

**EMOTION REGULATION STRATEGIES USED BY THE
MAIN CHARACTER IN “*INSIDE OUT 2*” MOVIE**

THESIS

Presented to
State Islamic University of Syekh Wasil Kediri
In Partial Fulfillment of the Requirements
For the Degree of *Sarjana* in English Language Education



BY:

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**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SYEKH WASIL
KEDIRI
2026**

TITLE PAGE

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2026

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I hereby declare that the thesis and the work presented in it are my own and it has been generated by me as result of my own original research. It does not incorporate any materials previously written or published by another person except those indicated to quotations and references. No portion on this work has been submitted in support of an application for another degree of qualification of this or any other university or institute of higher education. Due to this fact, I am the only person responsible for this thesis of there is any subjection or claim from others. This thesis is to fulfill requirement for the degree of Sarjana (S1) in English Study Program, State Islamic University of Syekh Wasil of Kediri.

Kediri, 19th May 2026

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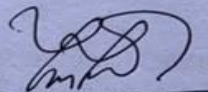
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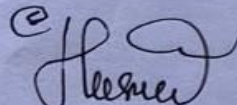
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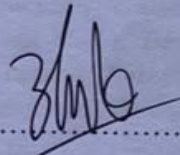
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Setelah diperbaiki materi dan susunannya, kami berpendapat bahwa skripsinya telah memenuhi syarat sebagai kelengkapan ujian akhir Sarjana Strata Satu (S-1). Bersama ini terlampir satu berkas naskah skripsinya, dengan harapan dalam waktu yang telah ditentukan dapat disajikan dalam Sidang Munaqosah.

Demikian agar maklum dan atas kesediaan Bapak kami ucapkan banyak terimakasih.

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MOTTO

“But perharps you hate a thing and it’s good for you, and perharps you love a thing and it’s bad for you”

(Q.S Al Baqarah: 216)

“Hadapi semuanya langsung dimuka, apapun yang terjadi tidak apa, setiap hari ku bersyukur, melihatmu berselimut harapan, berbekal cerita.”

-Baskara Putra, Hindia

“Life can be heavy, especially if you try to carry it all at once. Part of growing up and moving into new chapters of your life is about catch or relase”.

-Taylor Swift

DEDICATION

This thesis is dedicated:

1. To all praises due to Allah SWT for his mercies and blessings that has been given to me to finish this thesis.
2. To my angel, my mother the greatest woman on earth whose prayers and struggles never cease, and whose care and concern have always accompanied me as I completed this thesis. Thank you for everything, Mom. Stay healthy always. May you always be there for every journey and achievement in the life of your youngest child. Aamiin.
3. To my father, thank you for all your sacrifices, support, and love. Praise be to God, I am now in the final stages of completing this thesis. Stay healthy and continue to be a good person, both now and in the future.
4. To my older sister, Anggi Roshita, who always motivates the author to keep learning and always supports the author.
5. To all lecturers of UIN Syekh Wasil Kediri, especially for my respectable advisors Dr. Dewi Nur Suci, M.Pd. and Dr. Nurul Aini, M.Pd. Thank you for guiding me to finish this thesis patiently and supporting me to finish this thesis on time.
6. To the person (him) who has always supported the author and set aside his own ego for the greater good thank you. And to all the kind people who have always been there for the author during her studies.
7. To Baskara Putra, lead vocalist of Hindia and Feast. has become a doctor to the author, thank you for the lyrics of your songs, which accompanied author completed this thesis. “*Membasuh*” was the song that motivated me the most, teaching me that a disappointed and wounded heart is always accepted with sincerity and forgiveness.
8. Last but not least, i wanna thank me. I wanna thank me for believing in me, I wanna thank me for doing all this hard work. I wanna thank me for having no days off. I wanna thank me. I wanna thank me for never quitting.

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2. Prof. Dr. Hj. Munifah, M. Pd., as the Dean of Faculty of Tarbiyah, State Islamic University (UIN) of Syekh Wasil Kediri.
3. H. Burhannudin Syaifulloh, M.Ed., Ph.D., as the Head of English Education Department of State Islamic University (UIN) of Syekh Wasil Kediri
4. Dr. Dewi Nur Suci, M.Pd. as the First Advisor
5. Dr. Nurul Aini, M.Pd. as the Second Advisor

I am fully aware that this thesis is far from perfect. Therefore, I sincerely welcome any constructive suggestions and comments from readers and future researchers who may take an interest in this study.

ABSTRACT

Sabila, Alif Lailatul. (2026). *Emotion Regulation Strategies Used by the Main Character in “Inside Out 2” Movie*. Thesis. Departement of English Education, Faculty of Tarbiyah and Teacher Training State Islamic University of Syekh Wasil Kediri. Advisors: (I) Dr. Dewi Nur Suci, M.Pd. (II) Dr. Nurul Aini, M.Pd.

Keywords: *Cognitive Reappraisal, Emotion Development, Emotion Regulation, Gross process model, Movie analysis,*

This research examines emotion regulation strategies used by the main character, Riley, in the movie *Inside Out 2* (2024). Emotion regulation is an essential psychological process that influences how individuals manage emotion responses, particularly during adolescence, a stage marked by complex emotion challenges and social pressures. This research aims to (1) identify the specific emotion regulation strategies employed by Riley in *inside out 2*, and (2) analyzing how these regulation strategies impact Riley’s emotion growth and social relationships as depicted in the movie.

This research used qualitative descriptive design by using content analysis. Out of 28 scenes, 18 scenes collected and were analyzed, focusing on dialogues, monologues, and visual cues such as facial expressions, gestures, and situation contexts. The analysis is guided by Gross’s (2015) process model of emotion regulation, which categorizes strategies into five types, such as situation selection, situation modification, attentional deployment, cognitive change (reappraisal), and response modulation. The focus of the analysis is the main character, Riley, whose emotion experiences are interpreted through both verbal and visual representations.

The results reveal that all five emotion regulation strategies are employed by Riley. The strategies appear in the following order of frequency: situation selection (3 scenes), situation modification (4 scenes), attentional deployment (2 scenes, cognitive change (reappraisal) (6 scenes), response modulation (2 scenes) These strategies can change Riley’s emotion development through a cyclical process consisting of emotion triggers, awareness, strategy selection, and emotion adjustment. The results also indicate a shift from avoidance-based strategies toward more adaptive and cognitively driven regulation, reflecting increasing emotion maturity, resilience, and social adaptability. Thus, this research highlights the change role of emotion regulation in shaping adolescent development and demonstrates the potential of movies as educational media for promoting emotion awareness.

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