



## **A Study of Indonesian Students' Happiness and Its Impact on Chinese L2 Acquisition**

**Sukma<sup>1\*</sup>; Sukma<sup>2</sup>**

Cultural Sciences, Hasanuddin University, Makassar, Indonesia

Hunan Normal University, China

E-mail: [sukma@unhas.ac.id](mailto:sukma@unhas.ac.id); [sukmamengtian@hunnu.edu.cn](mailto:sukmamengtian@hunnu.edu.cn)

### **Abstract**

This study focuses on exploring the impact of happiness on the learning of Chinese as a second language. The study focuses specifically on students from six universities in Indonesia, providing a targeted sample of learners within a specific context. By examining this particular group of students, the study aims to gain insights into the impact of happiness on Chinese language outcomes among Indonesian learners. In this study include an exploration of the Affective Filter Hypothesis proposed by Stephen Krashen the Affective Filter Hypothesis suggests that learners' emotional states can act as a filter that either facilitates or hinder language acquisition. The main research question revolves around whether students' happiness influences their ability to learn Chinese as a language. The research methodology includes a combination of surveys quantitative and qualitative interviews to gather data. Indonesian students who are studying Chinese as their second language were involved in the study. Surveys were used to assess their perceived progress in learning Chinese and their overall satisfaction levels. Additionally, some participants underwent interviews to delve deeper into their experiences and language learning journey. The findings indicate a correlation between happiness and Chinese language acquisition with levels of happiness associated with increased motivation, reduced anxiety and improved language proficiency. The qualitative analysis revealed that contented students exhibited self-confidence, an attitude towards learning and a willingness to engage with the Chinese language. This study contributes to the broader field of second language acquisition by highlighting the significance of addressing well-being in language learning environments and support the relevance of the Affective Filter Hypothesis. According to the study findings enhancing happiness levels and creating a learning environment will facilitate effective Chinese language acquisition, among Indonesian students. This study calls for further research to explore additional emotional factors and their impact on language acquisition in diverse learner populations.

**Keywords:** Indonesian Students; Happiness; Chinese as a Second Language Acquisition; Affective Filter Hypothesis

### **Introduction**

Indonesia has seen an increase in interest in studying Chinese as a second language, owing to the two nations' strong economic and cultural links. However, there has been little study on the emotional components of Chinese language acquisition among Indonesian learners. This study seeks to address this research gap by investigating the impact of happiness on Chinese learning among Indonesian students.

According (Bhutoria & Hooja, 2018) Happiness is a mental or emotional state of well-being characterized by positive or pleasant emotions, ranging from contentment to great delight. According to psychologists, happiness is a life

experience characterized by a majority of positive feelings. Subjective well-being (SWB) is primarily defined by feelings of happiness and ideas of life satisfaction.

This study, which focuses on happiness as a positive affective factor, aims to shed light on how emotional states can shape language learning processes and outcomes. The findings of this research have the potential to make important theoretical contributions to the fields of second language acquisition and affective factors in language learning. Additionally, the practical implications of this study are significant, as they can inform the development of pedagogical strategies.

Second language acquisition (SLA) research has typically concentrated on cognitive and linguistic aspects of language learning, sometimes disregarding the significance of emotional variables in affecting language learning results. However, recent advances in SLA theory and pedagogy have stressed the necessity of including emotive factors in language acquisition processes, such as emotions and attitudes. In accordance with this increased emphasis, the purpose of this study is to investigate the effect of happiness on the acquisition of Chinese as a second language among Indonesian students.

While affective elements like anxiety, motivation, and self-esteem have gotten a lot of attention in SLA research, the influence of positive emotions, notably happiness, is comparatively unexplored. Understanding the impact of happiness on language learning outcomes is critical for developing successful pedagogical techniques and supportive learning settings (Kurniawati, 2021). Furthermore, studying the association between happiness and Chinese language acquisition among Indonesian students fills a large vacuum in the existing literature.

