

Emotional Description of Adolescent Korean Drama Fans

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ABSTRACT

Korean popular culture is currently spreading in Indonesia, one example being Korean drama films. The purpose of this study was to describe the emotions of adolescents who watch Korean drama films. The method used in this research is descriptive quantitative. Data collection in this study was conducted on November 15, 2020, for 12 days. Participants in this study were adolescents aged 15 to 21 years, totaling 296 participants. The results showed that there were 49.7% of Korean drama viewers who felt positive emotions (positive affect) when watching such as excitement, interest, and more, while 47% of Korean drama viewers felt negative emotions (negative affect) when watching such as irritability, afraid, feeling guilty, etc. and 3.4% of Korean drama viewers experience neutral emotions. The results of the study also show that there are differences in the positive affect dimension based on gender, age, and viewing duration. Negative affect also shows a significant difference based on family members who live with the participants. There was no significant difference based on the latest education and the genre of film watched.

Keywords: *emotion, korean drama, adolescents*

1. INTRODUCTION

Recently, Korean pop culture in the form of music, drama and language is spreading throughout various countries in Asia, including Indonesia. The global spread of Korean culture is called the Korean Wave or in Korean known as Hallyu [1]. In Indonesia, Korean popular culture influence has spread since the 2000s through Korean drama shows on Indonesian television. With the screening of Korean dramas on Indonesian TV channels, the process of spreading Korean culture in Indonesia grew faster along with the existence of technology and supporting media. An online report in Indonesia at Tirto.id [2] in 2017 conducted research on 263 Indonesian people on why Indonesian people like Korean dramas. It was found that Indonesian people have an interest in Korean dramas because the storyline (80.61%), interesting actors and actresses (31.56%), and episode count and time (13.31%). In addition, the researcher found a group Korean drama enthusiasts on Facebook social media created by Hasan Wirayuda which has 29,531 followers.

Korean dramas are sought after by many groups from young to old, including adolescents. The reason why teenagers like Korean drama films may be because teenagers prefer shows that are romantic, entertaining, gentle, display unrealistic expectations, and highlight the fashion of the actors or actresses' clothes [3].

When adolescents watch Korean dramas, various responses are shown, including emotional response. According to James Lange the emotions generated are

triggered by external stimuli, one of which is the environment [4]. The emotions shown by Korean drama audiences include anger, sadness, touched, and others. According to Ekman and O'Sullivan there are six basic emotions that can be observed, namely: (1) happiness; (2) anger; (3) sadness; (4) surprise; (5) disgust, and; (6) fear. This is also in accordance with the results of personal communication conducted by researchers to 10 teenagers. It was revealed that 6 out of 10 teenagers admitted that they often get carried away with emotions when watching Korean drama films, even persisting until after it is over. The adolescents admitted that the emotions they feel sometimes also interfere with their daily activities, not only preventing them from socializing because they are constantly watching, but even loss of appetite and more. Korean drama films do not only cause negative emotions. Personal communication also shows that when teenagers watch Korean drama films, it often makes the teenagers become enthusiastic and motivated by the plot and romantic scenes involving the actors and actresses they watch. (Personal communication, 2020).

Revealed that films can function as a tool and can be used as entertainment that has become habit, and can also present stories, events, music, drama, comedy and other technical offerings to the public [5]. Films are also used as instruments that are used firmly and in full extent in order to obtain strong and specific emotions in a relatively short time [6]. Films or dramas are able to stimulate two senses at once, hearing and sight, therefore a film can influence its audience in conveying messages uniquely and quickly. Sight and hearing are two components that incite emotional response. Adolescents often get carried away

when watching Korean dramas, resulting in feelings of anger, irritation, joy, sadness and moved. Watching Korean dramas also lead to teenagers being lazy, having disturbed sleep, and so on [7].

By the many phenomena that have been mentioned, the researchers found varied results regarding the emotions displayed when watching Korean dramas and after watching Korean dramas, as well as quite diverse impacts. Therefore the researcher concludes that the importance of this research is to see how much influence Korean drama films have on the emotions of adolescence who have low emotional stability. With this research, emotions that are channeled through Korean drama films can be a special concern and alternative for teenagers in displaying their emotions so that they are not expected to have a negative impact on daily life such as psychological disturbances, and so on.

1.1. Structure Paper

This paper consists of five parts. The first part is an introduction that contains the background of the problem, problem formulation, research objectives, theoretical and practical benefits of research, and systematic writing. The second part is a literature review consisting of theories related to emotions, youth, and Korean drama films. The third part discusses research methods consisting of research participants, types of research, research settings and equipment, measurement of variables, research procedures, and data processing and analysis procedures. The fourth section discusses the research findings and data analysis. The fifth section is the last section which contains conclusions, discussions, and suggestions.

