

Clinical Language Expressions Practiced by Indonesian Counsellors

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Abstract

This paper aims to explore the kinds of clinical language expressions practiced by Indonesian counsellors. This qualitative study applies purpose sampling of 17 key participants who are counsellors. The data for this study are taken from semi-structured interviews. The semi-structured interviews allow the flexibility of the researchers to prompt the questions. The findings of the data reveal that clinical language expressions begins with the expressions of the exploration of counselees, condition of counselees, the critical aspects of the counselling activities, empathy and sympathy. In addition, the research findings encounters he reasons of using particular language expressions such as comfortability, client condition, and the flow of the counselling activities. This study recommends that the comprehension of the clinical language expressions can assist the counsellors for the success of counselling activities. Since this study is limited to the key participants, the researchers recommends for further broader and comprehensive study with different geographical settings.

Keywords: Clinical language; expressions; Indonesian counsellors

Introduction

An interaction takes place whenever someone communicates, and this interaction involves the use of a communication medium known as language. This allows individuals to receive information as a result of the communication that is made. As a result of the fact that language is born out of interactions between people who are able to understand each other, language has a tendency to be more easily attached when it originates from day-to-day living. This contributes to the construction of the idea that humans actively construct, using their experiences, language, and ideas, a reality that is in accord with that of other people (Mahoney, 2004).

According to Devitt and Hanley (2008), language is a message that is communicated in the form of expression as a communication tool in particular scenarios and in a variety of activities. In this instance, the expression pertains to segmental and suprasegmental aspects, which can be spoken or written. Because of this, a sentence will be able to act as a communication tool with a variety of distinct messages if it is presented via a variety of expressions. This linguistic capacity is put into practice through the competence in rhetoric, which includes written and oral communication. The ability to process language effectively and efficiently in the form of ethos (character or good intentions), pathos (carrying the emotions of the listener or reader), and logos (logical evidence) in order to influence the reader or listener with messages that are conveyed verbally or written are what counsellors should possess.

To achieve the necessary changes in clients or students, a counsellor must communicate effectively. However, counsellors frequently face hurdles in their work. According to Conte (2009), this error contains the following five components: 1) error of approach; 2) error of interpretation; 3) linguistic error; 4) error of judgment; and 5) error of belief (error of omnipotence). Despite the fact that the purpose of language in guiding and counselling is multifaceted (Keraf, 1997), the primary function of language is as a tool of self-expression. A person's emotions, thoughts, ideas, and desires can all be communicated through language. Language is also utilized to express and introduce one's presence to others in a variety of settings and circumstances. Humans express themselves for a variety of reasons, including the need to attract the attention of others and the need to release themselves from any emotional burden.

Second, language as a medium of communication. To interact with one another so that the intended message is comprehended, language functions as a tool for communication. Self-expression is the product of communication. If people's expressions are not understood or accepted by others, communication will not be optimal. Through conversation, a person is able to express all emotions. As a means of communication, language is a medium for conveying messages that evoke emotions and foster collaboration among individuals.

Third, language is a social control mechanism. Language is used to convey a variety of data, instruction, and education. Textbooks and manuals are examples of the use of language as a social control mechanism. Counselling and religious discourses are instances of the use of language for social control. In addition, scientific or political discourse is a method of social control. All of these are language-based exercises designed to impart new perspectives, attitudes, behaviours, and actions. An easy-to-implement example of language's function as an instrument of social control is as a technique of lowering a persons' anger. Seeking counsel is one of the most effective methods to see things more clearly and calmly.

Fourth, the role of language in social integration and adaptability. In addition to being a component of culture, language enables humans to benefit from their experiences, learn and participate in those experiences, and get to know other people. Only through language can the members of a society be effectively united. As a method of communication, language further helps everyone to experience a sense of belonging to the social group to which he or she belongs and to carry out all social activities while avoiding conflicts as much as possible for maximum efficiency. It permits the perfect assimilation (integration) of each individual into society (Keraf, 1997).