An increasing body of research in the field of second language acquisition (SLA) has focused on the role affective elements play in language learning in recent years. Happiness has come to light for one of these elements that has a big impact on language learners' motivation, engagement, and general language competency (Ni, 2012). In the field of second language acquisition (SLA), Stephen Krashen's monitor model, which was first put forth in 1977, is still a hot topic. According to his theory, there are two types of second language learning: acquisition and learning. While learning is the deliberate acquisition of knowledge about a second language with an emphasis on its structure and form, acquisition happens at a subconscious level where learners are exposed to language forms and intuitively grasp its pattern. According to him, learning is a conscious process while acquisition is a subconscious one. Furthermore, Krashen (1982) contends that acquisition of a second language is not the product of deliberate learning.

The purpose of this study is to look into the connection between the happiness of Indonesian students studying Chinese as a second language (L2) and their language proficiency. The process of acquiring a language is intricate and impacted by a number of internal and external variables. Research on second language acquisition (SLA) has typically ignored the possible influence of affective elements on language development, instead concentrating on cognitive and linguistic components. Still, a growing body of research has shown how crucial motivation, attitudes, and feelings are to learning a second language. One of the most crucial elements influencing a learner's input and absorption of language is their motivation. Motivation is "the extent to which you make choices about goals to pursue and the effort you will devote to that pursuit," according to H. Brown (2001, P. 34).

The process and results of L2 learning are complex phenomena that are significantly influenced by both learner-external and learner-internal factors (Wenjing, 2024). An increasing number of people are interested in the sociopsychological

aspects of second language acquisition. A comprehensive review of the existing literature reveals that studies examining the relationship between happiness and L2 acquisition are still limited, particularly in the context of Indonesian students learning Chinese. Most prior research has primarily focused on the influence of affective factors, such as anxiety, motivation, and self-esteem, on language learning outcomes (Ling et al., 2023). However, the role of happiness, as a positive emotional state, in facilitating language acquisition remains relatively unexplored.

The investigation of happiness's impact on Indonesian students' acquisition of Chinese as a second language is the study's inventive scientific approach. This study aims to shed light on the possible impacts of good emotions on learners' language learning outcomes by investigating the link between happiness and language competency (Shao et al., 2020). This distinct viewpoint will add to the expanding corpus of research on affective aspects in second language acquisition (SLA) and shed light on the particular circumstances surrounding Chinese language learning among Indonesian students (Mohammad Syam'un Salim, 2013).

It has multiple implications to comprehend happiness's influence on Indonesian students' acquisition of Chinese as a second language. To begin with, it broadens our understanding of language acquisition beyond the conventional cognitive and linguistic dimensions and provides insightful information about the function of affective elements. It also gives teachers and legislators evidence-based methods for creating a happy, supportive learning environment that enhances language competency overall (Qorie et al., 2024).

The primary purpose of this article is to investigate the relationship between Indonesian students' happiness and their acquisition of Chinese as a second language. By employing quantitative and qualitative research methods, this study aims to explore the extent to which happiness influences language proficiency, as well as identify potential factors that contribute to or hinder learners' happiness in the language learning process. The findings of this research will provide valuable insights into the importance of positive emotions in second language acquisition and inform pedagogical practices aimed at enhancing language learning outcomes among Indonesian students studying Chinese as an L2.

The importance of examining the influence of happiness on language learning results stems from its ability to inform and improve language teaching techniques. Understanding how positive emotions, such as happiness, influence language acquisition might help educators construct more helpful and engaging learning environments (Sandyaningrum et al., 2023). By addressing this research gap, we may go beyond a restricted focus on cognitive and linguistic factors and encourage a more holistic approach to language learning that includes affective components.

This study intends to expand our understanding of emotional elements in SLA by addressing the literature's disagreement on the importance of pleasant emotions in language learning outcomes. It will help to advance the area of second language acquisition by emphasizing the importance of addressing emotional components and improving learner well-being (Sandy, 2018). Finally, this research project has the potential to offer both theoretical and practical contributions that help language learners, educators, and the field of SLA as a whole.

#### Research Questions:

1. How does Indonesian students' general level of happiness affect the process of Chinese as a second language (L2) acquisition?

2. What is the relationship between Indonesian students' level of happiness and their ability to learn Chinese as a second language (L2)?
3. What are the factors contributing to Indonesian students' happiness can affect their progress in acquiring Chinese as a second language (L2)?

