BUKTI KORESPONDENSI ARTIKEL PADA JURNAL INTERNASIONAL BEREPUTASI

PENGUSUL
Dr. HENY SETYAWATI, M.SI. / NIDN 0010066706

UNIVERSITAS NEGERI SEMARANG
TAHUN 2022

Kepada Yth.
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Bersama dengan surat ini, saya bermaksud menyertakan bukti bukti korespondensi proses review artikel pada Jurnal Internasional dengan judul "Investigating swearing motives among student-athletes during attending sports training programs and competitions", dimuat pada Cakrawala Pendidikan, edisi Vol. 41 No. 1, 1 Februari 2022, Printed ISSN 0216-1370 Online ISSN 2442-8620, Hal : 12-30.
Adapun susunan kronologi bukti korespondensi terdiri dari beberapa poin, pada tabel di bawah ini:

NO	TANGGAL	AKTIVITAS
1	14 November 2021	Submit manuscript di OJS Cakrawala Pendidikan
2	14 November 2021	Terima email dari jurnal pemberitahuan URL Jurnal dan ID Artikel
3	18 November 2021	Mengunggah Kembali artikel di OJS
4	23 November 2021	Perbaikan dari Reviewer A
5	7 Desmber 2021	Perbaikan dari Reviewer B
6	7 Desember 2021	Pemberitahuan dari editor untuk revisi artikel
7	7 Desember 2021	Mengkonfirmasi email dari editor
8	12 Desember 2021	Mengirim email perbaikan artikel
9	27 Desember 2021	Review Version di OJS
10	6 Januari 2022	Last modified di OJS
11	7 Januari 2022	Pemberitahuan dari editor, artikel diterima dan konfirmasi pembayaran
12	11 Januari 2022	Mengirim email bukti pembayaran

Demikian, agar dapat menjadi periksa, Terimakasih.
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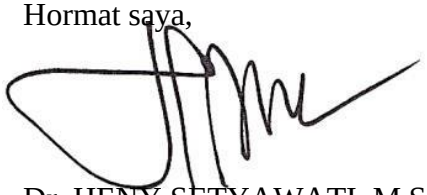
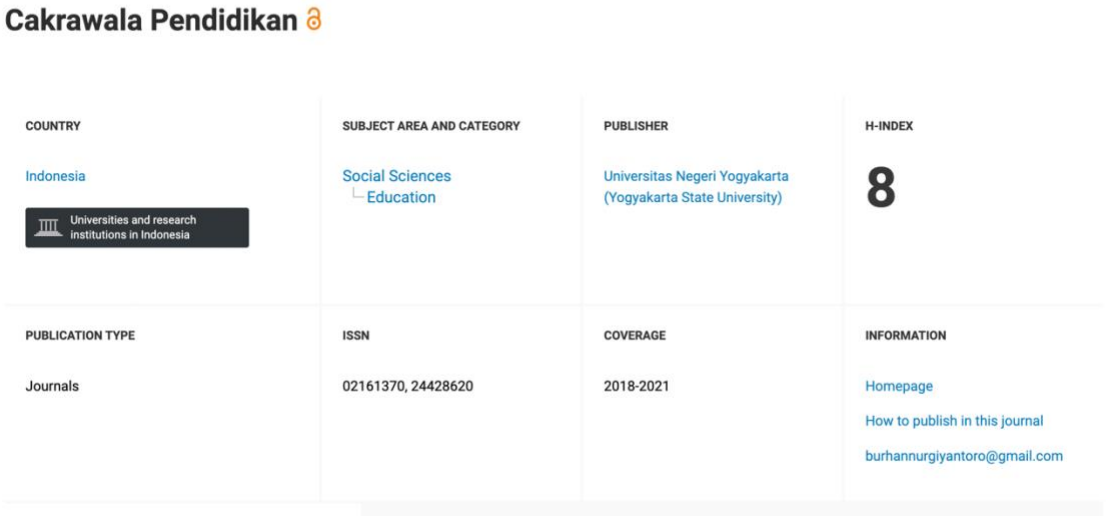


Dr. HENY SETYAWATI, M.Si.

KRONOLOGI KORESPONDENSI PUBLIKASI ARTIKEL PADA JURNAL INTERNASIONAL TERINDEKS PADA BASIS DATA INTERNASIONAL BEREPUTASI DAN BERFAKTOR DAMPAK.

Judul	: Investigating swearing motives among student-athletes during attending sports training programs and competitions
Jurnal	: Cakrawala Pendidikan
Volume	: 41
Nomor	: 1
Tanggal Publikasi	: 1 Februari 2022
ISSN (p)	: Printed ISSN 0216-1370
ISSN €	: Online ISSN 2442-8620
Halaman	: 12-30
Penerbit	: Universitas Negeri Yogyakarta
SJR Jurnal	: 0.24
Quartile	: Q3
Cite Score	:
Penulis	: Heny Setyawati, Didik Rinan Sumekto, Tandiyo Rahayu

Bukti indexing jurnal :



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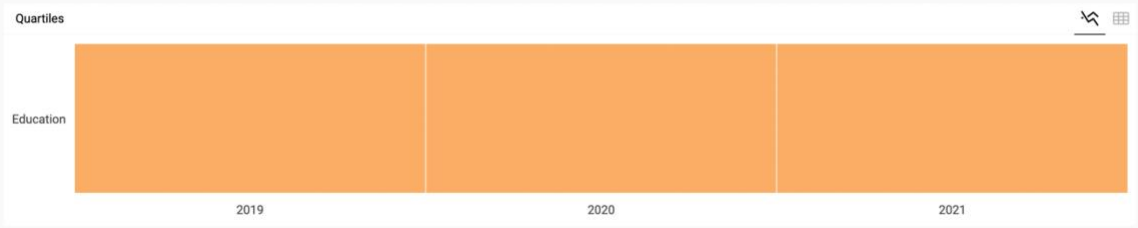

