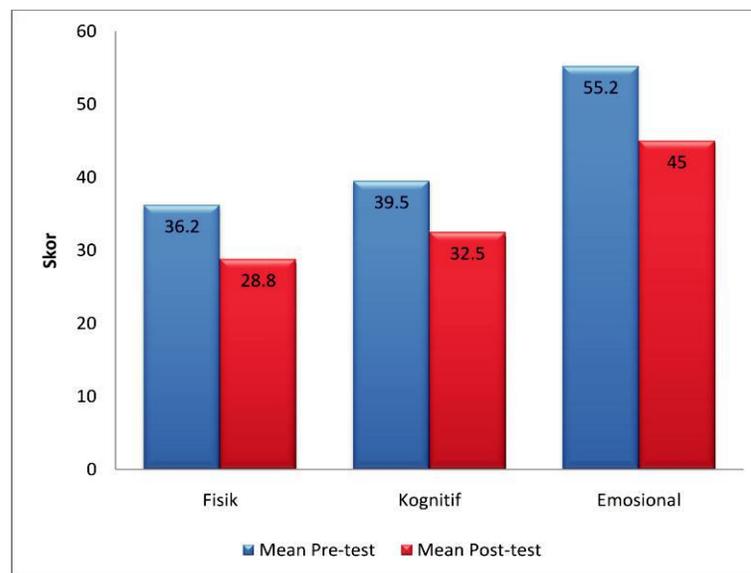
Subjects in the study is limited by the characteristics as follows: Active students of Psychology program in Buana Perjuangan University Karawang, undergo the process a lecture is mainly in the method of presentation, having public speaking anxiety at a high level until the very high, have never taken the intervention of expressive writing therapy and prepared to follow intervention. The subject had behaved expressive writing therapy for 5 sessions with a duration of 90-120 minutes on each session.

Data collection in this study using four instruments namely, scale, observation, interviews, and questionnaires. The scale of public speaking anxiety used to measure public speaking anxiety levels. This scale is based on the anxiety component talking in public from Rogers ( 2003 ) which consists of the physical components, mentally and emotionally. The scale of public speaking self-efficacy used to measure the level of public speaking self-efficacy. This scale based on a scale that was developed by Warren (2011 ) refer to Selnow (2009) are grouped into four dimensions covering, content, structure, delivery and presentational aids to the audience which refer to exposure to a concept of each dimension. Observation, interviews, and questionnaires are instruments to support the enrich research data. Observation is taken when the subject of writing and discuss it writes. Interviews were conducted at the pre-test and post-test. While the questionnaire used to learn insights obtained the subject at each session, how the changes that have occurred on the subject after the intervention and how the subject evaluates the intervention overall after these interventions.

Data analysis using descriptive analysis of charts. The graphic analysis is the visual where changes in counselling ascribed to systematic changes in the independent variable. The secondary data analysis is making by recording interviews based on the interviews conducted with the subject and processing the data collected from the observation and interview to see things that are expected affected by the research that can't be obtained quantitatively.

#### IV. RESULT AND DISCUSSION

Based on the results of the analysis of the data can be concluded that there is a difference that significant levels of anxiety to speak in advance common after treatment of expressive writing therapy,  $U = 7.5$ ,  $p.05$  with effect size was relatively moderate ( $r = -.49$ ). It is as expressed by Bolton (1999, 2011) that expressive writing therapy has the advantage to overcome a variety of problems including anxiety. The advantages are among others is that through the process of writing can give way to the emergence of memories, feelings, and thoughts are suppressed or in buried; help organize the thoughts, ideas, and inspiration that individuals have; the process is holistic which provides mental awareness through the process of exploration of experience.



Graph 1. Comparison of Mean Group Experiments Based on Components Public Speaking Anxiety

As part of the creative therapy, the process of writing takes place in a free, confidential writings also guarded, and clients freely determine which parts of which will be discussed, as well as no need to feel worried about going to vote right one for writing such an experience that is truly owned by the client. Expressive writing therapy also has a characteristic like other expressive therapy, including in terms of self-expression and active participation. Through the activities of writing, people express themselves to gain an understanding of ourselves which is good or transforming the understanding of new, produce the conditions of emotion that are good, the settlement of the conflict and a sense of well-being. Besides, active involvement in activities can provide encouragement, focus attention, and relieve emotional stress that is being experienced by clients ( Malchiodi, 2007; Rasmussen & Lange, in Bolton, Howlett, Lago, & Wright 2004).

Based on the results of the research note that the decline in the level of anxiety to speak in the face of public happened on the third component, namely the physical, mental, or cognitive, and emotional. The decline in a mean group of experiments on components of emotional reaches 10.2 points, much higher compared to the component of physical which

reached 7.4 and mentally 7 points. The magnitude of the therapeutic effect on the emotional component is in line with the opinion of Pennebaker (in Malchiodi, 2007) that writing is an effective way to improve emotional conditions and reduce symptoms of several chronic diseases.

