

Comparison of Positive Affect in Used Indonesian Language and Foreign Language is Reviewed from Aspect of Social Support

Munirah^{1*} and Aziz Thaba²

Abstract--- This study aims to compare positive affect of language usage between Indonesian and foreign languages (English, German, and Arabic) in native speakers of the Indonesian language. This study uses a mixed method with the number of respondents as many as 150 people. Data were collected by questionnaire and interview techniques, then analyzed with concurrent embedded strategy. The results of this study were (1) social support for native speakers of Indonesian in using low Indonesian language (only 50.95%) so that the positive affect of native Indonesian speakers on the use of Indonesian language was low (only 49.95%); (2) social support for native speakers of the Indonesian language in the use of foreign languages high (70.93%) so that the positive affect of native speakers of Indonesian against the use of foreign languages was high (77.96%); And (3) The high positive affect on the use of foreign languages in native speakers of Indonesia is due to the acquisition of high confidence, prestige, and social security in the future.

Keywords--- Positive Affect, Social Support, Indonesian Language, Foreign Language.

I. INTRODUCTION

This research started when the phenomenon encountered some native speakers of Indonesian language who expressed greater pride in using a foreign language than the Indonesian language when interacting environment. This is certainly contrary to the Law of the Republic of Indonesia, Number 24 Year 2009 on flags, languages, and symbols of the state, as well as the national anthem in which it is determined that the Indonesian language is the language of the Unitary State of the Republic of Indonesia which is higher than the regional languages, foreign. The aim of the Indonesian language as the state language is (1) to strengthen the unity and unity of the nation and the Unitary State of the Republic of Indonesia; (2) to maintain the honor of showing the sovereignty of the nation and the Unitary State of the Republic of Indonesia; and (3) create order, certainty, and standardization of language use [1]. Statement of attitude and pride of native speakers of Indonesian to the foreign language is none other because influenced by emotional experience when using the language. The perceived emotional experience can vary with each individual, depending on the event experienced. There are events that can create a positive emotional experience, there are also events that can create a negative emotional experience [2]. It is this positive emotional experience that triggers the attitude and pride of every speaker of a particular language such as feelings of pleasure, pride, or feeling motivated [3]–[5]. Other than that reveals that language selection is also related to the psychological drive and needs of the perpetrators [6], [7].

Affect is one of the neuropsychological parts that can be used specifically with certain people over a period of time [8], [9]. Affect consisting of depictions of individuals who support stable in a certain emotional experience, whether

¹Indonesian Language Education, Postgraduate Muhammadiyah Makassar University, South Sulawesi, Indonesia.

²Lembaga Swadaya Penelitian dan Pengembangan Pendidikan (LSP3) Matutu, South Sulawesi, Indonesia.

*Corresponding Author Email: munirah@unismuh.ac.id

positive or negative. Even that influence is a certain emotional dimension [10]. Special circumstances in the individual can also affect the behavior and physical state of the individual. Therefore, affects have shown well and well in patients-certain diseases such as chronic illness that lasts for a long time [9]–[13].

Affect has a strong connection with emotions and mood. Emotion is an integrated, organized, structured reaction system that involves physiological reactions as well as relevant to the needs, objectives, and survival of organisms [10]. Watson states that emotion as an adaptive response that acts as a provider of information for individuals associated with what is thought and felt. As for examples of emotions such as fear, anger, sadness, disgust, and so on [8]. While, the mood is a temporary episode of a feeling. Mood is formed because of affect [4], [10].

Positive affect is a dimension that describes the feelings of individuals that lead to positive feelings. Positive affect leads to individual differences in a positive emotional experience. Individuals who have positive affect tend to have a pleasant mood [14]. Positive affect illustrates that the individual is in a pleasant condition, while the positive affect condition is not well described in terms of low happiness, confidence, and so forth [15]. Positive affect can also be described with energetic individuals and good concentration as well as attentive, interested, alert, and enthusiastic. As for some indicators in positive affect include active, alert, focus, attentive, determined, enthusiastic, excited, inspired, interested, proud, proud), strong (strong) [16], [17].

Individuals who are in a positive affect state may have a better coping strategy. Coping strategy is an individual way of trying and coping with generally negative emotions [18]–[20]. Positive affect conditions make individuals tend to use active coping in the form of problem focused coping. Problem focused coping is one of the coping strategies done by acting directly to solve problems or seek relevant information [21]–[23]. Individuals who are in a positive affect tend to have better adherence. Obedience here is an ongoing effort to use a language that is considered to have a positive impact on the psychological condition of the speaker. Furthermore, it turns out that individuals with positive affecting circumstances may also have a tendency to adhere to suggestions from certain parties (language actors) such as better language behavior. Based on the above explanation, it can be seen that the positive affect is one of the variables needed by individuals to choose a language that affects both the psychological [22], [24], [25].