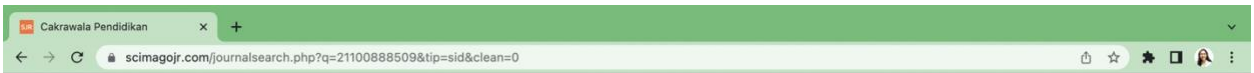

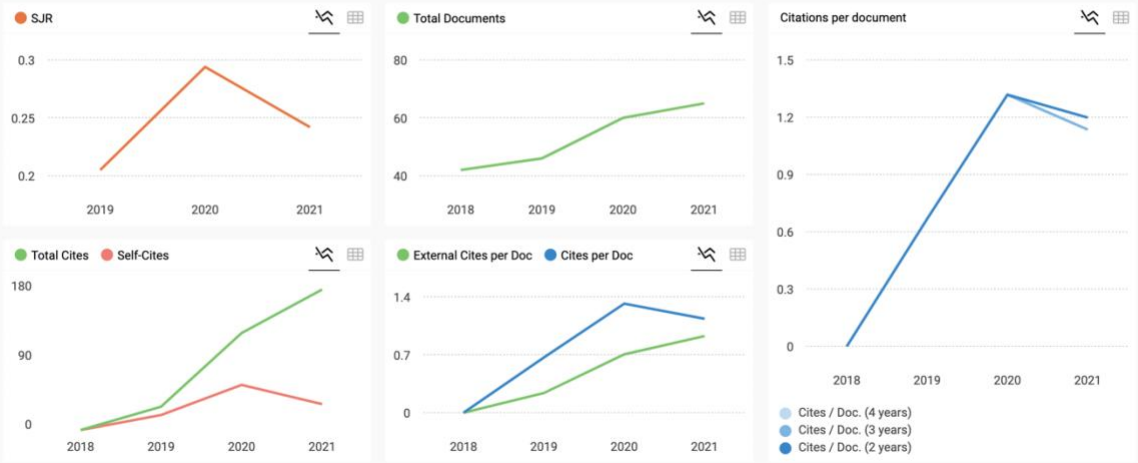

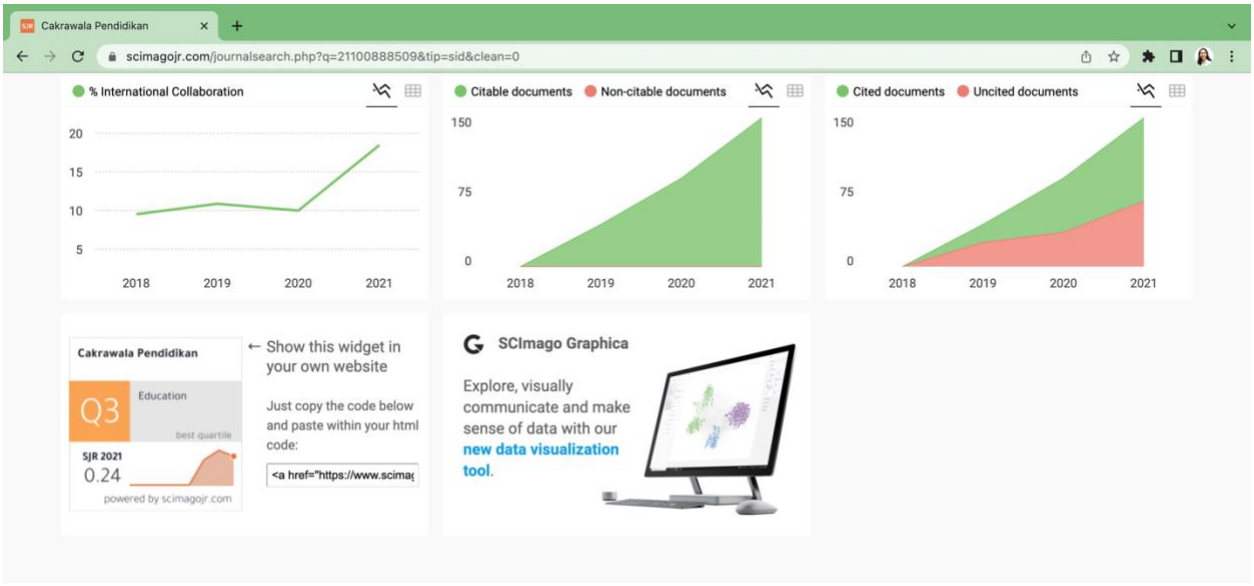

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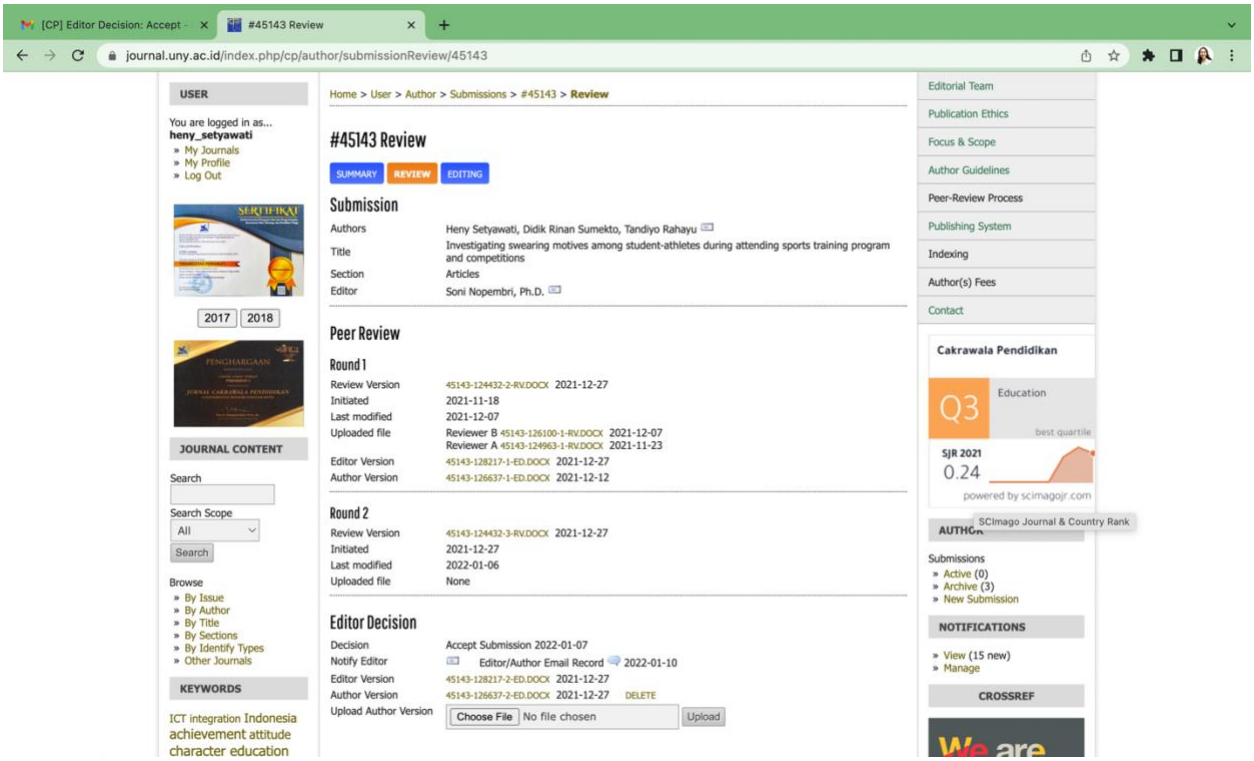
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Heny Setyawati, Didik Rinan Sumekto, Tandiyo Rahayu
Title
Investigating swearing motives among student-athletes during attending sports training program and competitions
Section
Articles
Editor
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Round 1
Review Version
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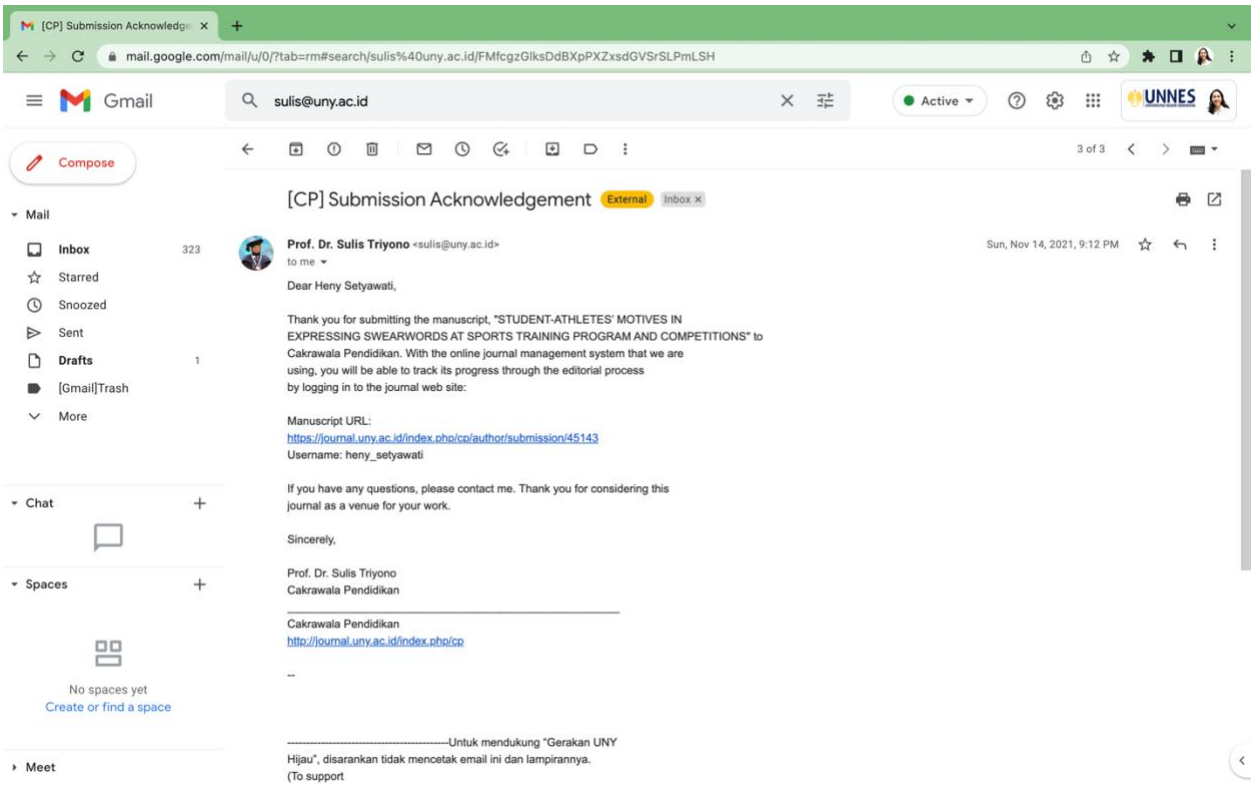
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Prof. Dr. Sulis Triyono <sulis@uny.ac.id>
to me
Sun, Nov 14, 2021, 9:12 PM
Dear Heny Setyawati,
Thank you for submitting the manuscript, "STUDENT-ATHLETES' MOTIVES IN EXPRESSING SWEARWORDS AT SPORTS TRAINING PROGRAM AND COMPETITIONS" to Cakrawala Pendidikan. With the online journal management system that we are using, you will be able to track its progress through the editorial process by logging in to the journal web site:
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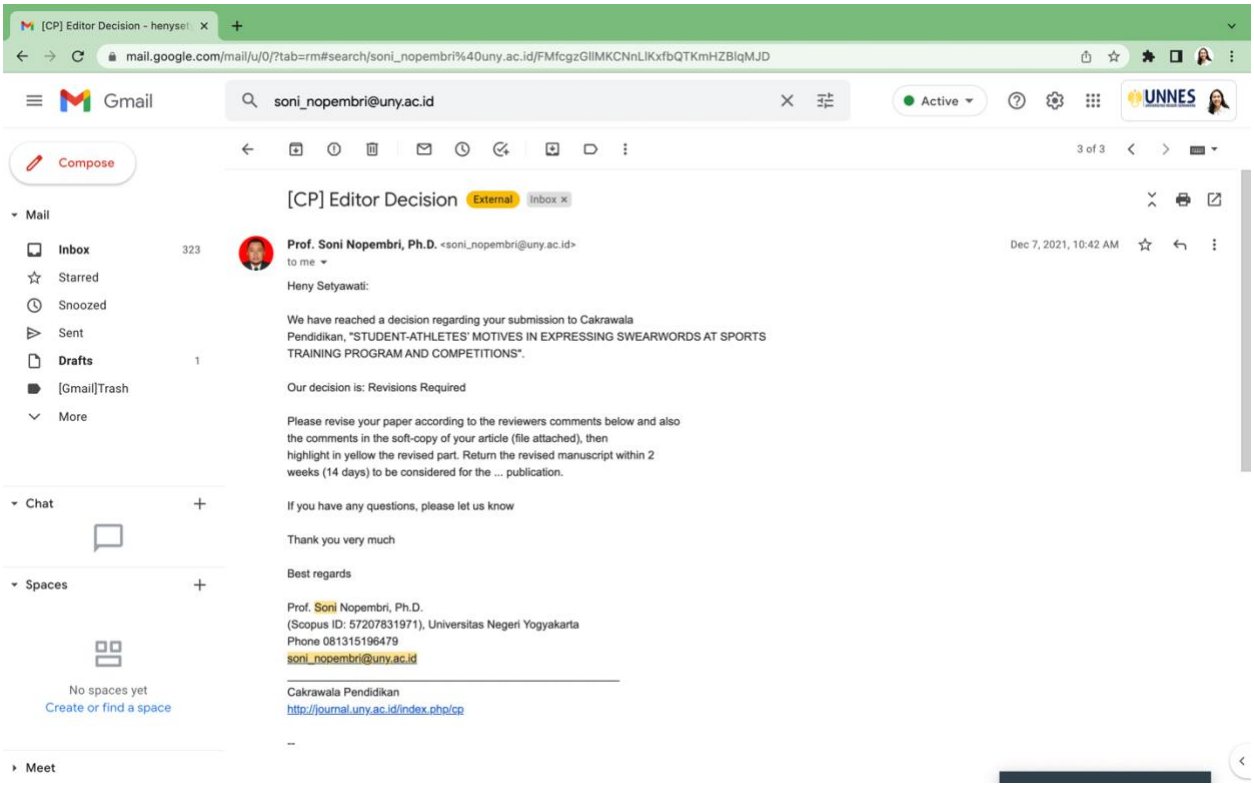
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Prof. Soni Nopembri, Ph.D. <soni_nopembri@uny.ac.id>
to me
Dec 7, 2021, 10:42 AM
Heny Setyawati:
We have reached a decision regarding your submission to Cakrawala Pendidikan, "STUDENT-ATHLETES' MOTIVES IN EXPRESSING SWEARWORDS AT SPORTS TRAINING PROGRAM AND COMPETITIONS".
Our decision is: Revisions Required
Please revise your paper according to the reviewers comments below and also the comments in the soft-copy of your article (file attached), then highlight in yellow the revised part. Return the revised manuscript within 2 weeks (14 days) to be considered for the ... publication.
If you have any questions, please let us know
Thank you very much
Best regards
Prof. Soni Nopembri, Ph.D.
(Scopus ID: 57207831971), Universitas Negeri Yogyakarta
Phone 081315196479
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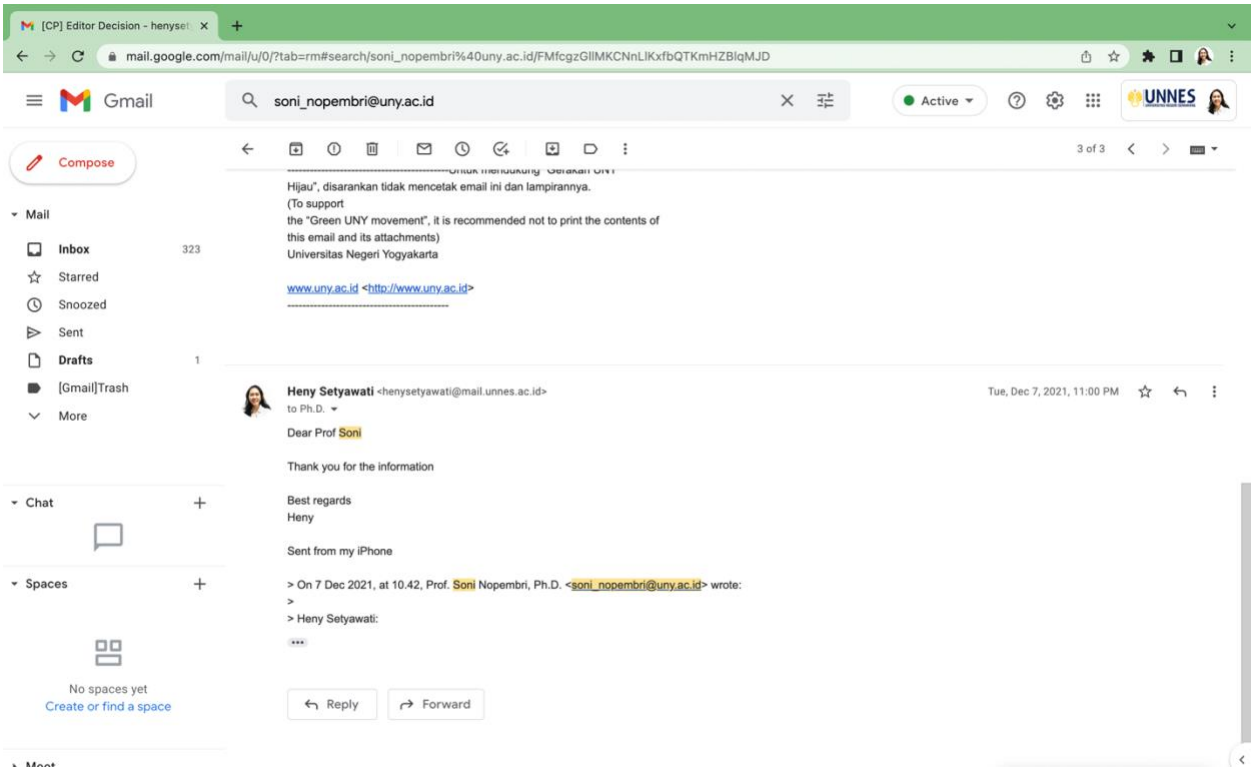
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Tue, Dec 7, 2021, 11:00 PM
Dear Prof Soni
Thank you for the information
Best regards
Heny
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> On 7 Dec 2021, at 10.42, Prof. Soni Nopembri, Ph.D. <soni_nopembri@uny.ac.id> wrote:
>
> Heny Setyawati:
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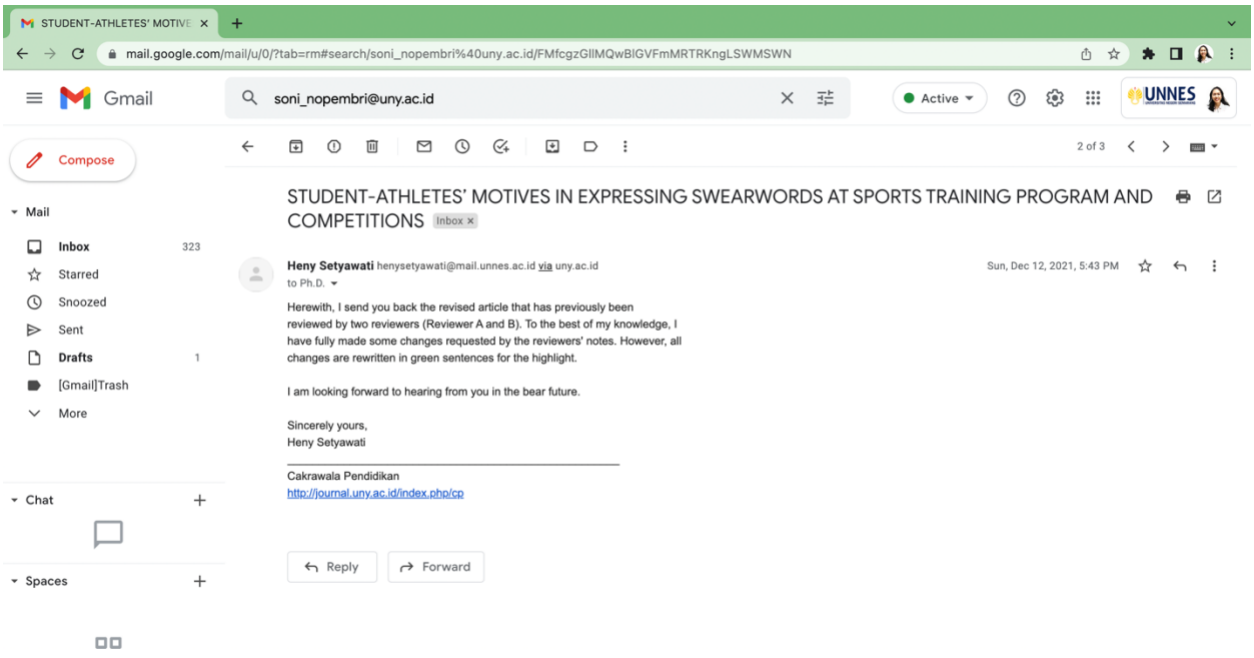
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to Ph.D.
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Herewith, I send you back the revised article that has previously been reviewed by two reviewers (Reviewer A and B). To the best of my knowledge, I have fully made some changes requested by the reviewers' notes. However, all changes are rewritten in green sentences for the highlight.
I am looking forward to hearing from you in the bear future.
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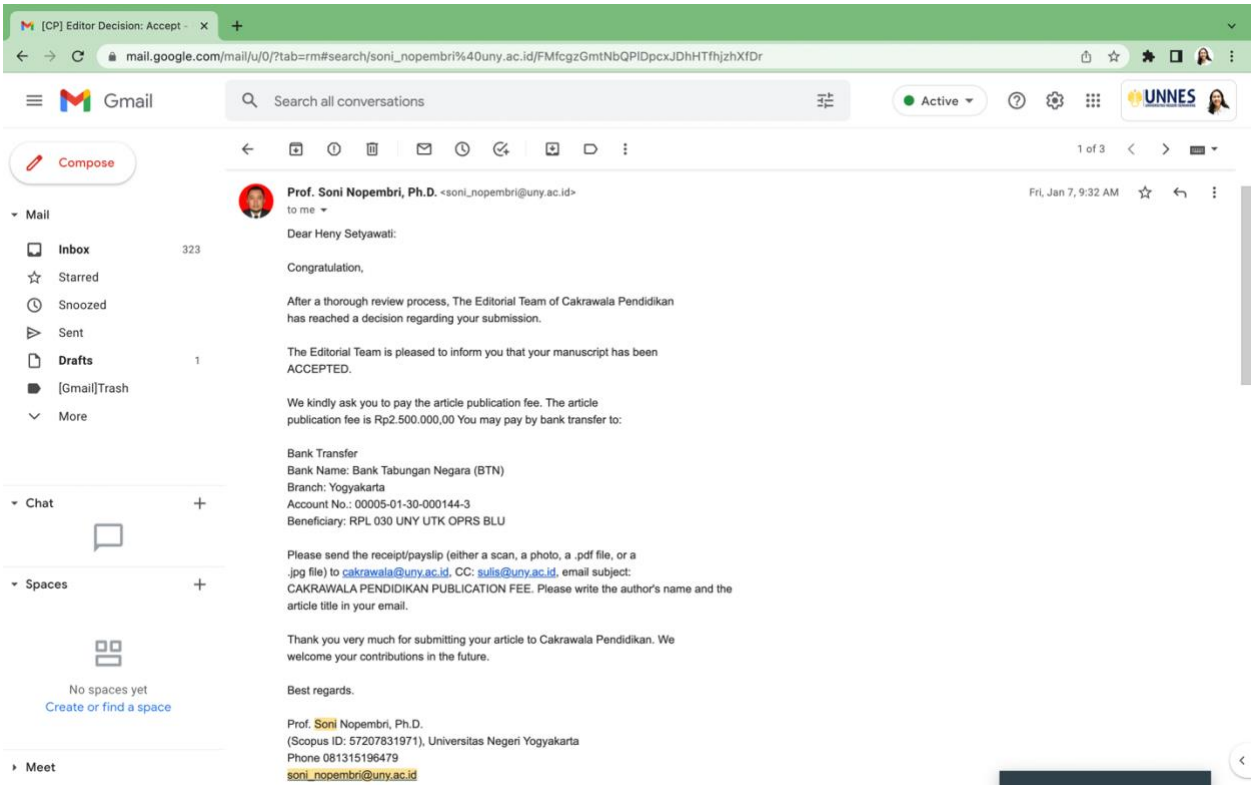
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Prof. Soni Nopembri, Ph.D. <soni_nopembri@uny.ac.id>
to me
Fri, Jan 7, 9:32 AM
Dear Heny Setyawati:
Congratulation,
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The Editorial Team is pleased to inform you that your manuscript has been ACCEPTED.
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Thank you very much for submitting your article to Cakrawala Pendidikan. We welcome your contributions in the future.
Best regards.
Prof. Soni Nopembri, Ph.D.
(Scopus ID: 57207831971), Universitas Negeri Yogyakarta
Phone 081315196479
soni_nopembri@uny.ac.id

Section Editor
2021-12-07 10:41 AM

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Heny Setyawati:

We have reached a decision regarding your submission to Cakrawala Pendidikan, "STUDENT-ATHLETES' MOTIVES IN EXPRESSING SWEARWORDS AT SPORTS TRAINING PROGRAM AND COMPETITIONS".