Language is utilized in counselling as a means of communication. Individuals will develop new skills, such as new ways of thinking, speaking, and managing the educational milieu or educational scenario, through language. Language is intimately connected to emotions, actions, and human behaviour; hence, language can reveal an individual's personality and worldview. Education is a normative endeavour that helps individuals become responsible for themselves and

their own actions. The same is true in the field of guidance and counselling, which aims to maximize the development of the counselee's latent capabilities. Language is a weapon that the counsellor wields to be able to create relationships and intervene in the behaviour of the counselee. To reach this goal, a counsellor must grasp the way the counselee views the world, his culture, and the way he communicates about issues (Young & Wilmott, 2013). Furthermore, counsellors are also expected to be able to respond to a counselee's statement so that the counselee can receive clarification, grasp his difficulties, and find solutions (Saputra, et.al, 2020). In order for the implementation of guidance and counselling services to be successful, there must be effective communication between the counsellor and the counselee through the use of language that is appropriate for the educational environment.

The majority of counsellors assist clients in navigating various life situations, such as education, job, relationships, and family, throughout their lives. The counsellor is responsible for defining the client's efforts in accordance with the rules and consultations of the counselling procedure. Counsellors and clients are involved in the counselling process, particularly in doing activities together through verbal communication. Therefore, it is essential for any conceptualization in counselling theory and practice that both parties (i.e. counsellor and counselee) utilize language and speak, on the one hand, and behave or engage in activities, on the other (Young & Valach, 2016). Therefore, based on the explanations above, the present study aims to; (1) identify language expressions used in counselling, (2) find out the reasoning behind the identified language expressions used in counselling, and (3) the clinical importance of language expressions used for counselling in Indonesia.

Research method

This study employs a qualitative methodology for its research. This method considers the individual's background holistically/whole (Burhan, 2017). Qualitative research produces descriptive data in the form of written or spoken words and observable behaviour from people (Moleong, 2009).

The data for this article are derived from semi-structured interviews. The participants of this study were 17 respondents with 29.4% being male and 70.6% female. In this study, the data source employed the approach of purpose sampling. A purposive sample is one that is chosen because it is a rich source of information about the issue being studied. This sample is based on the researcher's decision of what and who to focus on during certain situations and ongoingly during the study; it is purposeful, i.e., it depends on the focus's purpose at a given time.

The data analysis technique was executed utilizing an analysis flow model and an interactive analysis model. In qualitative research, analysis consists of three major components: data reduction, data presentation, and conclusion drafting with verification (Miles, Huberman, & Saldaña, 2018). In this work, an interactive analytical approach was applied. Essentially, the interactive analysis model is a cyclical process, which means that, in this form, the researcher continually moves between the three components of the analysis and the process of data gathering during the collection activities. Using the available time, the researcher travels between the three components of the analysis following the conclusion of data gathering.

Finding and discussion

There are two main themes appearing from the research: Identified Language Expressions and Reasoning used by Counsellors and Clinical Importance of Language Expression in Counselling.

Identified language expressions and reasoning used by counsellors

The first inquiry deals with language expressions commonly used in their natural setting. The counsellors mostly used these expressions to increase their familiarity with the clients and create a comfortable environment. There were 17 respondents who answered the question. Table 1 below showed the data:

Table 1. Identified Language Expression and Reasoning

Respondents	Language Expressions	Reasoning
RS1	Exploration	is a counsellor skill to explore the feelings, thoughts, and experiences of clients. This skill is important because in counselling sometimes clients keep secrets, shut themselves off, and are silent or unable to express their opinions openly.
RS2	How is your condition now?	used in every counselling sessions from a counsellor to his counselee.
RS3	Want to help	Wanting to help is when we see someone who is in trouble and we take the initiative to help
RS4	Seeking Counsel	help students in the future so that students can find the potential that exists in themselves
RS5	Be Patient	utilized in all contemporary situations. Dealing with it, maintain composure and control your emotions so you may think optimistically.
RS6	Think critically	utilized when a difficulty arises in order to keep the mind clear and focused on finding solutions.
RS7	1. Counselee 2. Counsellor	1. used when doing counseling together with a counsellor 2. used when doing counseling together with the counselee
RS8	Technique	Used to instruct individuals who have difficulty asserting that an action is suitable or correct.
RS9	I understand how you feel, and I am saddened by your situation	When the client has spoken their feelings. That we are able to empathize with the counselee's challenges, and that we grieve the situation the counselee endured.
RS10	I can feel what you feel (empathy)	Approaching clients interpersonally