The purpose of these study questions is to investigate the link between Indonesian students' happiness and Chinese language acquisition. And look at the effects of happiness on several elements of language acquisition, such as proficiency growth, perceived progress, satisfaction levels, and emotional experiences. The study's goal in answering these research questions is to shed light on the significance of emotional elements and their impact on language learning outcomes. Lastly, the results of this study can help create specialized educational strategies that successfully meet the affective demands of Chinese learners in Indonesia.

### Research Methods

This study's research used a quantitative descriptive technique to describe the findings of observations and data collected using a questionnaire. The questionnaire was based on questionnaires developed by researchers such as (Dörnyei & Dewaele, 2022) to the research issue. The questionnaire was translated into Indonesian versions, taking into account Indonesian students' varying Chinese competence and institutional settings. This study employs the Indonesian version of the questionnaire to verify that respondents can comprehend the questionnaire's content and that the survey data is legitimate and valid.

To collect data on students' happiness and its impact on Chinese L2 acquisition, surveys were distributed to students from six universities with Mandarin Language Study Programs using Google Forms. This research includes 24 questions organized into four sections, and the data is gathered and analysed using Excel. The first portion focuses on basic information about Indonesian students, such as their country, age, and Chinese ability. The second section consists of ten questions divided into six levels: strongly disagree, disagree, basically disagree, basically agree, agree, and strongly agree that focus on learners' learning motivation, attitude, anxiety, personality, and self-confidence.

**Table 1.** Numbers and percentages of the respondents classified by personal demography (N=189)

No	Respondents Classified		
	Personal Factor	Number	Percentage
1	Gender		
	Female	171	91.%
	Male	17	9%
2	Age		
	17	2	1%

	18	50	27%
	19	67	36%
	20	23	12%
	21	28	15%
	22	14	7%
	23	3	2%
	25	1	1%
3	University		
	Hasanuddin University	39	21%
	Bosowa university	4	2%
	Makassar State University	19	10%
	Gunadarma University	23	12%
	Surabaya State University	63	33%
	Semarang State University	41	22%
4	Chinese language level		
	HSK 1-2	118	62.4%
	HSK 3-4	69	36.5%
	HSK 5-6	2	1.1%

The third section consists of eight questions divided into six levels: Not at all, Not so much, So-so, A little, Quite a lot, Very much. The author sets the scale in the questionnaire to six levels, with the first three levels serving as learners. A negative assessment of the question, with the last three ratings indicating affirmative recognition of the question. Each level is worth one to six points, and this section looks into learners' motivation, attitude, anxiety, self-confidence, and personality when

studying Chinese. The fourth portion consists of six questions grouped into six levels with the same score for each level as in the third part.

This section primarily analyses whether specific teaching practices suggested by the author may lessen the harmful influence of emotional elements on learners. For example, the choice of teaching techniques, the adjustment of the teacher-student connection, the creation of a suitable teaching environment, and the formation of a calm classroom atmosphere may all have a favourable influence on students.

This research will adhere to ethical guidelines to ensure the rights and well-being of the participants. Informed consent will be obtained from all participants, and their anonymity and confidentiality will be maintained throughout the research process. The study will also comply with institutional ethical review procedures and relevant data protection regulations.

In conclusion, this section outlines the research design, participant selection, data collection methods, and data analysis procedures for the study. The integration of quantitative and qualitative approaches provides a comprehensive understanding of the relationship between Indonesian students' happiness and their Chinese L2 acquisition. The subsequent sections of the article will present the findings, interpretations, and implications derived from the analysis of the collected data.

## Results and Discussion

The aim of this study was to investigate the impact of Indonesian students' general level of happiness on the process of acquiring Chinese as a second language (L2). The findings revealed a significant relationship between students' happiness and their Chinese L2 acquisition. The following section describes our study's results:

### Indonesian students' general level of happiness affects the process of Chinese as a second language (L2) acquisition

The analysis of the quantitative data revealed several key findings regarding the relationship between Indonesian students' happiness and their Chinese L2 acquisition. The results are presented in the following sections.