Our decision is: Revisions Required

Please revise your paper according to the reviewers comments below and also the comments in the soft-copy of your article (file attached), then highlight in yellow the revised part. Return the revised manuscript within 2 weeks (14 days) to be considered for the ... publication.

If you have any questions, please let us know

Thank you very much

Best regards

Prof. Soni Nopembri, Ph.D.
(Scopus ID: 57207831971), Universitas Negeri Yogyakarta
Phone 081315196479
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Author
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I am looking forward to hearing from you in the bear future.

Sincerely yours,
Heny Setyawati

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2022-01-07 09:32 AM

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We kindly ask you to pay the article publication fee. The article publication fee is Rp2.500.000,00 You may pay by bank transfer to:

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Thank you very much for submitting your article to Cakrawala Pendidikan. We welcome your contributions in the future.

Best regards.

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Subject: STUDENT-ATHLETES' MOTIVES IN EXPRESSING SWEARWORDS AT SPORTS TRAINING PROGRAM AND COMPETITIONS
Dear Prof. Soni Nopembri, Ph.D.,
Associate editor of Cakrawala Pendidikan

On behalf of the authors, I thank you for informing us about the manuscript acceptance for our article entitled, "INVESTIGATING SWEARING MOTIVES AMONG STUDENT-ATHLETES DURING ATTENDING SPORTS TRAINING PROGRAM AND COMPETITIONS" at Cakrawala Pendidikan for the next publication. We acknowledge that the payment of the APC

has been made and will be attached in this email. We are looking forward to hearing from you soon regarding the publication issues.

Sincerely yours,
Heny Setyawati

Reviewer's comments:

Thank you for submitting your article in CP. The study seems to be interesting and will contribute to the literature concerning sport in the context of education. However, there some aspects that need to be addressed and improved.

- Tittle: does not reflect all three RQs.
- Tittle: consider to replace "at" with "during"
- I don't see a review on literature with regard to swearing in the context of sport, especially among student-athletes. I saw some articles out there that relate to swearing/trash talk/cussing among sport officials and athletes. Adding this to your article will strengthen your argument.
- Respondents' profile might be compressed in single information (for example, table could be a great way here to put everything in the profile in one place. I don't think the author(s) also need to describe textually in details as it's not part of your RQ—instead, the best place for this info would be in the "method" section.
- Discussion: it would be more interesting to tie up the finding that male athletes tended to swear more aggressively with the characteristics of sport as masculine arena—many studies from socio-psychological perspectives have been conclusive toward this knowledge.
- There are 17 sports which I assume to have different characteristics in terms of their competitiveness, ecological environment, psychological pressures, gendered relations, expected attitude, etc. that could possibly lead to the possibility of their athletes to swear—regarding the intensity and the frequency. This aspect should be taken into consideration when the authors described their findings. Otherwise, discussion section and conclusion can be place to do this effort.

STUDENT-ATHLETES' MOTIVES IN EXPRESSING SWEARWORDS AT SPORTS TRAINING PROGRAM AND COMPETITIONS

Abstract: Despite experts' examination about student-athletes shall be well-educated to reduce problems, but there is no guarantee on the most effective strategy to eliminate their individual problems once they are well-occupied in education. This study aims at investigating student-athletes' swearing motives when attending sports training program and competitions. This study involved 210 respondents (n = 201, M*age* = 21.65; *SD* = 3.994) from 17 sports categories, which were organized by the National Sports Committee of Indonesia, Jawa Tengah Province, Indonesia. Data collection used a self-rated questionnaire with a 5-Likert scale measuring for expressing anger, stressing from opponents, relieving tension and frustration, and customizing daily expression using the IBM SPSS software analyses. The results postulated that the scaled determinants empirically triggered student-athletes' swearing motives, but there was no statistically significant differences. Meanwhile, the dependent variable showed F (4, 202), p = .000; Wilks' Lambda = .58; and partial eta squared = .13. Further, social media was eligible to mostly influence student-athletes' swearing expression (female = 50.4%, male = 43.2%). These swearing motives constitute student-athletes' intrinsic and extrinsic relationships, whether positive or negative actions that conditionally differentiate student-athletes' psychological well-being across the dimensions of self-acceptance, autonomy, environment and personal maturation.

Keywords*: student-athletes' emotional stability, physical performance, swearing motives.*

MOTIF ATLET PELAJAR/MAHASISWA DALAM MENGEKSPRESIKAN KATA UMPATAN PADA PROGRAM LATIHAN OLAHRAGA DAN PERTANDINGAN

Abstrak: Meskipun para ahli mengeksaminasi atlet pelajar/mahasiswa harus berpendidikan layak untuk mereduksi masalah mereka, namun tidak ada jaminan strategi efektif untuk mengurangi permasalahan mereka walaupun para atlet tersebut berpendidikan layak. Penelitian ini bertujuan menginvestigasi motif umpatan atlet pelajar/mahasiswa ketika mengikuti program latihan olahraga dan pertandingan. Penelitian ini melibatkan 210 responden (n = 201, M*age* = 21.65; *SD* = 3.994) dari 17 cabang olahraga yang ditangani oleh Komite Olahraga Nasional Indonesia, Provinsi Jawa Tengah, Indonesia. Pengumpulan data melalui angket yang diisi oleh para responden penelitian dengan 5 skala Likert untuk mengukur expresi kemarahan, tekanan dari lawan tanding, ketegangan dan frustrasi, dan kebiasaan ekspresi sehari-hari menggunakan analisis perangkat lunak IBM SPSS. Hasil penelitian ini mendalilkan bahwa faktor penentu umpatan tersebut secara empirik memicu motif atlet pelajar/mahasiswa untuk mengumpat, meskipun tidak ada perbedaan satistik secara signifikan antar faktor umpatan tersebut. Sementara, variabel terikat penelitian ini menunjukkan nilai F (4, 202), p = .000; *Wilks' Lambda* = .58; dan *partial eta squared* = .13. Selanjutnya media sosial mampu memberikan pengaruh yang dominan terhadap ekspresi mengumpat para responden, baik atlet wanita = 50.4% maupun pria = 43.2%). Motif umpatan ini mengkaitkan hubungan instrinsik dan ekstrinsik atlet pelajar/mahasiswa, apakah berupa tindakan positif atau negatif yang membedakan kecakapan psikologi atlet pelajar/mahasiswa melalui dimensi penerimaan diri, atonomi, lingkungan, dan kematangan kepribadian.

Erwin Setyo Kriswanto
The conclusion should refer to the purpose or research question

Kata Kunci: *stabilitas emosi atlet pelajar/mahasiswa, performa fisik, motif umpatan.*

INTRODUCTION

Inclusive education or education for all is the fundamental pillar accomplished for groups' development, including student-athletes at any educational level. Education is believed to help obtain top rank individuals by carrying out the potential strengths in physiological,

mental, emotional, and social intelligence holistically on the contemporary education principles (Micoogullari, Odek, & Beyaz, 2017). Student-athletes' open-minded creation to communicate with other parties may result from learning processes rapidly since open-minded choice conveys any efforts to address student-athletes become engaged in avoiding frustrations (Mazerolle, Dodge, & Bowman, 2016). This will be happened by mentoring programs that offer student-athletes' capital, affirmation, education, and empowerment (Bimper, 2017). Recently, only a few student-athletes either gain professional calibers or strive for success at schools or colleges. Therefore, motivating student-athletes becomes essential, not only from the perspective of social values, but also regarding their mental health and well-being perspectives (Sorkkila, Aunola, & Ryba, 2017).

On the other hand, student-athletes are aware of how and where they can complain in the sports events, such as expressing swearwords that are subjected to inequitable treatment, discrimination, harassment, and a hostile environment based on their available status (O'Brien, 2015). The symptoms of student-athletes' emotions, cognition, physics, and behaviors can be best understandable on the severity continuum (Sullivan et al., 2020). To be tough student-athletes require time, commitment, and planned sports training and competitions. Maximal self-reliance towards sports training and competitions establishes the comprehensive measure of stress control and recovery management through the academic program requirements. Both control and management prioritize the high-performance of student-athletes that aims at performing sports, whereas reaching a better level academics (Gomez, Bradley, & Conway, 2018). In the emergent points, student-athletes recently place their performance, as if these expose student-athletes' achievements and behaviors that will determine the significant positions in their future education and sports career particularly. Hence, student-athletes' readiness acquaint with adaptive lives and cultures when attending the sports training programs and professional competitions.

In relevance with the experiential approach at sports training programs and competitions, student-athletes psychologically attempt to resist the stability of their emotion and stress that trigger the use of swearing expressions. So far, swearing expression leads to the linguistics expression that is potentially expressed in daily verbal communication (Bram & Putra, 2019). Contextually, the use of swearwords has interacted and interplayed student-athletes. Swearwords bring about the emotional charges on exceeding student-athletes' improper situation through the literal or denotative and nonliteral or connotative use. In practice, swearwords are widely offensive, vulgar, and overused to express the most powerful emotions either positively or negatively (Mohr, 2013). In this situation, student-athletes have

the potentials to swear with some higher forces to their opponents at sports training programs and competitions arena. The swearing modes will simply involve out of anger and frustration (Hughes, 2006), express and evoke emotions towards the elaboration pathway from student-athletes' behaviors (Finkelstein et al., 2016).

The swearing expression shows the variety of interpersonal consequences that conveys group bonding and solidarity, inhibits aggression, elicits humor, and triggers emotional pain to others (Vingerhoets et al., 2013) with the certain language spoken in the intentional emotions (Stone & Hazelton, 2008) and be the effective linguistic tools for the construction and negotiation (Karachaliou & Archakis, 2015). It is thought of ultimately relieving immediate bad feelings (Goddard, 2015), and performing emotional regulation functions (Stephens & Zile, 2017) among student-athletes' repertoire (Suganob-Nicolau, 2016), although swearing singly tends to be impolite (Dynel, 2012), it does not always indicate their educational background and social status boundaries (Suganob-Nicolau & Sukamto, 2013). So far, swearing can be both planned and spontaneous. If a student-athlete tells a joke using bad words, this considers being planned. Conversely, if he or she injuries his or hers and swears relating to the pain, this considers to be spontaneous (Finn, 2017).

Further, student-athletes' swearing expression directly expresses their emotive behaviors (Ljung, 2014), such as expressing anger, stressing from the opponents, relieving tension and frustration, and customizing daily expression (Scherer & Sagarin, 2006). These emotive behaviors can be found in student-athletes' daily gender-based communications in both professional and social linkages (Sumekto & Kustinah, 2019). Student-athletes tend to use emotional and provocative swearwords to detach some illocutionary expressions (Adaros & Tironi, 2017) since swearing can be reactively categorized as the expressive language function and the evocative language function (Andersson & Hirsch, 1985; Schippers, 2013).

Some studies identified that swearing expressions empirically built intimacy, solidarity, and other social exceptionalisms for those who accomplished the measures at the same time (Adams, 2016). Swearing might give people a splendid sense of power and control unconditionally that boosted self-confidence, self-esteem, and gained motivation, despite in a short period, swearing could cause fear and hostility (Guvendir, 2015), as well as heightened emotional arousal to others (Stephens & Zile, 2017). Further, student-athletes who daily swore more frequently showed a lower emotional response to swearing-in terms of habituation. Therefore, they indicated a lower-pain-tolerance experience, as analogized by those who swore infrequently daily (Stephens & Umland, 2011). Empirically, student-athletes' daily massive activity, interpersonal relationships, sense of self-loathing, and traumatic experience might

influence their self-confidence and performance (Setyawati et al., 2021) by swearing. These points were due to the sympathovagal balance alterations (Stephens et al., 2018).

Other studies believed that swearing expressions might psychologically and contextually influence student-athletes' behaviors. It claimed the emotional purgation effects dealing with student-athletes' stress reliefs, credibility, intensity, and persuasiveness (Vingerhoets et al., 2013). Popușoi and Havârneanu (2015) supported that swearing expression was a significant contribution between male and female athletes using the specific verbal expression. Males expressed profanities more constantly [F = 65 for males; F = 30 for females], whilst females expressed profanities more euphemisms [F = 30 for females; F = 16 for males]. Meanwhile, the spoken daily swearing expression increased up to .5%, although the number of the inter-individual swearers expressed variably very high (Senberg et al., 2021), and showed the negative impacts among swearers, such as minor competent, low intelligent, less trustworthy, more aggressive and socially improper than non-swearers (Stapleton, 2020). Herein, swearing expression was inevitable and became part of male and female linguistic repertoire to release stress and express intense emotions (Suganob-Nicolau & Sukamto, 2013).

The theoretical framework collectively addressed student-athletes' motives in expressing swearwords that empirically referred to Scherer and Sagarin's indecent influence of expressing anger, stressing from the opponent, relieving tension and frustration, and customizing daily expression as shown in Figure 1.