The affects in each speaker are strongly influenced by the support of their social environment [25]. Social support is information or feedback from others indicating that a person is loved and cared for, valued and respected, and involved in mutual communication and liabilities [26]. Meanwhile, social support is the availability of relationships that are helpful and have special value for individuals who receive it [27]–[29]. Furthermore, social support also defined as the resources that others provide to individuals that can affect the well-being of the individual [14], [15], [28]. However, some define social support as a helpful act that involves emotion, information sharing, organizational support, and positive judgment on the individual in the face of the problem [30]–[33].

Based on the above description, it can be explained that social support to a speaker in telling a language will provide an emotional experience. This emotional experience affects the person who leads to language selection. If the affects generated by the emotional experience are positive, then one tends to use a language consistently.

¹Indonesian Language Education, Postgraduate Muhammadiyah Makassar University, South Sulawesi, Indonesia.

²Lembaga Swadaya Penelitian dan Pengembangan Pendidikan (LSP3) Matutu, South Sulawesi, Indonesia.

*Corresponding Author Email: munirah@unismuh.ac.id

II. METHODOLOGY

The method used in this study is a mixed method involving 150 samples to be respondents. The sample is chosen by a combination strategy (purposive sampling and multilevel sampling). The description of the study sample is presented in the following table.

Table 1. Research sample

Sample (Native Speakers Bahasa Indonesia)		Second Language Competence		
		English	German	Arabic
Gender	Man	30	10	25
	Women	55	9	21
Age	15 – 25	45	8	27
	26 – 35	20	6	11
	36 – 45	15	3	4
	46 – 55	5	2	4
Status	Student (SMA)	20	5	10
	Students	45	10	25
	General	20	4	11

The analytical units studied were positive affection and social support. Therefore, data collection techniques used are questionnaires and interviews. The data were analyzed by concurrent embedded strategy method which was analytical strategy in mixed research combining the use of quantitative and qualitative research methods simultaneously with different weights. In this model there is a primary method, to obtain the main data and secondary methods, to obtain data support the primary method [34]. The primary method used is the quantitative method of positive affective data language and social support data. While the secondary method is a qualitative method of interview data to validate the primary data.

III. RESULTS AND ANALYSIS

1) Positive Affect of Indonesian Language Use

The total score obtained from the positive affection measurement of 150 Indonesian native speakers in using Indonesian language is 3746. If the score is assumed in the following table, the positive affection categories of respondents can be known.

Table 2. Distribution of positive affect score trends in Indonesian language usage

Interval	Percentage Interval	Categories
6301 – 7500	84% - 100%	Very high
5101 – 6300	68% - 83%	High
3901 – 5100	52% - 67%	Medium
2701 – 3900	36% - 51%	Low
1500 – 2700	20% - 35%	Very low

The table above shows that the positive affection of native speakers of Indonesian to Indonesian is in the lower category, as shown in the table that for score 3746 (49.95%) are at intervals of 2701 - 3900 (36% - 51%).

2) Positive Affect of Foreign Language Use

¹Indonesian Language Education, Postgraduate Muhammadiyah Makassar University, South Sulawesi, Indonesia.

²Lembaga Swadaya Penelitian dan Pengembangan Pendidikan (LSP3) Matutu, South Sulawesi, Indonesia.

*Corresponding Author Email: munirah@unismuh.ac.id

The total score obtained from the positive affection measurement of 150 native Indonesian speakers in using the foreign language is 5847. If the score is assumed in the following table, the positive affection category of the respondent can be known.

Table 3. Distribution of positive affect score trends in Indonesian language usage

<i>Interval</i>	<i>Percentage Interval</i>	<i>Categories</i>
6301 – 7500	84% - 100%	Very high
5101 – 6300	68% - 83%	High
3901 – 5100	52% - 67%	Medium
2701 – 3900	36% - 51%	Low
1500 – 2700	20% - 35%	Very low

The table above illustrates that the positive affection of native speakers of Indonesian to foreign languages lies in the high category as shown in the table that for a total score of 5847 (77.96%) are at intervals of 5101 - 6300 (68% - 83%).

3) Social Support Usage Indonesian Language

The total score obtained from the measurement of social support on the 150 respondents of native Indonesian speakers in using the Indonesian language is 3821. If the score is assumed in the following table, the category of social support for the use of Indonesian language can be known.