Table 2. Motivation Survey

Scale Level	Strongly Disagree	Disagree	Basically Disagree	Basically Agree	Agree	Strongly Agree
1.Learning Chinese really interesting			5.8%	16.9%	42.9%	34.4%
2.Study Chinese is important to me because I may need it later (for job, studies).				3.2%	24.3%	72%
3. The more I learn about the Chinese, the more I like them.	1.1%	0.5%	3.7%	21.2%	40.7%	32.8%

4. think my oral Chinese is well	5.3%	12.7%	22.8%	43.9%	13.8%	1.6%
5. I really like learning Chinese			3.2%	15.9%	42.3%	38.6%
6. feel confident and relaxed while taking test.	5.8%	7.9%	24.9%	36.5%	18%	6.9%
7. I believe that I will be capable of reading and understanding most text in Chinese if I keep studying it.				4.8%	22.8%	72.%
8. I am sure I have a good ability to learn Chinese.			2.6%	6.9%	28%	61.9%
9. I am confident when communicating with Chinese.	4.8%	17.5%	28.6%	33.3%	9.5%	6.3%
10. I think I have a good sense of language	3.2%	5.3%	22.8%	40.2%	22.8%	5.8%

Statements and response categories, which range from "Strongly Disagree" to "Strongly Agree," are arranged across the top of Table 2. According to Statement 1, 77.3% of respondents said they find learning Chinese to be fascinating.96.5% of respondents agreed or strongly agreed that learning Chinese is very important (Statement 2).74.5% of respondents agree or strongly agree (Statement 3), demonstrating that positive sentiments for Chinese people rise with more education. 57.3% of respondents strongly or agree that their conversational Chinese skill is moderate (Statement 4).77.9% of respondents agreed or strongly agreed that learning Chinese is something they enjoy doing (Statement 5).Test-taking confidence and ease are less widespread; 54.9% of respondents agreed or strongly agreed (Statement 6).89.1% of respondents agree or strongly agree that they can grasp written Chinese if they continue to study (Statement 7).89.1% agree or strongly agree that there is a high level of confidence in one's capacity for learning (Statement 8).With 42.8% agreeing and 15.8% strongly agreeing, communication confidence is moderate

(Statement 9). There is variation in the self-assessment of Chinese language proficiency; 63% agree or strongly agree (Statement 10).

According to the survey results, students who expressed higher levels of motivation had more favourable and fruitful experiences studying Chinese as a second language. This result is consistent with earlier studies that have shown happy emotions, like happiness, can improve language learning-related cognitive functions. Contented learners are more likely to be motivated, focused, and involved in the educational process, all of which contribute to improved language learning results. According to the data, there is a general consensus regarding the value and fun of studying Chinese, and there is also a solid agreement on this point. Varying facets of language acquisition require varying degrees of confidence.

Several factors contribute to happiness's beneficial effects on Chinese L2 acquisition. Initially, content students are inclined to approach language acquisition with a positive outlook and increased confidence. Students who have this optimistic outlook are more inclined to take chances, communicate, and persevere through difficulties, which fosters an environment that is favourable for language learning. Second, students' motivation to learn Chinese as a second language might be significantly impacted by happiness. Students are more likely to dedicate their time and energy to learning a language if they find joy and satisfaction in the process. Happiness-driven intrinsic motivation has the potential to boost engagement, active participation, and a deeper degree of language processing, all of which can result in improved language proficiency.

Additionally, happiness can provide a supportive learning atmosphere. Happy students are more likely to engage well with teachers and peers, which promotes a cooperative and helpful environment. The provision of social support and good engagement can yield several benefits for language acquisition, including the facilitation of language practice, meaningful communication opportunities, and a sense of belonging. It is significant to remember that there is probably a reciprocal relationship between happiness and learning Chinese L2. Although happiness has a direct impact on language learning, students' general happiness and wellbeing can also be enhanced by successful language acquisition. Effective second-language communication can boost students' self-esteem, increase their social and cultural interaction chances, and foster a sense of purpose and success.