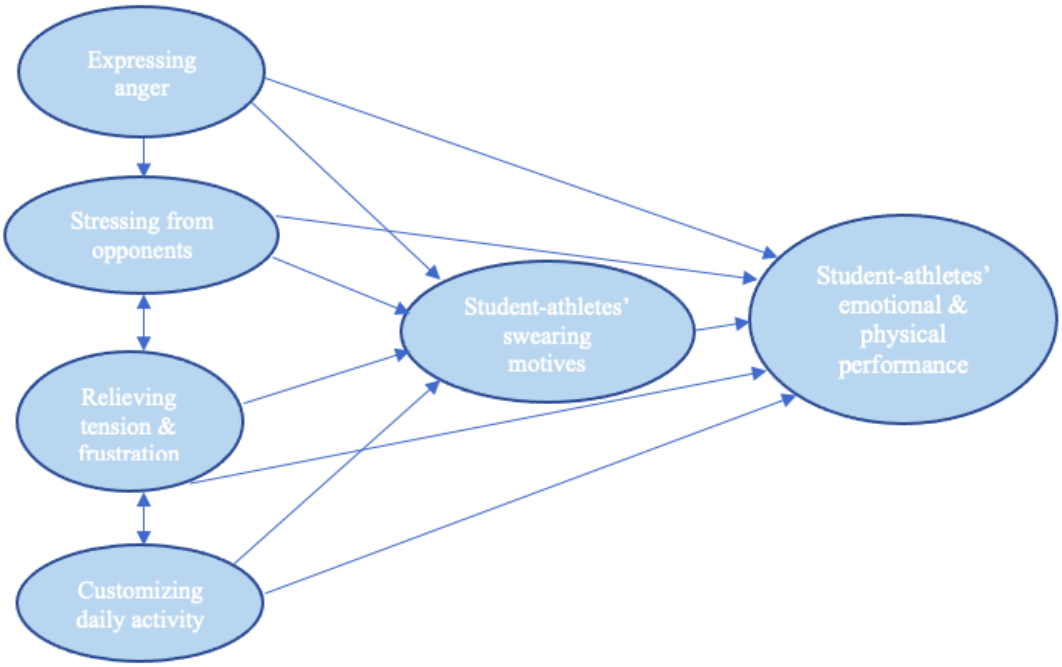

Figure 1. Flowchart of athletes' emotional and physical performance influence

This present study aims at investigating student-athletes' swearing motives when attending sports training programs and competitions. It accomplished the junior till senior student-athletes living Semarang, Jawa Tengah, Indonesia. Student-athletes' swearing motives empirically contextualize a sociolinguistic lens through viewing their behaviors upon contextual usage and frequency of expressed swearwords. Hence, this study seeks the analyses to the following three research questions: RQ1. What motives have triggered student-athletes to express swearwords? RQ2. Do swearing expressions influence student-athletes' emotional and physical performance? RQ3. What media have mostly influenced student-athletes' swearing expression when attending their sports training program and competitions?

Erwin Setyo Kriswanto
The specific reasons for the target or scope of this research target have not been explained. add as research background reinforcement

METHODS

This descriptive and cross-sectional study was carried out on a sample size of 210 student-athletes of both females (n = 113) or 53.8% and males (n = 98) or 46.2% from 17 sports categories that were organized by the National Sports Committee of Indonesia, Jawa Tengah Province, Indonesia. The sampling technique was conducted by the eligible convenience, where student-athletes' homogeneity and accessibility corresponded with the data collection protocols through the Google form. Student-athletes' ages were gained from 15 to 31 years old (n = 201, Mage = 21.65; SD = 3.994) when completing the questionnaire.

Data accommodated a self-rated questionnaire of Scherer and Sagarin's four modified swearing motives, namely: expressing anger, stressing from the opponents, relieving tension and frustration, and customizing daily expression. In addition, a valid coefficient was previously gained from Cronbach's alpha reliability coefficient test of 30 student-athletes. The values laid on .646 to .714 with the significance level at $p<.30$. Cronbach's alpha (α) was .638 for expressing anger, .676 for stressing from the opponents, .698 for relieving tension and frustration, and .706 for customizing daily expression.

The procedure began with inventorying 17 sports categories, organized by the National Sports Committee of Indonesia, Jawa Tengah Province, Indonesia to measure the number of 210 student-athletes. Next, this study continued to socialize the self-rated questionnaire to the respondents by explaining the nature and aim of questionnaire fulfillment through the Google form media. This study hereby set a short period of collecting the data during the COVID-19 pandemic. The questionnaire relied on a 5-point Likert scale. The respondents rated each of their response on a Likert scaling from one to five points (1 = not at all; 2 = infrequent; 3 =

moderate; 4 = influential; and 5 = very influential) to indicate student-athletes' agreeableness by a single questionnaire item. The statistical software IBM SPSS® – version 25.0 for Windows was used to analyze the descriptive analysis, independent t-test, and Pearson correlations, and multivariate analysis of variance (MANOVA) that extended dependent and independent variables.

FINDINGS AND DISCUSSION

Findings

Respondents' Profile

As the respondents, student-athletes' data were gained from 17 sports category, namely: Wushu, Swimming, Volleyball, Taekwondo, Shooting, Paragliding, Archery, Chess, Softball, Handball, Fencing, Sepak Takraw, Billiards, Aerobics, Weightlifting, Judo, and Karate. Due to student-athletes' sports performance, they were ranked into four criteria, as follows: international championships (females = 38; males = 39); national championships (females = 67; males = 49); province championships (females = 8; males = 6); and district championships (females = NA; males = 3). In this study, student-athletes' ages ranged from 15 to 31 years old (M*age* = 21.65; *SD* = 3.994) when completing the questionnaire (Figure 2). They were were 15 years old as the youngest athlete (*n* = 5); 16 years old (*n* = 6), 17 years old (*n* = 20), 18 years old (*n* = 20), 19 years old (*n* = 24), 20 years old (*n* = 19), 21 years old (*n* = 23), 22 years old (*n* = 11), 23 years old (*n* = 19), 24 years old (*n* = 16), 25 years old (*n* = 11), 26 years old (*n* = 10), 27 years old (*n* = 4), 28 years old (*n* = 7), 29 years old (*n* = 4), 30 years old (*n* = 1), and 31 years old (*n* = 10) as the oldest athlete. Meanwhile, student-athletes' education backgrounds showed that 1 (.04%) graduated from primary school, 11 (5.2%) graduated from lower secondary schools, 135 (64.3%) graduated from upper secondary schools, 59 (28%) graduated from undergraduate program, and 4 (2%) graduated from master program at colleges or universities.

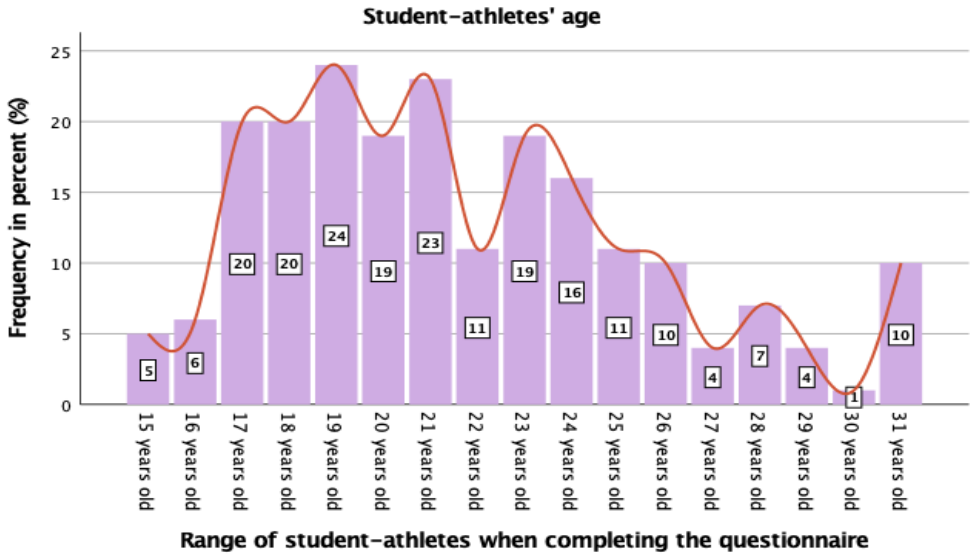

Figure 2. Student-Athletes when participating in questionnaire fulfilment

Research Question 1: What motives have triggered athletes to express swearwords?

Four independent variables of student-athletes' swearing motives expressed their individual lives in sports training programs and competitions periodically. The descriptive statistics in this study apprehended the influence of student-athletes' emotional and physical performance. Firstly, this study corresponded with their anger expression (Table 1). Expressing anger among student-athletes found a 5-Likert scale category, as follows: 58 (27.6%) student-athletes perceived that swearwords did not at all influence their emotional and physical performance, 82 (39%) student-athletes addressed that swearwords were infrequent to influence their emotional and physical performance, 59 (28.1%) student-athletes agreed that swearwords were moderately influential their emotional and physical performance, 7 (3.3%) student-athletes convinced that swearwords were influential to deal with their emotional and physical performance, whilst only 4 (1.9%) student-athletes believed that swearwords were very influential to support their emotional and physical performance during attending sports training programs and competitions. The available highest score of student-athletes' anger expression in this study gained 2.00 (M = 2.13; SD =.922; n = 210). It meant that expressing anger among student-athletes' swearing motives ranked in the *infrequent* category with 82 (39.1%) responses. However, this independent variable conveyed a normal distribution (Figure 3) ranging from 1 (not at all) to 5 (very influential) scale that brought about the entire samples size.

Table 1. Frequencies of Student-Athletes' Anger Expression

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00 (Not at all)	58	27.6	27.6	27.6
	2.00 (Infrequent)	82	39.0	39.0	66.7
	3.00 (Moderate)	59	28.1	28.1	94.8
	4.00 (Influential)	7	3.3	3.3	98.1
	5.00 (Very influential)	4	1.9	1.9	100.0
	Total	210	100.0	100.0	

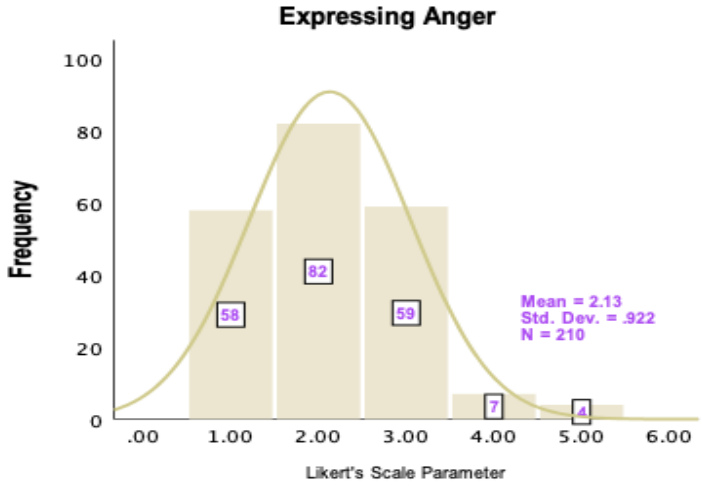

Figure 3. Histogram of student-athletes' anger expression

Secondly, this independent variable relied on student-athletes' stress from their opponents or sparring partners when they either joined in the sports training program or attended the competitions (Table 2). Student-athletes' stress from their opponents or sparring partners could be resumed in the following categories: 68 (32.4%) student-athletes showed that swearwords were not at all influencing their emotional and physical performance, 62 (29.5%) student-athletes stated that swearwords were infrequent to influence their emotional and physical performance, 64 (30.5%) student-athletes perceived that swearwords were moderate to influence their emotional and physical performance, 12 (5.7%) student-athletes confirmed that swearwords influenced their emotional and physical performance, and 4 (1.9%) student-athletes believed that swearwords were very influential to trigger their emotional and physical performance whilst they joined in sports training programs and professional competitions. The empirical highest score of student-athletes' stressing form opponents or sparring partners obtained 1.00 (M = 2.15; SD = 1.005; n = 210). This study laid student-athletes' stress from opponents or sparring partners on not at all category with 68 (32.4%) responses. However, this independent variable derived a normal distribution (Figure 4) classifying from 1 (not at all) to 5 (very influential) scale towards the existing samples size.

Table 2. Frequencies of Student-Athletes' Stressing from Opponents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00 (Not at all)	68	32.4	32.4	32.4
	2.00 (Infrequent)	62	29.5	29.5	61.9
	3.00 (Moderate)	64	30.5	30.5	92.4
	4.00 (Influential)	12	5.7	5.7	98.1
	5.00 (Very influential)	4	1.9	1.9	100.0
	Total	210	100.0	100.0	

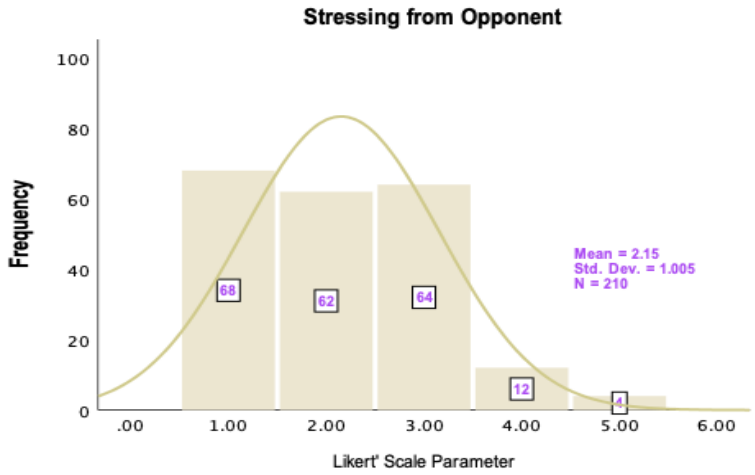

Figure 4. Histogram of student-athletes' stressing from opponents

Thirdly, relieving tension and frustration among student-athletes influenced their sports training program and competitions (Table 3). This independent variable classified a 5-Likert scale description, as follows: 84 (40%) student-athletes trusted that swearwords were not at all influencing their emotional and physical performance, 70 (29.5%) student-athletes placed swearwords to be infrequent in influencing their emotional and physical performance, 37 (17.6%) student-athletes responded that swearwords seemed to be moderate to influence their emotional and physical performance, 15 (7.1%) student-athletes concurred that swearwords were influential to their emotional and physical performance, and 4 (1.9%) student-athletes confined that swearwords were very influential to drive their emotional and physical performance whereas participating in sports training programs and competitions. The available highest score of relieving tension and frustration among student-athletes in this study attained 1.00 (M = 1.98; SD = 1.019; n = 210). This study mostly conformed student-athletes' tension and frustration relief on *not at all* category with 84 (40%) responses. Nevertheless, student-athletes' tension and frustration relief showed a normal distribution (Figure 5) indicating from 1 (not at all) to 5 (very influential) scale towards the subsisting samples size.