Table 3. Distribution of trends in social support score of Indonesian language usage

<i>Interval</i>	<i>Percentage Interval</i>	<i>Categories</i>
6301 – 7500	84% - 100%	Very high
5101 – 6300	68% - 83%	High
3901 – 5100	52% - 67%	Medium
2701 – 3900	36% - 51%	Low
1500 – 2700	20% - 35%	Very low

Table 3 explains that the social support gained by native Indonesian speakers of Indonesian language usage is in the lower category, as shown in the table that for a total score of 3821 (50.95%) are at intervals of 2701 - 3900 (36% - 51%).

4) Social Support Foreign Language Use

The total score obtained from the measurement of social support in 150 Indonesian native speakers in using a foreign language is 5320. If the score is assumed in the following table, the category of social support for the use of a foreign language is known.

Table 4. Distribution of trends in social support score of Indonesian language usage

<i>Interval</i>	<i>Percentage Interval</i>	<i>Categories</i>
6301 – 7500	84% - 100%	Very high
5101 – 6300	68% - 83%	High
3901 – 5100	52% - 67%	Medium
2701 – 3900	36% - 51%	Low
1500 – 2700	20% - 35%	Very low

IV. DISCUSSION

¹Indonesian Language Education, Postgraduate Muhammadiyah Makassar University, South Sulawesi, Indonesia.

²Lembaga Swadaya Penelitian dan Pengembangan Pendidikan (LSP3) Matutu, South Sulawesi, Indonesia.

*Corresponding Author Email: munirah@unismuh.ac.id

Exactly, so is the word that can represent the opinion of [25] that the high positive affects in each person to choose and perform an action or activity is greatly influenced by the size of social support. This is evidenced through the results of this study is positive affection native speakers of Indonesian language to choose and use the Indonesian language in everyday interaction low categories. The low positive affect is in line with the low social support provided by the community in their social environment at the time the speakers use the Indonesian language. In contrast to Indonesian language usage, positive affection of native speakers of the Indonesian language to choose and use foreign languages in everyday high-interest interaction. This is in line with the high social support provided by the society in their social environment at the time the speakers use a foreign language. Clarification of respondents to the phenomenon explains that speakers using Indonesian or foreign language in interacting is something that arbitrary, but, in telling a particular language, a person is also bound to the goal to be achieved. The intended purpose of the respondent is directly related to the possibility of a response that will be given by the spokesperson such as prestige or appreciation. The better the award given, the better the respondent will also try to use and develop the potential and skills in using certain language. Similarly, in this case, respondents considered that the appreciation of awards given by the spoken or community partners on the potential and skills in the use of Indonesian language is very low. Unlike when a person is proficient in foreign languages, the appreciation or appreciation given by the speech or community partners, in particular the family environment, friendship, and school or work environment is very high and positive. So, as speakers, choosing a language to use in interaction is heavily dependent on its social support. Related to the clarification, in [7] explains that there is a boost and psychological need in each speaker to position himself in a safe, comfortable, considered, cared for, and respected state.

Furthermore, in addition to the purpose of obtaining prestige or appreciation from speech or community partners, there are several reasons expressed by respondents to choose and use a particular language in an interaction. Those reasons are high confidence gain and social security in the future. Respondents explained that obtaining self-confidence arises as a form of existence of the language itself. If a language is more popular than other languages, then the use of popular language will make speakers gain high confidence, because it can be part of that popularity. Moreover, if the popular language is still very rarely controlled by a particular group, then with the presence of a speaker who mastered the popular language makes himself more confident. Thus, it is not surprising that native speakers of Indonesian language are more positive affects the foreign language than the Indonesian language because it wants to gain confidence in the middle of society that low knowledge of the foreign language. Respondents revealed that the ability of foreign languages is now very popular and coveted in the community. So, with the ability of foreign language owned will increase confidence. Furthermore, the reason for positive affect of foreign language usage is higher than Indonesian language that is hope in the future. In today's global industry era, the ability of foreign languages is needed, not infrequently big companies make foreign languages like English, German, and Arabic as the main requirement. Not only that, to get a higher education such as masters or doctoral level also makes the ability to speak foreign languages as one of the determinants of success. So, by mastering a foreign language, the chances to be part of a global industrial zone or to acquire higher education are even greater.

¹Indonesian Language Education, Postgraduate Muhammadiyah Makassar University, South Sulawesi, Indonesia.

²Lembaga Swadaya Penelitian dan Pengembangan Pendidikan (LSP3) Matutu, South Sulawesi, Indonesia.