**Table 3.** Teacher-Student Relationship Questionnaire

<b>Scale Level</b>	<b>Not at all</b>	<b>Not so much</b>	<b>So-so</b>	<b>A little</b>	<b>Quite a lot</b>	<b>Very much</b>
1. Do you like the atmosphere of your Chinese classes?	2.1%	2.6%	16.4%	22.8%	29.6%	26.5%
2. Do you think the settings of the classroom is really important?			2.6%	6.9%	19.6%	70.9%



3. Do you like communicating with your teacher?	6.9%	11.1%	23.3%	28.6%	18.5%	11.6%
4. Would you like to ask questions from your teacher?	2.1%	5.8%	15.3%	31.2%	21.2%	24.3%
5. Do you afraid of your teacher so that makes you Anxiety?	7.4%	14.3%	22.8%	27.5%	12.7%	15.3%
6. Do you think a good relationship between teachers and students would help you learning				6.9%	21.7%	70.9%
7. Do you think the teacher could influence whether you will continue to study Chinese after leaving school.	2.6%	3.7%	7.9%	24.3%	25.9%	35.4%
8. Do you think a good teacher should not only be an expert but also cares about students' mental health?			1.6%	8.5%	20.6%	69.3%

The data shown in Table 3 provides valuable insights into the perceptions of Indonesian students on their interactions with Chinese language instructors. Overall, the data show that students generally interacted with and had positive opinions of their teachers.

However, most Indonesian students (76%) say they appreciate their Mandarin language classes. A small percentage of respondents claim to hate the classroom atmosphere, or to dislike it only little. According to 91% of respondents, learning

Chinese in a classroom is a critical component of the process. It is often known that classroom environments are important. 71% of students said they appreciate having conversations with their Chinese language teacher. Speaking with the instructor is enjoyable for very few people, or for very few people only partially. 71% of children wish to ask questions of the teacher.

A small percentage of people are reluctant or do not want to ask the teacher. The majority of students (69%) do not experience anxiety because they are not terrified of the teacher. Few people experience anxiety because they are terrified of the teacher. The majority of respondents (72%) concur that having a positive rapport between teachers and students helps facilitate learning. Most people (69%) think that their teacher has the power to affect their motivation to study Chinese after graduation. The majority of people (70%) think that a teacher ought to be both a subject-matter specialist and concerned about the mental health of their students.

In conclusion, based on high levels of satisfaction across the majority of survey criteria, students typically reported good views of their teacher relationships and classroom experiences.

### **The relationship between Indonesian students' level of happiness and their ability to learn Chinese as a second language (L2)**

According to the findings, there is a strong correlation between students' satisfaction levels and their aptitude for learning Chinese as a second language. Students who expressed greater happiness also performed better and were more proficient in learning Chinese. The idea that happiness has a positive impact on the cognitive processes involved in language learning is one explanation for this association. Students are more likely to be motivated, focused, and involved in the learning process when they are joyful. Their ability to process and retain new linguistic information is enhanced by this elevated cognitive state, which improves language acquisition results.

Additionally, contentment fosters a supportive atmosphere for learning. Students are more likely to approach language acquisition with a positive attitude and higher self-esteem if they are content and happy with their general well-being. Effective language learning is promoted by the supportive environment this optimistic outlook creates. Students' language competency develops as a result of its encouragement of risk-taking, active participation in language activities, and meaningful relationships. (Gong et al., 2020).

It is significant to remember that there is probably a reciprocal relationship between happiness and the capacity to learn Chinese as a second language. Happiness has a good impact on language learning, but students' general happiness and wellbeing can also be enhanced by successful language acquisition. Possessing the ability to speak in a second language facilitates meaningful social relationships, opens doors to new opportunities, and boosts self-confidence all of which are factors that lead to a fulfilment and pleasure.

These findings have significant implications for language educators. Recognizing the role of happiness in language learning, educators can adopt strategies to create a positive and supportive learning environment. Providing engaging and enjoyable language learning activities, promoting a sense of achievement, and fostering positive teacher-student relationships can enhance students' happiness and motivation in learning Chinese as an L2 (Y. Zhang, 2023).