2. LITERATURE REVIEW

2.1. Emotion

According to Hude (2006) [8] the word *emotion* comes from the Latin word *movere* which means *to move* or *move*. After that the word is added with the prefix "e-" to give the meaning of moving away. It gives the impression that the tendency to act is something absolute in an emotion. According to Papalia and Martorell (2020) [9] emotions are subjective reactions to experiences associated with psychological and behavioral changes. According to James Lange's theory (cited in King) emotions are produced through physiological states that are triggered by stimuli from the environment. According to Rottenberg (2007) [10] the term *emotion* is widely used for various negative and positive emotional states. According to Watson (2001) [11] there are two broad dimensions of emotional experience, namely: (a) positive affect or positive aspects, which are aspects of positive emotions

that exist in an individual such as joy, happiness, and interest; (b) negative affect or negative aspects, which include anger, guilt, and sadness.

According to Mashar (2015) [12] emotions can be influenced by the existence of factors from within the individual (internal factors) such as conflicts, the development of emotions in the individual, as well as factors obtained through the environment (external factors) such as the learning process. Khodijah (in Iye et al, 2020) [13] revealed three emotional functions, namely: (1) survival, to maintain life; (2) energizer, which acts like an energy generator; (3) messenger, to carry and deliver messages.

2.2. Adolescents

According to Gunarsa and Gunarsa (1991) [14] *adolescence* comes from the Latin *adulescentia* which means *youth*. Monks (2006) [15] argues that adolescence takes place between the age of 12 and 21 years, this is also in accordance with Papalia et al (2008) [16] which reveals that adolescence takes place between the ages of 12 to 21 years. Adolescence is a developmental transition period between childhood to adulthood that requires considerable physical, cognitive, and psychosocial changes (Papalia & Martorell, 2020). G. Stanley Hall (quoted in Santrock, 2016) [17] believes that adolescence is a turbulent period filled with conflict and mood swings.

2.3 Films

According to Oktavianus (2015) [18] film is a form of electronic mass communication in the form of audio-visual media that can show sounds, words, appearances, and show all three simultaneously. Films are a new tool to broadcast entertainment, which presents a story, event, drama, music, comedy and other technical offerings to the general public.

2.4 Drama

According to Wiyanto (2002) [19] *drama* comes from the Greek "dram" which means *motion*. According to Ambarwati (2014) [20] drama is a story that features conflict between humans which is shown in the form of dialogue projected on the stage using conversation and action in front of the audience with quality communication, atmosphere, and action. According to Syarifah (2017) [21] drama is generally related to the theme, story, setting, personality and atmosphere that portrays real life. The story is often emotional, dramatic, and compels the audience to cry. Drama usually brings forth social themes both on a large scale (society) and small scale (family) such as injustice, violence, discrimination, racism, disharmony, disease, poverty, politics and so on.

2.5 Korean Culture

According to Rahmad, Korea is a country that is known for its arts, including K-Pop, boy bands and girl bands or even dramas that they often offer. According to Putri (2019) [22] Korean Wave has indeed been prepared to be marketed to the international world in line with the full support of the Korean government since the reign of President Kim Dae Jung (1993-1998) whose political slogan is "Creation of the New Korea". Putri (2019) also added that in Indonesia itself, the spread of pop culture from Korea began in 2002 after the South Korea and Japan World Cups. According to Herpina and Amri (2017) [23], the spread of Korean culture in Indonesia has several impacts, in the form of emotional, behavioral, and the linguistical impact. The emotional impact felt by the audience is in the form of sadness, anger, irritation, happiness, to feeling annoyed. Meanwhile, the behavioral impact is in the form of the emergence of consumptive behavior such as seeking and purchasing Korean goods including clothing, food, and accessories. The linguistical impact is in the use of Korean words such as "oppa" "eonni", and others.

3. RESEARCH METHOD

3.1 Participants and Research Design

The participants of this study were male or female adolescents aged 15 to 21 years. The sampling technique used is purposive sampling, in which the researcher has determined the criteria for the participants before gathering the sample. Participants in this study amounted to 296 participants.