Table 3. Frequencies of Student-Athletes' Tension and Frustration Relief

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00 (Not at all)	84	40.0	40.0	40.0
	2.00 (Infrequent)	70	33.3	33.3	73.3
	3.00 (Moderate)	37	17.6	17.6	91.0
	4.00 (Influential)	15	7.1	7.1	98.1
	5.00 (Very influential)	4	1.9	1.9	100.0
	Total	210	100.0	100.0	

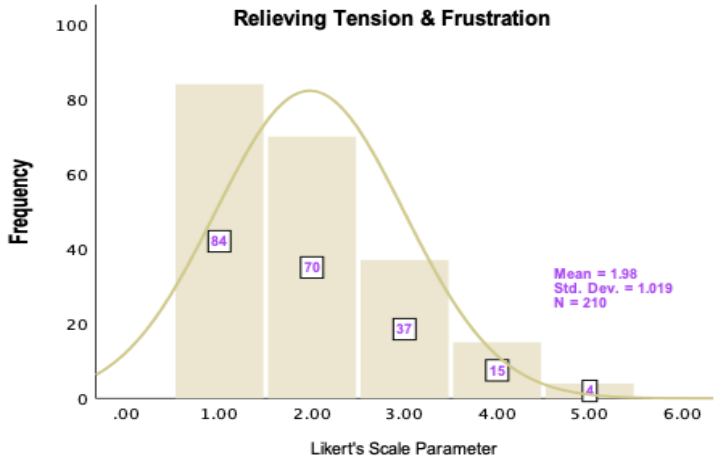

Figure 5. Histogram of student-athletes' tension and frustration relief

Fourthly, student-athletes' swearing habits customized their daily expression that might lead to various categories at their sports training programs and competitions (Table 4). Customizing daily expression of student-athletes' swearing motives determined five levels in a 5-Likert scale, as follows: 85 (40.5%) student-athletes perceived that swearwords did not at all influence their emotional and physical performance, 43 (20.5%) student-athletes conveyed that swearwords were infrequent in influencing their emotional and physical performance, 63 (30%) student-athletes replied that swearwords took a moderate category towards the influence on their emotional and physical performance, 14 (6.7%) student-athletes approved that swearwords were influential to their emotional and physical performance, and 5 (2.4%) student-athletes ensured that swearwords were very influential to influence their emotional and physical performance when attending sports training programs and competitions. The eligible highest score of customizing daily expression among student-athletes obtained 1.00 (M = 2.10; SD = 1.087; n = 210). This study mostly recorded that student-athletes' daily swearing expression customized their swearing expression with 85 (40.5%) responses. Despite that, customizing daily expression showed a normal distribution (Figure 6) conforming from 1 (not at all) to 5 (very influential) scale towards the samples size.

Table 4. Frequencies of Student-Athletes' Customizing Daily Expression

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00 (Not at all)	85	40.5	40.5	40.5
	2.00 (Infrequent)	43	20.5	20.5	61.0
	3.00 (Moderate)	63	30.0	30.0	91.0
	4.00 (Influential)	14	6.7	6.7	97.6
	5.00 (Very influential)	5	2.4	2.4	100.0
	Total	210	100.0	100.0	

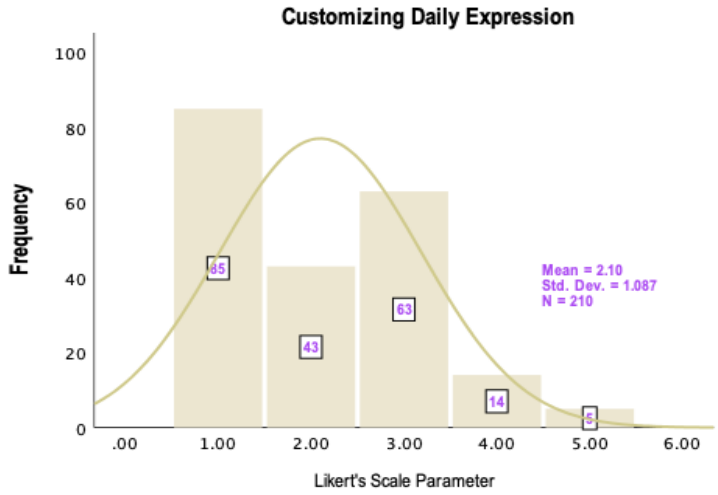

Figure 6. Histogram of student-athletes' customizing daily expression

Further, the skewness and kurtosis report aimed at supporting four independent variables of student-athletes' swearing motives (Table 5), in which the preliminary descriptive statistics were analyzed. These descriptive statistics apprehended the influence of student-athletes' emotional and physical performance. Herein, the skewness and kurtosis dealt with expressing anger (.593; .273), stressing from opponents (.489; -.361), relieving tension and frustration (.898; .171), and customizing daily expression (.567; -.567). Data agreeably dealt with the influence of student-athletes' emotional and physical performance (n = 210), which they experienced with the swearing expressions.

Table 5. Descriptive of Mean, SD, Skewness and Kurtosis of Student-Athletes' Swearing Motives

Independent Variable	N	Min.	Max.	Mean	Std. Dev.	Skewness		Kurtosis	
	Stat.	Stat.	Stat.	Stat.	Stat.	Stat.	Std. Error	Stat.	Std. Error
Expressing anger	210	1.00	5.00	2.1286	.92164	.593	.168	.273	.334
Stressing from opponent	210	1.00	5.00	2.1524	1.00507	.489	.168	-.361	.334
Relieving tension & frustration	210	1.00	5.00	1.9762	1.01868	.898	.168	.171	.334
Customizing daily expression	210	1.00	5.00	2.1000	1.08669	.567	.168	-.567	.334
Valid N (listwise)	210								

Research Question 2: Do swearwords influence athletes' emotional and physical performance?

To prove whether swearwords influenced student-athletes' emotional and physical performance significantly, hence this study began to analyze the data using independent t-test. The test attempted to compare the description among four eligible dependent variables, namely: expressing anger, stressing from opponents, relieving tension and frustration, and customizing daily expression. The overall independent t-test of four independent variables was analyzed to compare the influence on student-athletes' emotional and physical performance either for males or females. As shown in Table 6, the comprehensive results between both sexes regarding student-athletes' swearing motives could be comparable, as follows: there were no significant difference in scores for female student-athletes of expressing anger (*M* = 2.11, *SD* = .966, *n* = 113) and male student-athletes (*M* = 2.15, *SD* = .870, *n* = 97; *t* (208) = .379, *p* = .705, *2-tailed*). The differences magnitude in the means (mean difference = .048, 95% *CI:* -.203 to .300) was moderate effect (eta squared = .069), stressing from opponents (*M* = 2.05, *SD* = 1.016, *n* = 113) and male student-athletes (*M* = 2.27, *SD* = .984, *n* = 97; *t* (208) = 1.550, *p* = .123, *2-tailed*). The differences magnitude in the means (mean difference = .214, 95% *CI:* -.058 to .488) was moderate effect (eta squared = .099), relieving tension and frustration (*M* = 1.89, *SD* = .966, *n* = 113; *M* = 2.07, *SD* = 1.093, *n* = 97; *t* (208) = 1.267, *p* = .207, *2-tailed*). The differences magnitude in the means (mean difference = .178, 95% *CI:* -.099 to .455) was moderate effect (eta squared = .099), and customizing daily expression (*M* = 2.02, *SD* = 1.093, *n* = 113; *M* = 2.19, *SD* = 1.076, *n* = 97; *t* (208) = 1.185, *p* = .237, *2-tailed*). The differences magnitude in the means (mean difference = .178, 95% *CI:* -.118 to .474) was moderate effect (eta squared = .087).

Table 6. Independent T-Test Samples for Student-Athletes' Swearing Motives

		Levene's Test for Equality of variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed	Mean Difference	Std. Error Difference	Lower	Upper
Expressing anger	Equal variances assumed	.049	.825	.379	208	.705	.04844	.12783	-.20357	.30046
	Equal variances not assumed			.382	207.525	.703	.04844	.12681	-.20155	.29844
Stressing from opponent	Equal variances assumed	.064	.801	1.550	208	.123	.21494	.13865	-.05840	.48829
	Equal variances not assumed			1.554	204.964	.122	.21494	.13831	-.05776	.48765
Relieving tension & frustration	Equal variances assumed	.027	.870	1.267	208	.207	.17836	.14080	-.09921	.45593
	Equal variances not assumed			1.257	195.209	.201	.17836	.14192	-.10153	.45825
Customizing daily expression	Equal variances assumed	.001	.980	1.185	208	.237	.17818	.15030	-.11812	.47448

	Equal variances not assumed	1.187	204.118	.237	.17818	.15012	-.11780	.47416

In this analysis, the correlations among four independent variables of student-athletes' swearing motives were investigated by using the Pearson correlation coefficient to prove the influence on student-athletes' swearing motives. This preliminary analysis was indicated that there was no infringement of the normality, linearity, and homoscedasticity consequences. Hence, this analysis had a very strong, positive correlation among four independent variables, r = .769, n = 210, p<.01, with the highest level of sequentially influenced-stressing from the opponents associated with expressing anger, customizing daily expression, and relieving tension and frustration among athletes' swearing motives. As shown in Table 7, the correlations among athletes' swearing motives were very significant. Hence, the validity of student-athletes' swearing motives had been empirically measured by examining the correlations of expressing anger (.634**), stressing from opponents (.769**), relieving tension and frustration (462**), and customizing daily expression (.559**) among student-athletes.

Table 7. Pearson Correlation Coefficients of Student-Athletes' Swearing Motives

Independent variable	*M*	*SD*		Expressing anger	Stressing from opponent	Relieving tension & frustration	Customizing daily expression
Expressing anger	2.13	.922	Pearson Correlation	1	.769**	.436**	.450**
			Sig. (2-tailed)		.000	.000	.000
			N	210	210	210	210
Stressing from opponent	2.15	1.005	Pearson Correlation	.769**	1	.462**	.507**
			Sig. (2-tailed)	.000		.000	.000
			N	210	210	210	210
Relieving tension & frustration	1.98	1.019	Pearson Correlation	.634**	.436**	1	.343*
			Sig. (2-tailed)	.000	.000		.000
			N	210	210	210	210
Customizing daily expression	2.10	1.087	Pearson Correlation	.559**	.450**	.344*	1
			Sig. (2-tailed)	.000	.000	.000	
			N	210	210	210	210

**Correlation is significant at the .01 level (2-tailed), p<.01; *Correlation is significant at the .05 level (2-tailed), p< .05; c. Listwise N = 210

Furthermore, a one-way between-groups multivariate analysis of variance (MANOVA) was performed to investigate four independent variables of swearing motives in student-athletes' emotional and physical performance. Those four independent variables relied on expressing anger, stressing from opponents, relieving tension and frustration, and customizing daily expression, whilst the dependent variable was student-athletes' emotional and physical performance. Herein, the preliminary assumption examination was handled to coincide for normality, linearity, univariate, and multivariate outliers, homogeneity of variance-covariance matrices, and multicollinearity, without thoughtful infringements, cognized. Empirically, there was no statistically significant influence between independent variables and dependent variable. Beyond the dependent variable–student-athletes' emotional and physical performance

towards four independent variables–expressing anger, stressing from opponents, relieving tension and frustration, and customizing daily expression.

The values of dependent variable, F (4, 202), p = .000; Wilks' Lambda = .58; partial eta squared = .13. When the values for independent variables were assortatively regarded, the only difference to influence statistical significance, working with Bonferroni-adjusted p-values of .017, were anger expression, F (4, 205) = 11.02, p = .000, partial eta squared = .18, stressing from opponents, F (4, 205) = 16.06, p = .000, partial eta squared = .24, relieving tension and frustration, F (4, 205) = 8.42, p = .000, partial eta squared = .14, and customizing daily expression, F (4, 205) = 21.09, p = .000, partial eta squared = .29. An examination upon the mean scores showed that expressing anger (M = 1.29; SD = .922), stressing from the opponents (M = 1.29; SD = 1.010), relieving tension and frustration (M = 2.57; SD = 1.027), and customizing daily expression (M = 2.86; SD = 1.069). However, customizing daily expression served slightly higher mean among other three independent variables.

Table 8. Multivariate Tests[a] of Student-Athletes' Emotional and Physical Performance

Effect		Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Intercept	Pillai's Trace	.810	215.526[b]	4.000	202.000	.000	.810
	Wilks' Lambda	.190	215.526[b]	4.000	202.000	.000	.810
	Hotelling's Trace	4.268	215.526[b]	4.000	202.000	.000	.810
	Roy's Largest Root	4.268	215.526[b]	4.000	202.000	.000	.810
Athletes' emotional & physical performance	Pillai's Trace	.458	6.630	16.000	820.000	.000	.115
	Wilks' Lambda	.583	7.469	16.000	617.758	.000	.126
	Hotelling's Trace	.648	8.122	16.000	802.000	.000	.139
	Roy's Largest Root	.528	27.053[c]	4.000	205.000	.000	.345

a. Design: Intercept + Athletes' emotional & physical performance; b. Exact static; c. The statistic is an upper bound on F that yields a lower bound on the significance level.

Research Question 3: What media have mostly influenced student-athletes' swearing expression when attending their sports training programs and competitions?

Media mostly influenced student-athletes' swearing motives had confirmed that there was no domination of expressing the swearing motives between males and female student-athletes (Figure 7). First, both male (42 or 43.2%) and female (57 or 50.4%) student-athletes showed broad swearing motives through social media (e.g.: Facebook, Instagram, Line, etc.) to be the most influential media. Second, either male (31 or 32%) or female (35 or 31%) student-athletes perceived that other media, although, those were not specifically written in their questionnaire, but is considered to reflect student-athletes' swearing motives in this study. Thirdly, internet connection became the third level of student-athletes' swearing motives. Male student-athletes (14 or 14.4%), whilst female athletes showed 12 or 10.6% in experiencing with their swearing motives. Fourthly, television placed student-athletes' next swearing motives that involved 4 or 4.1% male student-athletes and 6 or 5.3% female student-athletes. Fifthly, cinema

showed the next eligible media that influenced student-athletes' swearing motives of 3 or 3.1% for male student-athletes and 3 or 2.7% for female student-athletes, particularly when they were involved in sports training programs and competitions. Sixthly, book, magazine, newspaper, and novel with 2 or 2.1% and lastly, radio with 1 or 1% were only perceived by male student-athletes. Meanwhile, female student-athletes were not available to prove that books, magazines, newspapers, novels, and radio became part of their swearing media.