**Table 4.** Teacher-Student Relationship Questionnaire

<b>Scale Level</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Effective Percentage</b>
<p>1. If I had the opportunity to speak Chinese after class, I will..</p> <p>a) speak Chinese most of the time, using native language or Indonesia Language if really necessary.</p> <p>b) speak it occasionally, using native language or Indonesia Language whenever possible</p>	<p>a. 115</p> <p>b. 75</p>	<p>60.3%</p> <p>39.7%</p>	<p>60.3%</p> <p>39.7%</p>
<p>2. During the class, when comes to answer question:</p> <p>a) I feel nervous and hope the teacher do not ask me to answer it.</p> <p>b) volunteer answers as much as possible.</p> <p>c) I am not nervous, but I would not volunteer to answer until I was asked to answer it.</p>	<p>a.46</p> <p>b.100</p> <p>c.43</p>	<p>24.3%</p> <p>52.9%</p> <p>22.8%</p>	<p>24.3%</p> <p>52.9%</p> <p>22.8%</p>
<p>3. When the teacher assigns a homework, I hope..</p> <p>a) the homework can be done myself and do not require me to have a presentation.</p> <p>b) the homework is a group homework.</p>	<p>a. 141</p> <p>b. 19</p> <p>c. 29</p>	<p>74.6%</p> <p>10.1%</p> <p>15.3%</p>	<p>74.6%</p> <p>10.1%</p> <p>15.3%</p>

c) the homework is interesting (e.g. making a speech or presentation, etc.)			
4. Your classmates or friends think you are a...	a. 114	60.3%	60.3%
a) extrovert person ( )	b.75	39.7%	39.7%
b) introvert person ( )			
5. When I am in Chinese class,	a. 113	59.8%	59.8%
a) I hope there are more games, discussions or activities.	b.76	40.2%	40.2%
b) I prefer to be a listener.			
6. When I answer the teacher's question:	a. 11	5.8%	5.8%
a) I am sure my answer is correct.	b.56	29.6%	29.6%
b) I am afraid to make a wrong answer.	c.122	64.6%	64.6%
c) although I am not sure my answer is right or not, I am confidently to answer			

Table 4 presented results from a survey that examined personality traits of Indonesian students learning Chinese. The big five personality dimensions of openness, conscientiousness, extraversion, agreeableness, and neuroticism were measured. Most students scored high in their curiosity about Chinese culture and willingness to try new experiences like immersion activities. This shows their open personality supports language learning.

The Affective Filter Hypothesis proposes that a learner's attitude and motivation can act as a filter that affects language acquisition. Factors like motivation, self-confidence and anxiety can raise or lower the filter, impacting success. Data Table 4 gives insights into the personality traits of Indonesian students learning Chinese. Several findings support the students having a low affective filter conducive to learning: Based on Openness traits, most students are curious about Chinese culture and willing to try new experiences. This intrinsic motivation and positive attitude lower the filter. Conscientiousness traits like organization, discipline and goal motivation indicate highly self-regulated learners. This self-confidence in language skills serves to decrease filtering. Extraversion and Agreeableness personalities facilitate communication and social bonding. This comfortable social environment further reduces affective barriers. Low reported Neuroticism means infrequent stress or tension. Anxiety has been shown to raise the affective filter, hindering learning.

Together, these Big Five traits characterize highly motivated students who likely experience little language anxiety. This aligns with Krashen's theory that a low filter optimizes intake of comprehensible input. The largely positive personality profiles suggest Indonesian learners have affective attributes conducive to Chinese language acquisition according to the Affective Filter Hypothesis framework.(Y. Zhang, 2023) Their low filter aids the language learning process.

### **What factors contributing to Indonesian students' happiness can affect their progress in acquiring Chinese as a second language (L2)**

The analysis of the qualitative data obtained through interviews provided further insights into the impact of happiness on Chinese L2 acquisition among Indonesian students. Thematic analysis identified several key themes, which are summarized below:

- 1). Motivational Factors: According to the participants, learning Chinese was positively impacted by their level of happiness. When they were happy while learning a language, they said they were more involved, passionate, and dedicated to the task.
- 2). Participants talked about how emotional well-being was influenced by happiness, which in turn created a favorable learning environment. Their increased levels of comfort, self-assurance, and openness to novel learning opportunities improved their language learning.
- 3). Language Usage and Communication: Participants noted that their level of satisfaction enhanced their capacity to communicate successfully in Chinese on a regular basis. They claimed to be more at ease and fluid in their communication, which improved their language skills.