RS11	I think when empathizing	Not just with these emotions, but also with many more, and naturally helped by tactics such as facial expressions that make the counselee feel that the counsellor is really interested about listening so that he feels understood and accepted.
RS12	How are you?	It is to inquire about the counselee's health and to initiate the counselling process in order to learn more about the counselee who will be under the counsellor's care.
RS13	Attending	This involves paying attention, which helps boost the client's self-esteem because it demonstrates the counsellor's regard for the client.
RS14	<ol style="list-style-type: none"> 1. I understand/understand how you feel 2. If other people were in your position, they would feel the same way 3. So (...ex: you entered the class in a sweaty state....) is that right? (used this sentence to make sure and to show the counselee that the counsellor is listening well) 4. Want to drink first?, want to go to the toilet? Is the seat comfortable? 5. I'm sure you can get through it 	To make the counselee feel at ease because the counsellor is concerned, feels what the counselee feels, and believes that someone is truly interested in listening to him. So as to make the client feel at ease, understood, accepted, and receptive to discussing his concerns.
RS15	<ul style="list-style-type: none"> - good job today! - you did very well! - I am so proud of you! 	to appreciate the hard work someone has done to feel more excited
RS16	<ol style="list-style-type: none"> 1. Sympathize of feeling sad or feel what is experienced by the counselee 2. Feel happy when meeting with clients 	An attempt to create a bond with the counselee/client.
RS17	<ul style="list-style-type: none"> - Transfer of cases - "I can feel what you are feeling, and I am also hurt by your experience" This phrase is used when the Counselor empathizes with what has happened to his counselee - "I understand your wish" It seems what you are saying is... - Can you explain how you feel now? - It seems that you still have doubts? 	Primary Empathy (PE) is utilized in guidance and counselling when the counsellor appears to feel the same emotions as the counselee. Used when the counsellor is attempting to comprehend the client's emotions. Empathy is the counsellor's capacity to feel and immerse himself in the position of the client. This will be seen in the counsellor's facial expressions and physique.

From the data above, it can be inferred that there were clinical reasons as to why the respondents frequently used the identified language expressions. The biggest reason to use language expression was to develop a comfortable environment for the counselee so that they can express their concerns without worry. Furthermore, several respondents used language expressions to provide a stimulation whenever the clients were distraught to alleviate mental issues and continue with the counselling sessions. Another reason was to create a bond with the counselee and gain their trust. Overall, there was significant clinical use of language expression practiced for counselling in Indonesian context.

Clinical importance of language expression in counselling

The clinical inquiry concerns with the importance of why respondents used language expressions for counselling in Indonesian context. There were 16 responses who answered the question. The data showed that there were varied opinions regarding the importance of language expression for clinical use in counselling.

SR1: *“Because so that the counsellor can know exactly what the counselee is feeling”*

SR 5: *“Because the meaning of the counselling technique can help us study the relationship between structure and sociality in the counselee”*

SR 9: *“used When the counselee has told the problem. Which is where the problem is telling the what they feel. Ex: I am very afraid if my mother is angry, I am very annoyed if, I am anxious if, I feel sad if this happens, etc.”*

SR17: *“To calm the atmosphere so that the client feels comfortable to provide information to the counsellor”*

The first were those who thought that language expressions were used to get to know the client better. The respondents were frequently using language expressions to better understand the clients and set the mood during the initial meetings. This shows that language expressions were utilized to gather information at the beginning stage of the counselling.

Another major aspect of language expressions used in counselling were forming the ideal environment of the counselling sessions. Many of the respondents leaned on this aspect for clinical use in counselling as stated below:

SR 6: *“I think this expression is important so that the counselee feels trust in us (the counsellor) and also so that the counselee can feel that we can be a place for them to share their problems”*

SR 8: *“In my opinion, it is very important because the expressions can make the counselee feel comfortable and want to open up”*

SR 11: *“in order to create a safe atmosphere for the client and also attending this makes the client believe that the counsellor is a place where he can easily pour out his heart and feelings”*

SR 12: *“Because this can make people feel appreciated and cared for so that they can make them try to do anything to be better than before”*

SR 13: *“So that the counselee does not feel tense when we do counselling”*

SR 15: *“So that the counselee can feel comfortable with the counsellor and can be more open in telling the problem”*

SR 16: *“I think it is important because by showing a form of empathy to the counselee, the counselee will feel cared for, appreciated, and feel "heard".*

The responses revealed that setting the mood, gaining the client's trust, interpersonal bond, and to make the client comfortable in expressing themselves during sessions were the most significant aspect of utilizing the language expressions for counselling particularly in Indonesian context.