*Corresponding Author Email: munirah@unismuh.ac.id

The phenomenon of the results of this study brings two different sides. On the one hand, the high positive affection on the use of foreign languages based on social support strongly supports the development and progress of individuals or communities in the face of the global era. That is, the ability of foreign language is needed so that individuals or communities can adapt to the rate of development of the times. On the contrary, the position of Indonesian as the national language, national pride, and national identity slowly but surely will shift. It is feared that Indonesian language only occupies its status as a state language and national identity, but the pride of Indonesian will be reduced due to the weakening of public confidence in Indonesian language due to its inability to fulfill the need for confidence in society, prestige or appreciation, and guarantee of life in the future.

V. CONCLUSION

The conclusion of this research is social support to native speakers of Indonesian in low Indonesian usage (only 50.95%) so that positive effects of native Indonesian speakers on Indonesian language usage are also low (only 49.95%) when compared with affection positive use of foreign languages (77.96%), much higher because social support is also high (70.93%). Thus, the higher the support given by society to the use of a language, the higher the positive effects that speakers of that language have. Conversely, if public support for the use of a language is low, then the positive affection of the speakers of that language is also low. The high positive affect of native speakers of Indonesian to foreign languages is due to the knowledge and understanding that foreign languages are capable of enhancing their speakers' self-esteem, giving prestige or appreciation from speech or community partners, and there is a guarantee in the future.

REFERENCES

- [1] R. Sihombing, F. Wisnaeni, and R. Saraswati, "Indonesia nomor 24 Tahun 2009 tentang bendera, bahasa, dan lambang negara, serta lagu kebangsaan (Studi penggunaan bahasa Indonesia di bangunan gedung fungsi usaha yang ada di Kota Semarang)," *Diponegoro Law J.*, vol. 6, no. 2, pp. 1–10, 2017.
- [2] E. P. Sarafino, "Health Psychology, Biopsychology Interactions. Amerika," California: John Wiley & Sons, 2006.
- [3] E. P. Sarafino and T. W. Smith, *Health psychology: Biopsychosocial interactions*. California: John Wiley & Sons, 2014.
- [4] P. G. Williams, G. N. Holmbeck, and R. N. Greenley, "Adolescent health psychology," *J. Consult. Clin. Psychol.*, vol. 70, no. 3, pp. 828-842, 2002.
- [5] L. Brannon, J. Feist, and J. A. Updegraff, *Health psychology: An introduction to behavior and health*. Massachusetts: Cengage Learning, 2013.
- [6] B. Krahé and B. Krahé, *The social psychology of aggression*. East Sussex: Psychology Press, 2013.
- [7] D. Krech, R. S. Crutchfield, and E. L. Ballachey, "Individual in society: A textbook of social psychology," New York: McGraw-Hill, 1962.
- [8] D. Watson and L. A. Clark, "On traits and temperament: General and specific factors of emotional experience and their relation to the five-factor model," *J. Pers.*, vol. 60, no. 2, pp. 441–476, 1992.
- [9] D. Watson, "Intraindividual and interindividual analyses of positive and negative affect: Their relation to health complaints, perceived stress, and daily activities," *J. Pers. Soc. Psychol.*, vol. 54, no. 6, pp. 1020-1030, 1988.
- [10] C. R. Snyder and S. J. Lopez, *Handbook of positive psychology*. England: Oxford University Press, 2001.
- [11] P. Salovey, J. D. Mayer, D. Caruso, and S. H. Yoo, "The positive psychology of emotional intelligence," In S. J. Lopez & C. R. Snyder (Eds.), *Oxford Library of Psychology: Oxford Handbook of Positive Psychology*. England: Oxford University Press, pp. 237–248.
- [12] A. M. Wood and J. Johnson, *The Wiley handbook of positive clinical psychology*. New Jersey: John Wiley & Sons, 2016.

¹Indonesian Language Education, Postgraduate Muhammadiyah Makassar University, South Sulawesi, Indonesia.

²Lembaga Swadaya Penelitian dan Pengembangan Pendidikan (LSP3) Matutu, South Sulawesi, Indonesia.