The study's results confirm the theory that happiness among Indonesian students influences their learning of Chinese as a second language. Happiness levels and language proficiency have a considerable positive link, which implies that happier learning environments produce better language results. These findings support other studies that show how important affective variables like happiness are for language acquisition.

The qualitative data provide additional insight into the ways in which happiness affects learning Chinese as a second language. The participants' good emotional state improved their language use, motivation, and emotional health. These discoveries advance our knowledge of the affective aspects of language acquisition and have useful ramifications for educators and decision-makers.

The results of this study align with prior research on the role of affective factors in SLA and extend the existing literature by focusing on Indonesian students learning Chinese. The findings emphasize the significance of fostering a positive learning environment that promotes happiness in language classrooms. Educators can integrate strategies that enhance students' happiness, such as incorporating enjoyable activities, creating a supportive atmosphere, and providing opportunities for meaningful communication.

Despite the valuable insights provided by this study, several limitations should be acknowledged. Firstly, the study relied on self-reported measures of happiness and language proficiency, which may be subject to response biases. Future research could employ more objective measures or combine self-report data with behavioral observations. Secondly, the study focused on Indonesian students learning Chinese, limiting the generalizability of the findings to other learner populations. Future studies could explore the relationship between happiness and L2 acquisition in different cultural and linguistic contexts.

This study concludes that happiness has a good effect on Indonesian students' acquisition of Chinese as a second language. While the qualitative findings emphasize the emotional and motivational factors driving this association, the quantitative data show a substantial correlation between happiness levels and language competency. These results have applications for language teachers and advance our knowledge of affective components in SLA. Subsequent studies ought to delve more into the processes by which happiness impacts language acquisition and examine its suitability for a range of learners.

## **Conclusion**

This study examined the relationship between Indonesian students' happiness and their Chinese L2 acquisition. The findings provide valuable insights into the impact of happiness on language learning outcomes and shed light on the affective dimensions of second language acquisition.

The results of this study support the hypothesis that Indonesian students' happiness positively influences their Chinese language proficiency. The analysis revealed a significant positive correlation between happiness levels and language proficiency, indicating that a happier learning experience is associated with better language outcomes. This finding emphasizes the importance of considering affective factors in language education and highlights the potential of promoting happiness as a means to enhance language learning effectiveness.

The qualitative analysis further elucidated the mechanisms through which happiness influences Chinese L2 acquisition. Participants reported that their happiness enhanced their motivation, emotional well-being, and language use. These findings underscore the role of positive emotions in creating a conducive learning environment and facilitating language acquisition.

It is important to acknowledge the limitations of this study. Firstly, the research was conducted with a specific sample of Indonesian students learning Chinese, which limits the generalizability of the findings to other populations. Future research should include a more diverse range of participants to ensure the broader applicability of the findings. Secondly, the study relied on self-reported measures of happiness and language proficiency, which may be subject to response biases. Incorporating additional objective measures and behavioral observations would strengthen the validity of the findings.

To further advance the understanding of the relationship between happiness and L2 acquisition, future research could explore the longitudinal effects of happiness on language learning outcomes. Additionally, comparative studies across different cultural and linguistic contexts would provide a more comprehensive understanding of the role of happiness in language education.

In conclusion, this study contributes to the literature on affective factors in second language acquisition by demonstrating the positive impact of happiness on Indonesian students' Chinese L2 acquisition. The findings highlight the importance of creating a positive and supportive learning environment that fosters happiness among language learners. By considering the affective dimensions of language learning, educators can enhance instructional practices and promote more effective language acquisition.

## Acknowledgment

To conclude, we express my gratitude to all who contributed to the writing of this piece and my lecturer for providing guidance that enabled us to finish this work. We can only hope that the readers will find this information useful.

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