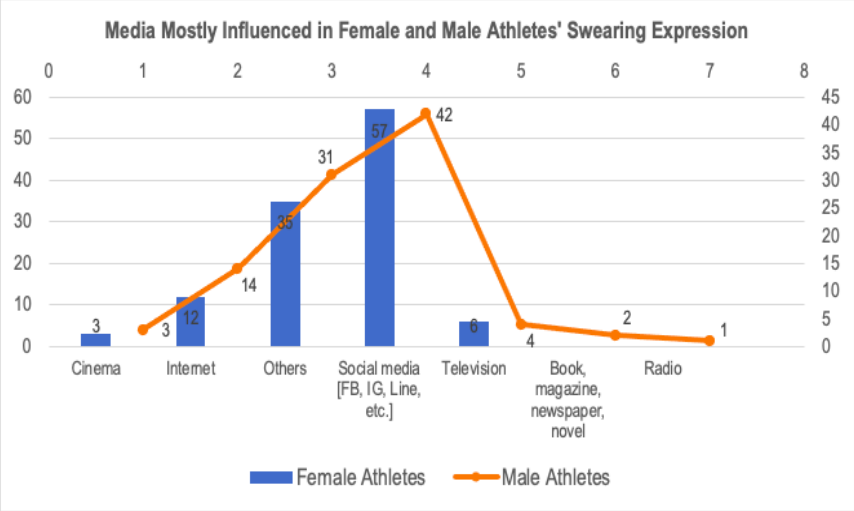

Figure 7. Line and bar for both media mostly influenced student-athletes' swearing motives

Moreover, student-athletes' empirical swearing expressions had been derived from the swearing theory of general category–animals, racism, and religion symbols. In this particular experience, both female and male student-athletes expressed some swearwords with the name of animals (e.g.: *anjing*, *kampret*, *jangkrik*, *jaran*, and *wedhus* for 47 times), racism (e.g.: bitch for 1 time), and religion symbols (e.g.: *Astagfirullah/ Ya Allah* for 13 times and *Satan* for 1 time). Next, student-athletes' swearing expressions relied on specific categories–shit, stupid, bastard, crazy, fuck, fuck off, and fucking mouth. Data showed that shit for 35 times, stupid for 4 times, bastard for 13 times, crazy for 8 times, fuck for 9 times, fuck off for 2 times, and fucking mouth for 1 time was expressed by both female and male student-athletes. Lastly, variation of swearwords regarded the local swearwords (e.g.: *asem*, *jancuk*, *gathel*, *gundulmu*, *matane*, *bangkek*, and *bongki* were pronounced 63 times.

Discussion

Four student-athletes' swearing motives of expressing anger, stressing from opponents, relieving tension and frustration, and customizing daily expression empirically proved both female and male student-athletes' individual lives at the professional sports career both sports training programs and competitions that, however, might influence their emotional and

physical performance. This study proved that male student-athletes were well-known to be aggressive in swearing than female student-athletes. As shown in Table 7, the independent t-test samples for student-athletes' swearing motives supported male student-athletes' aggressiveness (Guvendir, 2015) on expressing anger, stressing from opponents, relieving tension and frustration, and customizing daily expression. Nevertheless, Guvendir continued that male student-athletes' brains were not potential to maintain aggressive emotions and outbursts of anger as deep as female student-athletes' brains did. Male student-athletes with higher emotional intelligence had an affinity to convey a greater experience within their environment involvement, such as coaches and teammates to decrease the stress possibilities. On the other hand, female student-athletes showed higher anxiety than male student-athletes in emotional attention, clarity, and repair. They revealed higher emotional attention than male athletes and showed better clarity and emotional replacement to support psychological arrangement for sports (Fernández et al., 2020), although student-athletes' daily swearing frequency and trait anger-out were not correlated (Stephens & Umland, 2011) with each other.

The intensity of expressing anger is significantly connected with student-athletes' best and worst performance. This would be caused by the most frequent pressure in the competitions, which included physical and technical preparation, repeated mistakes produce, and lack of competitive experience and well-performed (Abedalhafiz, Altahayneh, & Al-Haliq, 2010). When student-athletes' best performance appeared, the existing anger intensity increased to be an energy generation, whilst when student-athletes' worst performance happened, the reflected anger became an ineffective generation and resources exploitation (Ruiz & Hanin, 2011). So far, anger expression importantly addressed an aggressive behavior level and reconciled the approach and avoidance behaviors (Xia et al., 2019). In student-athletes' professional lives, anger expression might be dysfunctional. Herein, student-athletes' cognitive-behavioral intervention might be fruitful in assisting student-athletes' understanding and control of their dysfunctional anger (Steffgen, 2017). Further, student-athletes' low anger standards would conform to the state anger predictors, whereas those who showed high anger standards would predict high anger management with high self-esteem (Muñoz-Villena et al., 2020).

Then, stressing from the opponents or sparring partners either in student-athletes' sports training programs and competitions experientially triggered positive or negative behaviors since they would conditionally resist or weaken their emotions. Student-athletes' swearing was due to be delicate since they still found difficulties to distinguish the offensiveness levels of maintaining their behaviors towards swearwords expression. Therefore, Brajendra and Rajesh

(2018) determined that student-athletes' stress management in sports competition relied on how they coped, controlled, and reduced the occurrence of the negatively stressful conflicts, which involved massively demands, muscular tensions, over motivations and inabilities to manage sensory information. Herein, Stephens et al. (2018) considered that student-athletes' increasingly muscular performance might alternatively occur in touch with generalized disinhibition carried out of swearing. Student-athletes' disinhibition was frequently thought of as psychological terminology, where their inner self-control was less companioned. Despite student-athletes' other swearing factors dealing with their non-verbal signs, such as gestures, body movement, eye gaze, facial expression, and lips setting (Johnston, 2014; Sumekto & Setyawati, 2020), but they might still consider with the control of their swearing expression.

Next, relieving tension and frustration that functioned to be student-athletes' behavioral replacement for physical aggression, and provided a higher pain tolerance for the swearers, although all swearing matters could be influenced by student-athletes' education backgrounds (Vingerhoets et al., 2013) and habitual expression types in a particular situation. Relieving tension and frustration among student-athletes might happen through their fear of failures, anger, frustrations, injuries, and discomforts in the competition (Brajendra & Rajesh, 2018). Sometimes, offensive swearwords were ultimately expressed by the pragmatically tensional and frustrated student-athletes in their relationships and social-physical setting, such as in sports training programs and competitions using high voice tone (Jay, 2009). Another substantial discussion in this tension and frustration constituted with sports psychology that focused on student-athletes' emotional intelligence acting preventively in terms of student-athletes' anxiety to improve their performance (Castro-Sánchez et al., 2018). In proving this fact, Fernández et al. (2019) pointed out that the prevalence of student-athletes' emotional dimensions showed higher emotional regulation and increased comprehensive emotional intelligence dimension. Student-athletes' emotional intelligence provided the contexts for decreasing their negative moods by improving the intra- and interpersonal relationships (Darvishi et al., 2015). Therefore, these emotional dimensions might significantly increase student-athletes' well-being (Malinauskas & Malinauskiene, 2018), although student-athletes' emotional arousal might also be influenced by their verbal production which produced the increased swearing fluency as well (Stephens & Zile, 2017). So far, rough swearwords would be generally deemed inappropriate since they would be the dictions in abusive contexts (Kapoor, 2014) which would influence their emotional intelligence. Student-athletes' occasional tension and frustration relief were frequently addressed in the permissive

environments where self-control was discouraged. Hence, student-athletes' swearing expression would affect posterior motivation towards self-control efforts (Gitter, 2010).

Lastly, customizing daily expression was revealed when student-athletes swore more frequent daily that this became a lower emotional response in terms of their habituation of indicating a lower-pain-tolerance experience (Stephens & Umland, 2011), and lessened student-athletes' social support and led to their brand image losses (Vingerhoets et al., 2013). So far, student-athletes' daily swearing could be customized in both planned and spontaneous expressions. For example, if student-athletes exclaimed bad words, so they just did it with planned swearing. On the other hand, when the hammer, unfortunately, dropped student-athletes' legs and got pain, they were used to being spontaneous (Finn, 2017). Customizing daily expression experientially proved student-athletes' swearing in the general category, such as exclaiming animals (*anjing*, *kampret*, *jangkrik*, *jaran*, and *wedhus*), racism (bitch), and religion symbols (*Astagfirullah*/ *Ya Allah* and *Satan*), a specific category, such as shit, stupid, bastard, crazy, fuck, fuck off, and fucking mouth (Adaros & Tironi, 2017). Lastly, variation of swearwords expression relied on the local swearwords (*asem*, *jancuk*, *gathel*, *gundulmu*, *matane*, *bangkek*, and *bongki*) were either expressed by female or male student-athletes. This condition corresponded with the psychological impact that could be positive or negative in addressing student-athletes' psychological well-being through social media use (David et al., 2018).

Discussion upon this study attempted to place four empirical swearing motives onto student-athletes' influential emotional and physical performance within some limitations. This study experientially derived from respondents' self-disclosure in their real-life sports experience, in which it highlighted the blend of student-athletes' perceived intenseness of the offense and the anticipated response. Next, student-athletes' apprehension of outraging swearwords content might be subject to significant sectoral distinguishes. For instance, some swearwords might correspond with student-athletes' hometowns in Jawa Tengah Province, Indonesia, where they originally lived in. They were also potential to express some local swearwords that addressed their own cultures in various competitions. However, if student-athletes' swearwords had not been recognized by other opponents in the running competitions, there would have been leading to another emotional condition to the swearers as well. Further, the limitation in this study referred to self-reported measures of the local student-athletes who joined in sports training programs organized by the National Sports Committee of Indonesia, Jawa Tengah Province. Therefore, the findings might not be generalizable to the entire population of other varsity student-athletes in Indonesia. Anyhow, the expanded samples size

could be thoroughly provided in the further data collection and involved the balanced respondents to both male and female student-athletes to gain the Cronbach alpha and standard deviation consistency in the relevant researches of their emotional intelligence and well-being.

CONCLUSION

Student-athletes' swearing motives are empirically associated with expressing anger, stressing from opponents, relieving tension and frustration, and customizing daily expression. These swearing motives are linkable with student-athletes' emotional and physical performance during their sports training programs and competitions, organized by the National Sports Committee of Indonesia, Jawa Tengah Province, Indonesia. The modifiable self-rated questionnaire of Scherer and Sagarin's swearing motives, as the primary data descriptively constitutes 1 (not at all) to 2 (infrequent) Likert-scale which means that four independent variables are not statistically significant in influencing their emotional and physical performance. Despite this insignificant influence, male student-athletes are frequently more predominant in expressing swearwords rather than female student-athletes when they are engaging in sports training programs and involving the competitions, as shown in the statistical analyses. As acknowledged in student-athletes' professional lives, these swearing motives also constitute the intrinsic and extrinsic contexts leading to their positive or negative actions.

Meanwhile, apart from student-athletes' swearing descriptive analysis results and male student-athletes' predominant swearing expressions, this study also investigates the media that mostly influence student-athletes' swearing expressions during engaging in the sports training program and involving the competitions to both genders. Social media (e.g.: Facebook, Instagram, Line, etc.) is the most influential media among student-athletes. Then, other detailly unmentioned media or specifically typed in their questionnaire place the second level of student-athletes' swearing influence. Internet connection, however, places the next level after detailly unmentioned media. After that, television program also contributes to their swearing expressions. Lastly, although it is a small contribution, cinema becomes the next eligible media influence student-athletes' swearing. On the other hand, the printed media, as well as radio are merely media accommodated by male student-athletes in their swearing influence, whereas female student-athletes are not eligible to show those media become part of their swearing media.

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INVESTIGATING SWEARING MOTIVES AMONG STUDENT-ATHLETES DURING ATTENDING SPORTS TRAINING PROGRAM AND COMPETITIONS

Abstract: This study aims at investigating student-athletes' swearing motives when attending sports training program and competitions. This study involved 210 respondents (n = 201, M*age* = 21.65; *SD* = 3.994), which were organized by the National Sports Committee of Indonesia, Jawa Tengah Province, Indonesia. Data collection used a self-rated questionnaire with a 5-Likert scale measuring for expressing anger, stressing from opponents, relieving tension and frustration, and customizing daily expression using the IBM SPSS software analyses. The results postulated that the scaled determinants empirically triggered student-athletes' swearing motives in expressing anger (M = 2.13; *SD* =.922), stressing from opponents (M = 2.15; *SD* = 1.005), relieving tension and frustration (M = 1.98; *SD* = 1.019), and customizing daily expression (M = 2.10; *SD* = 1.087), although there were no statistically significant differences among those determinants. The dependent variable showed that F (4, 202), p = .000; Wilks' Lambda = .58; and partial eta squared = .13, whilst the normality, linearity, and homoscedasticity consequences were not transgressive. Hence, among the determinants had positive correlations (r = .769, n = 210, p<.01), where student-athletes' swearing expression levels sequentially placed stressing from the opponents associated with expressing anger, customizing daily expression, and relieving tension and frustration. Meanwhile, social media was mostly eligible to determine gender-based swearing expressions (females = 50.4%, males = 43.2%), expressed by the local swearwords. These swearing motives constitute student-athletes' intrinsic and extrinsic relationships, whether positive or negative actions that conditionally differentiate student-athletes' psychological well-being across the dimensions of self-acceptance, autonomy, environment and personal maturation.

***Keywords**: student-athletes' emotional stability, physical performance, swearing motives.*

INVESTIGASI MOTIF UMPATAN ATLET PELAJAR/MAHASISWA SELAMA MENGIKUTI PROGRAM LATIHAN OLAHRAGA DAN PERTANDINGAN

Abstrak: Penelitian ini bertujuan menginvestigasi motif umpatan atlet pelajar/mahasiswa ketika mengikuti program latihan olahraga dan pertandingan. Penelitian ini melibatkan 210 responden (n = 201, M*age* = 21.65; *SD* = 3.994) dari 17 cabang olahraga yang ditangani oleh Komite Olahraga Nasional Indonesia, Provinsi Jawa Tengah, Indonesia. Pengumpulan data melalui angket yang diisi oleh para responden penelitian dengan 5 skala Likert untuk mengukur expresi kemarahan, tekanan dari lawan tanding, ketegangan dan frustrasi, dan kebiasaan ekspresi sehari-hari menggunakan analisis perangkat lunak IBM SPSS. Hasil penelitian ini mendalilkan bahwa faktor penentu umpatan tersebut secara empirik memicu motif atlet pelajar/mahasiswa untuk mengumpat terkait dengan mengekspresikan kemarahan (rerata = 2.13; standar deviasi =.922), mendapat tekanan dari lawan tanding (rerata = 2.15; sandar deviasi = 1.005), meredakan ketegangan dan frustrasi (rerata = 1.98; standar deviasi = 1.019), dan membiasakan ekspresi sehari-hari (rerata = 2.10; standar deviasi = 1.087), meskipun secara statistik tidak ada perbedaan yang signifikan antar variabel bebas tersebut. Variabel terikat menunjukkan bahwa F (4, 202), p = .000; *Wilks' Lambda* = .58; dan *partial eta squared* = .13, sementara hasil uji normalitas, linearitas, dan homosedastisitas tidak terjadi pelanggaran. Maka dari itu, antar variabel bebas berkolerasi positif (r = .769, n = 210, p<.01), di mana ekspresi umpatan atlet pelajar/mahasiswa secara berurutan menempatkan tekanan dari lawan tanding, ekspresi kemarahan, kebiasaan sehari-hari, dan hilangnya tekanan dan frustrasi. Selanjutnya media sosial mampu memberikan pengaruh yang dominan terhadap ekspresi umpatan atlet pelajar/mahasiswa (wanita = 50.4%; pria = 43.2%) yang diekspresikan melalui kata-kata umpatan lokal. Motif umpatan ini mengkaitkan hubungan instrinsik dan ekstrinsik atlet pelajar/mahasiswa, apakah berupa tindakan positif atau negatif yang membedakan kecakapan psikologi atlet pelajar/mahasiswa melalui dimensi penerimaan diri, atonomi, lingkungan, dan kematangan kepribadian.