The last data deals with the clinical success of the counselling as stated by several of the respondents.

SR2: *"It is important because it can help the counselling process to run well"*

SR3: *"The phrase is important for ourselves who are trying and important so that we can achieve a success"*

SR 4: *"When doing counselling, it is very important to express yourself so that counselling can run smoothly"*

SR 7: *"Because it is important to be applied in the counselling process between counsellors and counsees"*

SR 10: *"To be better and actually make it easier in carrying out counselling sessions"*

SR 14: *"Because if a counsellor feels he is no longer able to handle a case then he needs to let another party who understands more to handle it"*.

The results showed that respondents were more concerned with the success of the counselling and thus used language expressions to increase their capabilities in producing a successful counselling session.

Discussion

Education, career guidance, and individual counselling all make use of language as a communication tool. Individuals are going to be able to develop new skills as a result of language, such as new methods of thinking, new ways of communicating, and new ways of managing the educational atmosphere or educational setting. Language is intimately connected to emotions as well as activities or human behaviour, and as a result, language can represent both the personality of the individual as well as the individual's point of view on the world.

The present study sought to find out the language expressions used by counsellors and explore the reasoning and importance of utilizing language expression in counselling. The findings of the study implies that there is a significant role of communication particularly language expression used in counselling.

The use of language allows for various forms of expression. We are able to communicate our thoughts, feelings, needs, and desires with the use of language, symbols, and body language. Communication can take several forms, including verbal, physical, and the most fundamental one: language. Expressions can be seen in terms of verbal expression, emotions, and feelings in specific language units that are thought to be the most appropriate and most striking elements in the communication. The communication elements in this context can be part of the intercultural competence (Abduh & Rosmaladewi, 2018). Further, Dubois and Ford (2015) that expression that is not completely correct can at times result in misunderstandings.

The performance of a counsellor is significantly dependent on offering competent assistance that is constantly motivated by altruistic goals, empathy, respect for diversity, and prioritizing the counselee's interests, while always keeping in mind the long-term effects of the services offered. The total measure of a counsellor's competency encompasses both academic and professional aptitude. The scientific foundation for implementing professional guiding and counselling services is academic competence. Academic competence is the foundation for the development of professional competence, which includes: (1) an in-depth understanding of the counselee being served; (2) mastery of the theoretical basis and framework of guidance and

counselling; (3) the provision of independent guidance and counselling services; and (4) the ongoing development of the counsellor's personal and professional qualities. The level of the counsellor's mastery of the four skills, which are based on supportive attitudes, values, and personal tendencies, has a significant impact on the counsellor's performance. Academic and professional competencies of the counsellor are interwoven to ensure the integrity of pedagogical, personality, and social competencies. It implies that counsellors to be aware of intercultural counselling issues (Samad, Jabu, Abduh, & Arham, 2022). Hence, the study presents the theoretical assumptions that language expression is necessary for counsellors and future counsellors in for their clinical use. The study highlighted the identified language expressions used, reasoning and its clinical importance in carrying out a quality counselling.

Conclusion

Based to the findings of the study, there are numerous reasons why language expressions are utilized, as well as the significance of language expressions. The principal clinical use involved creating the optimal atmosphere for clients and facilitating information collecting. The importance of language expression were separated into three aspect, they are; (1) getting to know client better, (2) gaining trust, and (3) counselling success. It can be inferred that when working with clients in counselling, the words and phrases counsellors select represent the thoughts wished to convey to clients and, as a result, matter a great deal. Language expressions have the ability to make a substantial difference in both the counselling process and the outcome (Wachtel, 2011).

This research suggests a further in-depth investigation on broader population and sampling to provide a comprehensive understanding of the research. The research in a different multicultural setting is recommended to be done for future involving policy makers, students, lecturers, counsellors, and practitioners.

Declaration of conflicting interest

There is no conflict of interest in this paper.

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