Besides Pennebaker (in Kaufman & Kaufman, 2009) explained that expressive writing therapy can help cognitive restructuring and organization of trauma events experienced. So also Boals's research (2012), which concluded that there is a relation between giving meaning to the experience with the changes in the patterns of thought. With so after the process of writing, the individual will reach an understanding recently that more adaptive and help in overcoming the problems faced.

Writing certain topics that are more structured can also provide psychological benefits for individuals or groups. So too does the orientation of the topic, whether focusing on the experience of positive, negative or see the benefits of experience are or write a situation that will be faced (Pennebaker & Chung, 2007; Pennebaker & Sexton in Kaufman & Kaufman, 2009; Dalton (2009); and Ramirez and Beilock (2011). It is this which is done in the research is that happening decline in scores of anxiety speaking in advance a common component of cognitive by 7 points.

Writing emotional experiences can also affect physical health. As Pennebaker, Hughes, & O'Heeron's research ( in Pennebaker & Chung, 2007) shows the decrease in the activity of the system nervous autonomic and cardio-vascular such as that experienced by the individual in the process of relaxation. Influence the activity of writing to the condition of physical this can be explained from the angle of view of inhibition theory which states that counselli thoughts and feelings about the experience traumatic resulted in the accumulation of pressure/stress on the body and the increased activity of physiological, thinking obsessively that relate to events that presses so that the term long can cause people always are in a situation of distress and feel threatened by social. By expressing his experience with words, the inhibition of which during this is felt to be reduced in a gradual and seen the improvement in health.

The results of the study showed that expressive writing improves public speaking self-efficacy. There was a mean difference in the self- efficacy of the experimental group at the time of the pre-test (M = 258.39) and post-test (M = 275.28). The results have demonstrated that the group of experimental experienced an increase in efficacy myself after doing the expressive writing the gain score of the experimental group (M = 16.90), with a significant difference (p = 0.015). These results indicate that the experimental group experienced an increase in self- efficacy.

Table 1 . Theoretical Mean Values

<b>Teoritik</b>			
<b>M</b>	<b>Max</b>	<b>Me</b>	<b>SD</b>
<b>in</b>		<b>an</b>	
90	3	225	45
	60		

Table 2. Empirical analysis and standard deviation of pre-test and post-test in the experimental group

<b>Subjek</b>	<b>N</b>	<b>–</b>	<b>S</b>	<b>–</b>	<b>SD</b>	<b>Sig</b>
<b>D</b>						
<i>Pre-test</i> Kelompok Eksperimen	2	2	4	258,	32,9	0,0

	9	25	5	38	98	0
<i>Post-test</i> Kelompok Eksperimen	2	2	4	275,	26,1	0,0
	9	25	5	28	25	0

The results of this study support the findings of Brown and Dennis (2016) that expressive writing therapy can improve one's self- efficacy. When someone wrote an experience, it means that people are thinking about and feel the experience back. In this study, subjects were asked to write down their experiences of success, the experiences of the success of others that were memorable, and support from the environment in the process of achieving success. These three things are the factors that affect the efficacy of self according to Bandura (1997). The success in the past and makes someone more convinced that he can re-acquire success. The success of another memorable person also influences a person to learn and is increasingly convinced that he can also get it. Support verbal of the environment around an effect on increasing confidence, perseverance, and effort a person in the process of achieving success. In the study of this, the subject back to remember and feel the experience of experiences that when writing.

According to Pennebaker (2004), expressive writing therapy affects one's cognition. Changes in cognition that occur make the subject label, structure, and re-organize the experience of success. Pennebaker (1999) states that the processing and organization of thoughts and feelings make someone more capable to understand the experiences and her own. King (2001) adds that writing experience makes a person more aware and able to regulate himself. When the subjects wrote down his experiences subject to a process and organize re-experience it. Subjects became more aware of the ability and chances to achieve success. Awareness of the subject will be the ability and opportunity that is owned makes it more and more convinced that he can achieve success at the time of this.

## V. CONCLUSIONS AND RECOMMENDATIONS

### Conclusion

The results of the research have demonstrated the expressive writing improves the efficacy of self is significant. The group that did the expressive writing experiencing an increase in the efficacy of self than the group that did not do so results of the research have demonstrated the value of p of 0.015 ( $P < 0.05$ ). The results are showing that the hypothesis of the study which stated that expressive writing affects the efficacy of self-fulfilled. Results of the study also showed expressive writing therapy can decrease the public speaking anxiety, there are differences that significant levels of anxiety to speak in advance common after treatment of expressive writing therapy,  $U = 7.5$ ,  $p.05$  with effect size was relatively moderate ( $r = -.49$ ).

## VI. Recommendations

Expressive writing therapy can be used as a therapeutic alternative for the psychological problems that affect the condition of an individual's physiological, cognitive, and emotional. Although this still a bit of a researcher who uses models expressive writing as that researchers use. The researchers further expected to perform replication in a subject or problem that is different.



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