***Kata Kunci:** stabilitas emosi atlet pelajar/mahasiswa, performa fisik, motif umpatan.*

INTRODUCTION

Despite experts' examination about student-athletes shall be well-educated to reduce problems, but there is no guarantee on the most effective strategy to eliminate their individual problems once they are well-occupied in education. It means that inclusive education is the fundamental pillar accomplished for student-athletes at any educational level. Education is believed to help obtain top rank individuals by carrying out the potential strengths in physiological, mental, emotional, and social intelligence holistically (Micoogullari, Odek, & Beyaz, 2017). Student-athletes' open-minded creation to communicate with other parties may result from learning processes rapidly since open-minded choice conveys any efforts to address student-athletes become engaged in avoiding frustrations (Mazerolle, Dodge, & Bowman, 2016). This will be happened by mentoring programs that offer student-athletes' capital, affirmation, education, and empowerment (Bimper, 2017). Recently, only a few student-athletes either gain professional calibers or strive for success at schools or colleges. Therefore, motivating student-athletes becomes essential, not only from the perspective of social values, but also regarding their mental health and well-being perspectives (Sorkkila, Aunola, & Ryba, 2017).

On the other hand, student-athletes are aware of how and where they can complain in the sports events, such as expressing swearwords that are subjected to inequitable treatment, discrimination, harassment, and a hostile environment based on their available status (O'Brien, 2015). The symptoms of student-athletes' emotions, cognition, physics, and behaviors can be best understandable on the severity continuum (Sullivan et al., 2020). To be tough student-athletes require time, commitment, and planned sports training and competitions. Maximal self-reliance towards sports training and competitions establishes the comprehensive measure of stress control and recovery management that aims at performing sports (Gomez, Bradley, & Conway, 2018). In the emergent points, student-athletes recently place their performance, as if these expose student-athletes' achievements and behaviors that will determine the significant positions in their future education and sports career particularly. Hence, student-athletes' readiness acquaint with adaptive lives and cultures when attending the sports training programs and professional competitions.

In relevance with the experiential approach at sports training programs and competitions, student-athletes psychologically attempt to resist the stability of their emotion and stress that trigger the use of swearing expressions. So far, swearing expression leads to the linguistics expression that is potentially expressed in daily verbal communication (Bram & Putra, 2019). Contextually, the use of swearwords has interacted and interplayed student-

athletes. In practice, swearwords are widely offensive, vulgar, and overused to express the most powerful emotions either positively or negatively (Mohr, 2013) among student-athletes' emotional charges both denotative and connotative uses. In this situation, student-athletes have the potentials to swear with some higher forces to their opponents at sports training programs and competitions arena that simply involve out of anger and frustration (Hughes, 2006), express and evoke emotions towards the elaboration pathway from student-athletes' behaviors (Finkelstein et al., 2016).

The swearing expression shows the variety of interpersonal consequences that conveys group bonding and solidarity, inhibits aggression, elicits humor, and triggers emotional pain to others (Vingerhoets et al., 2013) with the certain language spoken in the intentional emotions (Stone & Hazelton, 2008) and be the effective linguistic tools for the construction and negotiation (Karachaliou & Archakis, 2015). It is thought of ultimately relieving immediate bad feelings (Goddard, 2015), and performing emotional regulation functions (Stephens & Zile, 2017) among student-athletes' repertoire (Suganob-Nicolau, 2016), although swearing singly tends to be impolite (Dynel, 2012), it does not always indicate their educational background and social status boundaries (Suganob-Nicolau & Sukamto, 2013). So far, swearing can be both planned and spontaneous. If a student-athlete tells a joke using bad words, this considers being planned. Conversely, if he or she injuries his or hers and swears relating to the pain, this considers to be spontaneous (Finn, 2017).

Further, student-athletes' swearing expression directly expresses their emotive behaviors (Ljung, 2014), such as expressing anger, stressing from the opponents, relieving tension and frustration, and customizing daily expression (Scherer & Sagarin, 2006). These emotive behaviors can be found in student-athletes' daily gender-based communications in both professional and social linkages (Sumekto & Kustinah, 2019). Student-athletes tend to use emotional and provocative swearwords to detach some illocutionary expressions (Adaros & Tironi, 2017) since swearing can be reactively categorized as the expressive language function and the evocative language function (Andersson & Hirsch, 1985; Schippers, 2013).

Some studies identified that swearing expressions empirically built intimacy, solidarity, and other social exceptionalisms for those who accomplished the measures at the same time (Adams, 2016). Swearing might give people a splendid sense of power and control unconditionally that boosted self-confidence, self-esteem, and gained motivation, despite in a short period, swearing could cause fear and hostility (Guvendir, 2015), as well as heightened emotional arousal to others (Stephens & Zile, 2017). Further, student-athletes who daily swore more frequently showed a lower emotional response to swearing-in terms of habituation.

Therefore, they indicated a lower-pain-tolerance experience, as analogized by those who swore infrequently daily (Stephens & Umland, 2011). Empirically, student-athletes' daily massive activity, interpersonal relationships, sense of self-loathing, and traumatic experience might influence their self-confidence and performance (Setyawati et al., 2021) by swearing. These points were due to the sympathovagal balance alterations (Stephens et al., 2018).

Other studies believed that swearing expressions might psychologically and contextually influence student-athletes' behaviors. It claimed the emotional purgation effects dealing with student-athletes' stress reliefs, credibility, intensity, and persuasiveness (Vingerhoets et al., 2013). Popușoi and Havârneanu (2015) supported that swearing expression was a significant contribution between male and female athletes using the specific verbal expression. Males expressed profanities more constantly [F = 65 for males; F = 30 for females], whilst females expressed profanities more euphemisms [F = 30 for females; F = 16 for males]. Meanwhile, the spoken daily swearing expression increased up to .5%, although the number of the inter-individual swearers expressed variably very high (Senberg et al., 2021), and showed the negative impacts among swearers, such as minor competent, low intelligent, less trustworthy, more aggressive and socially improper than non-swearers (Stapleton, 2020). Herein, swearing expression was inevitable and became part of male and female linguistic repertoire to release stress and express intense emotions (Suganob-Nicolau & Sukamto, 2013).

The theoretical framework collectively addressed student-athletes' motives in expressing swearwords that empirically referred to Scherer and Sagarin's indecent influence of expressing anger, stressing from the opponent, relieving tension and frustration, and customizing daily expression as shown in Figure 1.

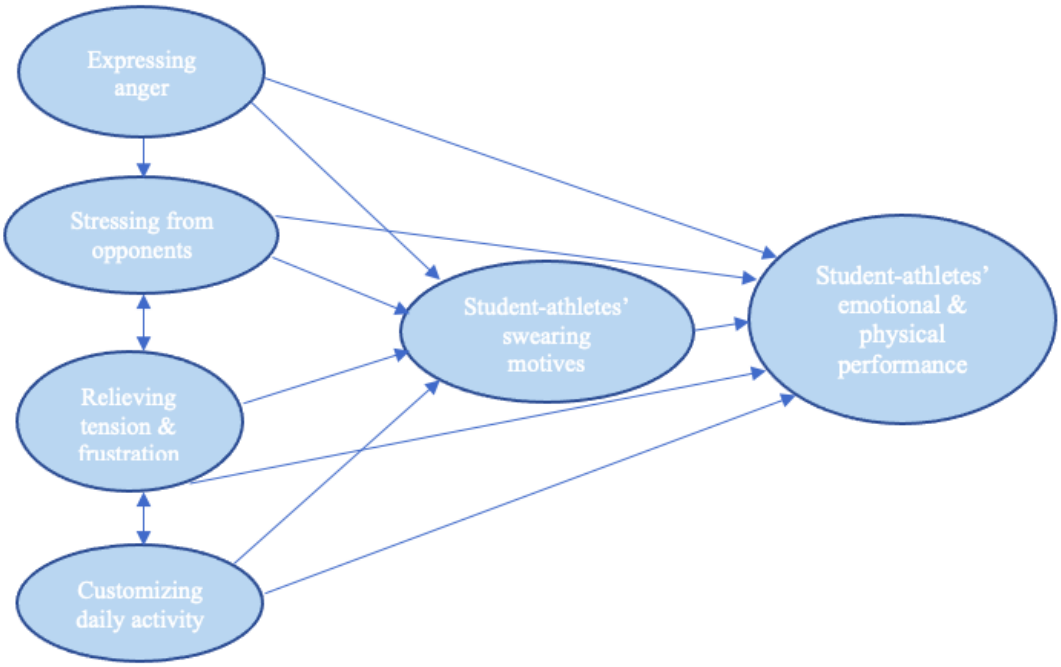

Figure 1. Flowchart of student-athletes' emotional and physical performance influence

This study targets student-athletes' swearing motives becomes the determinant contributions towards their emotional and physical performance during attending sports training program and competitions experience. Specifically, the reinforcement includes referees' experience when they directly hear swearwords are expressed by many athletes during the competitions. As experienced, the football referees have issued 55.7% red cards, 25.2% yellow cards, and 12.1% forewarning through referees' authorities, qualification, and experience (Praschinger, Pomikal, & Stieger, 2011). The approach coping refers to vigilance, attention, activeness, sensitization, and engagement, which typically addresses in student-athletes' stress facing the competition, although others actively attempt at relieving and managing the stressor (Abedalhafiz, Altahayneh, & Al-Haliq, 2010). For example, a student-athlete is forewarned by the referee after receiving ad admonition, however the athlete may positively ask the information about the reason for giving the admonition, or negatively swear to the referee. The nuance of swearing expression exists the psychological pressure that arises in sports and potentially degrades the opponents both epistemically and socially responses. The epistemic and social responses may be predicted to examine the legitimacy of other psychological sports pressures, which prove to prevent broader social ends being morally illegitimate and meaningful challenges (Johnson & Taylor, 2018).

This present study aims at investigating student-athletes' swearing motives when attending sports training programs and competitions. It accomplished the junior till senior student-athletes living Semarang, Jawa Tengah, Indonesia. Student-athletes' swearing motives

empirically contextualize a sociolinguistic lens through viewing their behaviors upon contextual usage and frequency of expressed swearwords. Hence, this study seeks the analyses to the following three research questions: RQ1. What motives have triggered student-athletes to express swearwords? RQ2. Do swearing expressions influence student-athletes' emotional and physical performance? RQ3. What media have mostly influenced student-athletes' swearing expression when attending their sports training program and competitions?

METHODS

This descriptive and cross-sectional study was carried out on a sample size of 210 student-athletes of both females (n = 113) or 53.8% and males (n = 98) or 46.2% from 17 sports categories [Wushu, Swimming, Volleyball, Taekwondo, Shooting, Paragliding, Archery, Chess, Softball, Handball, Fencing, Sepak Takraw, Billiards, Aerobics, Weightlifting, Judo, and Karate] that were organized by the National Sports Committee of Indonesia, Jawa Tengah Province, Indonesia. Due to student-athletes' sports performance, they were ranked into four criteria, as follows: international championships (females = 38; males = 39); national championships (females = 67; males = 49); province championships (females = 8; males = 6); and district championships (females = NA; males = 3). In this study, student-athletes' ages ranged from 15 to 31 years old (n = 201, M*age* = 21.65; *SD* = 3.994) when completing the questionnaire (Figure 2). They were were 15 years old as the youngest athlete (*n* = 5); 16 years old (*n* = 6), 17 years old (*n* = 20), 18 years old (*n* = 20), 19 years old (*n* = 24), 20 years old (*n* = 19), 21 years old (*n* = 23), 22 years old (*n* = 11), 23 years old (*n* = 19), 24 years old (*n* = 16), 25 years old (*n* = 11), 26 years old (*n* = 10), 27 years old (*n* = 4), 28 years old (*n* = 7), 29 years old (*n* = 4), 30 years old (*n* = 1), and 31 years old (*n* = 10) as the oldest athlete. Meanwhile, student-athletes' education backgrounds showed that 1 (.04%) graduated from primary school, 11 (5.2%) graduated from lower secondary schools, 135 (64.3%) graduated from upper secondary schools, 59 (28%) graduated from undergraduate program, and 4 (2%) graduated from master program at colleges or universities.

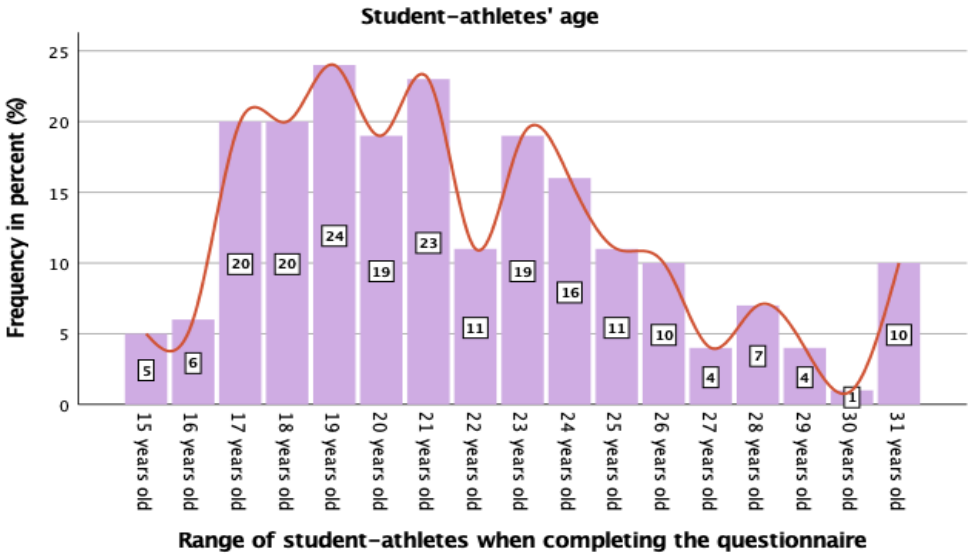

Figure 2. Student-athletes when participating in questionnaire fulfilment

The sampling technique was conducted by the eligible convenience, where student-athletes' homogeneity and accessibility corresponded with the data collection protocols through the Google form. Data accommodated a self-rated questionnaire of Scherer and Sagarin's four modified swearing motives, namely: expressing anger, stressing from the opponents, relieving tension and frustration, and customizing daily expression. In addition, a valid coefficient was previously gained from Cronbach's alpha reliability coefficient test of 30 student-athletes. The values laid on .646 to .714 with the significance level at $p<.30$. Cronbach's alpha (α) was .638 for expressing anger, .676 for stressing from the opponents, .698 for relieving tension and frustration, and .706 for customizing daily expression.