3.2 Emotion Measuring Instrument

The measuring instrument used in this study is the Positive and Negative Affect Schedule (PANAS) pioneered by Watson, Clark, and Tellegen (1988) [24] with a total of 20 items divided into two dimensions, the first being (a) positive affect which consists of 10 positive statements items without negative statement items. The positive items include: active, alert, attentive, determined, enthusiastic, excited, inspired, interested, proud, strong; and (b) negative affect which consists of 10 items of negative statements without positive statement items, including fear, worry, nervousness, anxiety, irritability, hostility, guilt, shame, irritation, depression. The type of scale used is a Likert scale with 5 answer choices, starting from Never (TP), Rarely (JR), Sometimes (KK), Often (SR), to Always (SLL). The results of the reliability test can be seen in Table 1.

Table 1

Positive Affect and Negative Affect Schedule Reliability Test Results

Dimension	Alpha Cronbach		Number of items		
	Before discarding	After discarding	Before discarding	Discarded item	After discarding
<i>Positive affect</i>	0,842	0,842	10	0	10
<i>Negative affect</i>	0.890	0.890	10	0	10

4. FINDINGS AND DISCUSSION

The measurement of the emotion variable in this study uses a Likert scale with 5 answer choices, thus the hypothetical mean score of the measuring instrument is 3. For the positive affect dimension, the empirical mean score is 3.79 and for the negative affect dimension, it is 3.82. Thus, adolescent who like to watch Korean dramas show high positive and negative affect. (see table 2).

Table 2

Emotional Description based on Dimensions

Dimension	Hypothetical mean	Mean	Std. Deviation
<i>Positive Affect</i>	3.00	3.79	0.61
<i>Negative Affect</i>	3.00	3.82	0,75

The result indicates that 49.7% of the participants show positive affect or positive emotions, while 47% showed negative affect or negative emotions, and participants who show neutral emotions were 3.4% (see table 3).

Tabel 3

Emotional Frequency

Emotion	Frequency	Percentage
1. <i>Positive Affect</i>	147	49,7
2. <i>Negative Affect</i>	139	47

3. Neutral	10	3,4
Total	296	100,1

The results also found a difference in positive affect in terms of gender. The result of the mean value of women is greater than that of men. This may happen because generally more women prefer Korean drama films, and that the participants are dominated by women. This is in accordance with a survey conducted by the Korea Tourism Organization (2013) [25] which found that 90% of Korean culture fans including Korean drama films are women. (see table 4).

Table 4

Emotional Differences based on Gender

Gender	M	P
Female	3,83	0,012
Male	3,41	

The results also show that there are differences based on age in terms of positive affect, this is possibly due to instability of emotions at adolescence. Rosenblum and Lewis (cited in Santrock, 2016) also stated that adolescence is marked by a period where emotional ups and downs are more common. (see table 5).

Table 5

Emotional Differences based on Age

Age	M	p	Note
15	3,53	0,042	There are differences
16	3,98		
17	3,82		
18	3,98		
19	3,47		
20	3,85		
21	3,82		

It was also found that the differences based on family members living with the participants were seen at the negative affect. The mean value of participants who live with their parents is greater than that of participants who live alone or with relatives. Setyowati (2005) [26] revealed that the learning process in childhood initially takes place

in the smallest environment that is the family, so it can be said that the family is one of the determining factors for emotional development. The pattern of communication between family members will also determine the emotional formation and development that will arise. (see table 6).

Table 6

Living Condition	M	P
With parents	3,85	0,044
Alone	3,67	
Relatives	3,31	

In addition, there are differences based on the duration of watching Korean dramas in one week and in one sitting. According to Sari (2015) [27] this is due to the attraction to Korean culture, especially Korean dramas which makes the audience stay and continue watching Korean drama films which will also affect their emotions.

The participants' positive affect and negative affect show no significant differences based on the latest education and Korean drama film genre. This may be because emotions are subjective reactions to psychological experiences (Papalia et al., 2020).

5. CONCLUSION AND SUGGESTION

Based on the results of data analysis, it can be concluded that adolescents who like to watch Korean drama films generally experience more positive emotions than negative emotions. The result of measuring participants' emotional descriptions show that both positive affect and negative affect possess a relatively high average value.

This emotional research on adolescents who like to watch Korean drama films shows varying description. It was found that there were significant differences in positive affect dimension in terms of gender, age, frequency of watching Korean dramas in one week, and the length of time spent watching Korean dramas. In the negative affect dimension, there was a significant difference based on the family members who lived with the participants. For positive affect and negative affect which were reviewed based on the latest education and genre of film watched, no significant differences were found, meaning that the education level of participants and the genre of Korean drama films do not affect the emotions displayed by participants after watching Korean drama films.

For further research, it is expected to include other variables such as Subjective Wellbeing to not only see emotions but also to find out the wellbeing of prospective

participants after watching Korean drama films, and to use the interview method to get a more detailed picture of participants' emotions.

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