*Corresponding Author Email: munirah@unismuh.ac.id

- [13] E. Diener, "Positive psychology: Past, present, and future," in *The Oxford Handbook of Positive Psychology*, Shane J. Lopez, C. R. Snyder (Eds.), England: Oxford University Press, pp. 7–11, 2009.
- [14] K. W. Young, "Social support and life satisfaction," *Int. J. Psychosoc. Rehabil.*, vol. 10, no. 2, pp. 155-164, 2005.
- [15] M. T. Walker, "The social construction of mental illness and its implications for the recovery model," *Int. J. Psychosoc. Rehabil.*, vol. 10, no. 1, pp. 71–87, 2006.
- [16] D. A. Longo and S. M. Peterson, "The role of spirituality in psychosocial rehabilitation," *Psychiatr. Rehabil. J.*, vol. 25, no. 4, pp. 333-340, 2002.
- [17] C. McKay, K. L. Nugent, M. Johnsen, W. W. Eaton, and C. W. Lidz, "A systematic review of evidence for the clubhouse model of psychosocial rehabilitation," *Adm. Policy Ment. Heal. Ment. Heal. Serv. Res.*, vol. 45, no. 1, pp. 28–47, 2018.
- [18] A. M. Kring and J.-A. Bachorowski, "Emotions and psychopathology," *Cogn. Emot.*, vol. 13, no. 5, pp. 575–599, 1999.
- [19] A. M. Kring, D. A. Smith, and J. M. Neale, "Individual differences in dispositional expressiveness: Development and validation of the Emotional Expressivity Scale," *J. Pers. Soc. Psychol.*, vol. 66, no. 5, pp. 934-949, 1994.
- [20] A. M. Kring, G. C. Davison, J. M. Neale, and S. L. Johnson, *Abnormal psychology*. New Jersey: John Wiley & Sons, 2007.
- [21] H. Ben-Zur, "Coping styles and affect," *Int. J. Stress Manag.*, vol. 16, no. 2, pp. 87-101, 2009.
- [22] N. T. Deichert, E. M. Fekete, J. M. Boarts, J. A. Druley, and D. L. Delahanty, "Emotional support and affect: Associations with health behaviors and active coping efforts in men living with HIV," *AIDS Behav.*, vol. 12, no. 1, pp. 139–145, 2008.
- [23] E. R. Greenglass and L. Fiksenbaum, "Proactive coping, positive affect, and well-being: Testing for mediation using path analysis," *Eur. Psychol.*, vol. 14, no. 1, pp. 29–39, 2009.
- [24] A. Steptoe, S. Dockray, and J. Wardle, "Positive affect and psychobiological processes relevant to health," *J. Pers.*, vol. 77, no. 6, pp. 1747–1776, 2009.
- [25] S. Dockray and A. Steptoe, "Positive affect and psychobiological processes," *Neurosci. Biobehav. Rev.*, vol. 35, no. 1, pp. 69–75, 2010.
- [26] L. A. King, "Psikologi umum: Sebuah pandangan apresiatif," Jakarta: Salemba Humanika, 2010.
- [27] A. Cahyadi, "Konflik peran ganda perempuan menikah yang bekerja ditinjau dari dukungan sosial keluarga dan penyesuaian diri," *Widya War.*, vol. 36, no. 2, 2013.
- [28] D. C. Ganster, M. R. Fusilier, and B. T. Mayes, "Role of social support in the experience of stress at work," *J. Appl. Psychol.*, vol. 71, no. 1, pp. 102-110, 1986.
- [29] L. T. Thomas and D. C. Ganster, "Impact of family-supportive work variables on work-family conflict and strain: A control perspective," *J. Appl. Psychol.*, vol. 80, no. 1, pp. 6-15, 1995.
- [30] B. Lakey and S. Cohen, "Social support and theory measurement," in *Social Support Measurement and Intervention: A Guide for Health and Social Scientists*. Sheldon Cohen, Lynn G. Underwood, Benjamin H. Gottlieb (Eds.), England: Oxford University Press, pp. 29-52, 2000.
- [31] L. F. Berkman And T. Glass, "Social Integration, Social networks, social support, and health," *Soc. Epidemiol.*, vol. 1, pp. 137–173, 2000.
- [32] S. Cobb, "Social support as a moderator of life stress," *Psychosom. Med.*, vol. 38, no. 5, pp. 300-314, 1976.
- [33] C. A. Heaney and B. A. Israel, "Social networks and social support," *Heal. Behav. Heal. Educ. Theory, Res. Pract.*, vol. 4, pp. 189–210, 2008.
- [34] Creswell, John W. "Mapping the field of mixed methods research," *Journal of Mixed Methods Research*, vol. 3, no. 2, pp. 95-108, 2009.

¹Indonesian Language Education, Postgraduate Muhammadiyah Makassar University, South Sulawesi, Indonesia.

²Lembaga Swadaya Penelitian dan Pengembangan Pendidikan (LSP3) Matutu, South Sulawesi, Indonesia.

*Corresponding Author Email: munirah@unismuh.ac.id