The procedure began with inventorying 17 sports categories, organized by the National Sports Committee of Indonesia, Jawa Tengah Province, Indonesia to measure the number of 210 student-athletes. Next, this study continued to socialize the self-rated questionnaire to the respondents by explaining the nature and aim of questionnaire fulfillment through the Google form media. This study hereby set a short period of collecting the data during the COVID-19 pandemic. The questionnaire relied on a 5-point Likert scale. The respondents rated each of their response on a Likert scaling from one to five points (1 = not at all; 2 = infrequent; 3 = moderate; 4 = influential; and 5 = very influential) to indicate student-athletes' agreeableness by a single questionnaire item. The statistical software IBM SPSS® – version 25.0 for Windows was used to analyze the descriptive analysis, independent t-test, and Pearson correlations, and multivariate analysis of variance (MANOVA) that extended dependent and independent variables.

FINDINGS AND DISCUSSION

Findings

Research Question 1: What motives have triggered athletes to express swearwords?

Four independent variables of student-athletes' swearing motives expressed their individual lives in sports training programs and competitions periodically. The descriptive statistics in this study apprehended the influence of student-athletes' emotional and physical performance. Firstly, this study corresponded with their anger expression (Table 1). Expressing anger among student-athletes found a 5-Likert scale category, as follows: 58 (27.6%) student-athletes perceived that swearwords did not at all influence their emotional and physical performance, 82 (39%) student-athletes addressed that swearwords were infrequent to influence their emotional and physical performance, 59 (28.1%) student-athletes agreed that swearwords were moderately influential their emotional and physical performance, 7 (3.3%) student-athletes convinced that swearwords were influential to deal with their emotional and physical performance, whilst only 4 (1.9%) student-athletes believed that swearwords were very influential to support their emotional and physical performance during attending sports training programs and competitions. The available highest score of student-athletes' anger expression in this study gained 2.00 (M = 2.13; SD =.922; n = 210). It meant that expressing anger among student-athletes' swearing motives ranked in the *infrequent* category with 82 (39.1%) responses. However, this independent variable conveyed a normal distribution (Figure 3) ranging from 1 (not at all) to 5 (very influential) scale that brought about the entire samples size.

Table 1. Frequencies of Student-Athletes' Anger Expression

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00 (Not at all)	58	27.6	27.6	27.6
	2.00 (Infrequent)	82	39.0	39.0	66.7
	3.00 (Moderate)	59	28.1	28.1	94.8
	4.00 (Influential)	7	3.3	3.3	98.1
	5.00 (Very influential)	4	1.9	1.9	100.0
	Total	210	100.0	100.0	

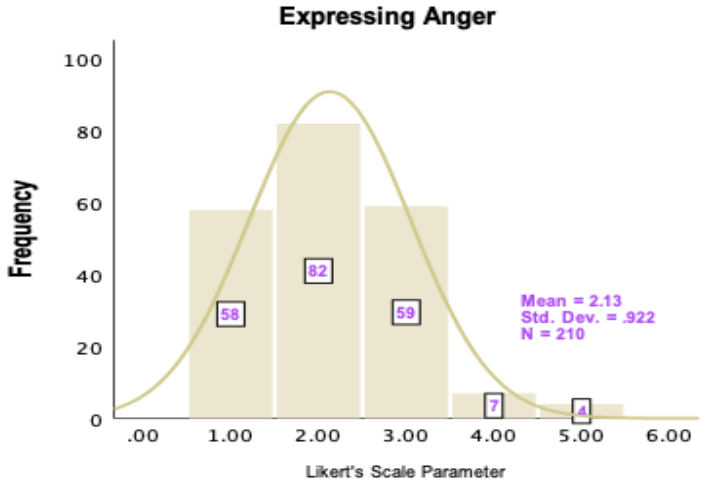

Figure 3. Histogram of student-athletes' anger expression

Secondly, this independent variable relied on student-athletes' stress from their opponents or sparring partners when they either joined in the sports training program or attended the competitions (Table 2). Student-athletes' stress from their opponents or sparring partners could be resumed in the following categories: 68 (32.4%) student-athletes showed that swearwords were not at all influencing their emotional and physical performance, 62 (29.5%) student-athletes stated that swearwords were infrequent to influence their emotional and physical performance, 64 (30.5%) student-athletes perceived that swearwords were moderate to influence their emotional and physical performance, 12 (5.7%) student-athletes confirmed that swearwords influenced their emotional and physical performance, and 4 (1.9%) student-athletes believed that swearwords were very influential to trigger their emotional and physical performance whilst they joined in sports training programs and professional competitions. The empirical highest score of student-athletes' stressing form opponents or sparring partners obtained 1.00 (M = 2.15; SD = 1.005; n = 210). This study laid student-athletes' stress from opponents or sparring partners on not at all category with 68 (32.4%) responses. However, this independent variable derived a normal distribution (Figure 4) classifying from 1 (not at all) to 5 (very influential) scale towards the existing samples size.

Table 2. Frequencies of Student-Athletes' Stress from Opponents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00 (Not at all)	68	32.4	32.4	32.4
	2.00 (Infrequent)	62	29.5	29.5	61.9
	3.00 (Moderate)	64	30.5	30.5	92.4
	4.00 (Influential)	12	5.7	5.7	98.1
	5.00 (Very influential)	4	1.9	1.9	100.0
	Total	210	100.0	100.0	

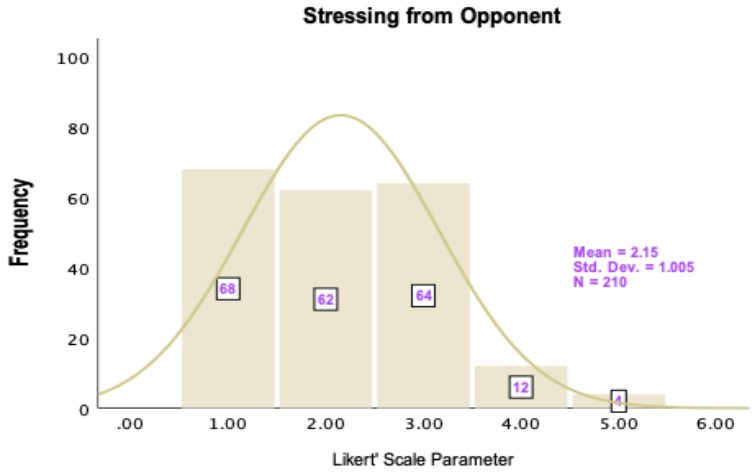

Figure 4. Histogram of student-athletes' stress from opponents

Thirdly, relieving tension and frustration among student-athletes influenced their sports training program and competitions (Table 3). This independent variable classified a 5-Likert scale description, as follows: 84 (40%) student-athletes trusted that swearwords were not at all influencing their emotional and physical performance, 70 (29.5%) student-athletes placed swearwords to be infrequent in influencing their emotional and physical performance, 37 (17.6%) student-athletes responded that swearwords seemed to be moderate to influence their emotional and physical performance, 15 (7.1%) student-athletes concurred that swearwords were influential to their emotional and physical performance, and 4 (1.9%) student-athletes confined that swearwords were very influential to drive their emotional and physical performance whereas participating in sports training programs and competitions. The available highest score of relieving tension and frustration among student-athletes in this study attained 1.00 (M = 1.98; SD = 1.019; n = 210). This study mostly conformed student-athletes' tension and frustration relief on *not at all* category with 84 (40%) responses. Nevertheless, student-athletes' tension and frustration relief showed a normal distribution (Figure 5) indicating from 1 (not at all) to 5 (very influential) scale towards the subsisting samples size.

Table 3. Frequencies of Student-Athletes' Tension and Frustration Relief

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00 (Not at all)	84	40.0	40.0	40.0
	2.00 (Infrequent)	70	33.3	33.3	73.3
	3.00 (Moderate)	37	17.6	17.6	91.0
	4.00 (Influential)	15	7.1	7.1	98.1
	5.00 (Very influential)	4	1.9	1.9	100.0
	Total	210	100.0	100.0	

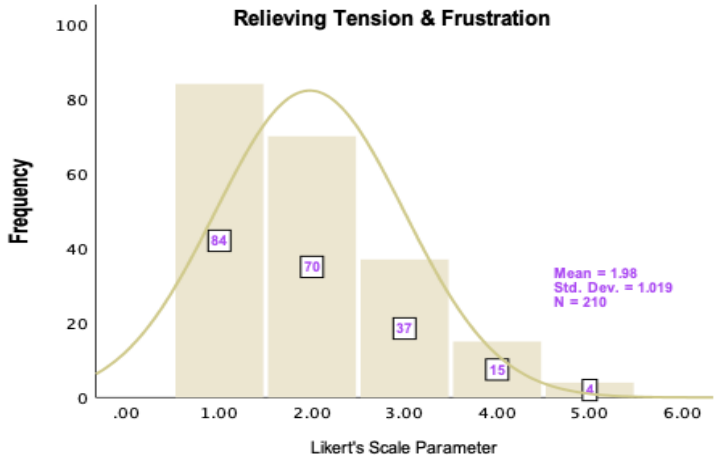

Figure 5. Histogram of student-athletes' tension and frustration relief

Fourthly, student-athletes' swearing habits customized their daily expression that might lead to various categories at their sports training programs and competitions (Table 4). Customizing daily expression of student-athletes' swearing motives determined five levels in a 5-Likert scale, as follows: 85 (40.5%) student-athletes perceived that swearwords did not at all influence their emotional and physical performance, 43 (20.5%) student-athletes conveyed that swearwords were infrequent in influencing their emotional and physical performance, 63 (30%) student-athletes replied that swearwords took a moderate category towards the influence on their emotional and physical performance, 14 (6.7%) student-athletes approved that swearwords were influential to their emotional and physical performance, and 5 (2.4%) student-athletes ensured that swearwords were very influential to influence their emotional and physical performance when attending sports training programs and competitions. The eligible highest score of customizing daily expression among student-athletes obtained 1.00 (M = 2.10; SD = 1.087; n = 210). This study mostly recorded that student-athletes' daily swearing expression customized their swearing expression with 85 (40.5%) responses. Despite that, customizing daily expression showed a normal distribution (Figure 6) conforming from 1 (not at all) to 5 (very influential) scale towards the samples size.

Table 4. Frequencies of Student-Athletes' Customizing Daily Expression

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00 (Not at all)	85	40.5	40.5	40.5
	2.00 (Infrequent)	43	20.5	20.5	61.0
	3.00 (Moderate)	63	30.0	30.0	91.0
	4.00 (Influential)	14	6.7	6.7	97.6
	5.00 (Very influential)	5	2.4	2.4	100.0
	Total	210	100.0	100.0	

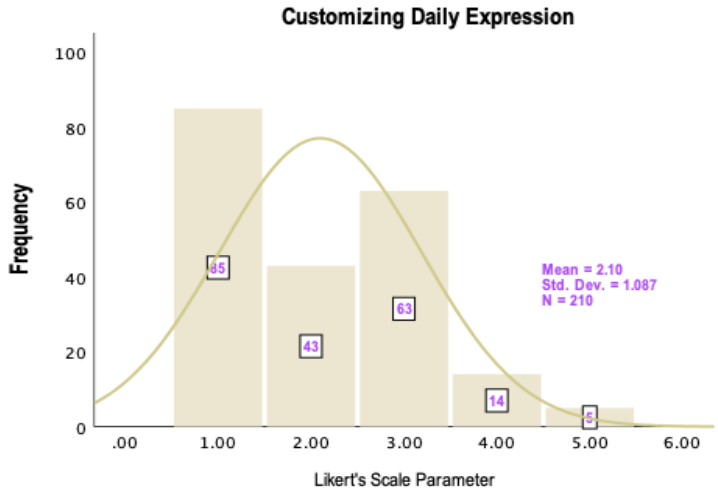

Figure 6. Histogram of student-athletes' customizing daily expression

Further, the skewness and kurtosis report aimed at supporting four independent variables of student-athletes' swearing motives (Table 5), in which the preliminary descriptive statistics were analyzed. These descriptive statistics apprehended the influence of student-athletes' emotional and physical performance. Herein, the skewness and kurtosis dealt with expressing anger (.593; .273), stressing from opponents (.489; -.361), relieving tension and frustration (.898; .171), and customizing daily expression (.567; -.567). Data agreeably dealt with the influence of student-athletes' emotional and physical performance (n = 210), which they experienced with the swearing expressions.

Table 5. Descriptive of Mean, SD, Skewness and Kurtosis of Student-Athletes' Swearing Motives

Independent Variable	N	Min.	Max.	Mean	Std. Dev.	Skewness		Kurtosis	
	Stat.	Stat.	Stat.	Stat.	Stat.	Stat.	Std. Error	Stat.	Std. Error
Expressing anger	210	1.00	5.00	2.1286	.92164	.593	.168	.273	.334
Stressing from opponent	210	1.00	5.00	2.1524	1.00507	.489	.168	-.361	.334
Relieving tension & frustration	210	1.00	5.00	1.9762	1.01868	.898	.168	.171	.334
Customizing daily expression	210	1.00	5.00	2.1000	1.08669	.567	.168	-.567	.334
Valid N (listwise)	210								

Research Question 2: Do swearwords influence athletes' emotional and physical performance?

To prove whether swearwords influenced student-athletes' emotional and physical performance significantly, hence this study began to analyze the data using independent t-test. The test attempted to compare the description among four eligible dependent variables, namely: expressing anger, stressing from opponents, relieving tension and frustration, and customizing daily expression. The overall independent t-test of four independent variables was analyzed to compare the influence on student-athletes' emotional and physical performance

either for males or females. As shown in Table 6, the comprehensive results between both sexes regarding student-athletes' swearing motives could be comparable, as follows: there were no significant difference in scores for female student-athletes of expressing anger (*M* = 2.11, *SD* = .966, *n* = 113) and male student-athletes (*M* = 2.15, *SD* = .870, *n* = 97; *t* (208) = .379, *p* = .705, *2-tailed*). The differences magnitude in the means (mean difference = .048, 95% *CI:* -.203 to .300) was moderate effect (eta squared = .069), stressing from opponents (*M* = 2.05, *SD* = 1.016, *n* = 113) and male student-athletes (*M* = 2.27, *SD* = .984, *n* = 97; *t* (208) = 1.550, *p* = .123, *2-tailed*). The differences magnitude in the means (mean difference = .214, 95% *CI:* -.058 to .488) was moderate effect (eta squared = .099), relieving tension and frustration (*M* = 1.89, *SD* = .966, *n* = 113; *M* = 2.07, *SD* = 1.093, *n* = 97; *t* (208) = 1.267, *p* = .207, *2-tailed*). The differences magnitude in the means (mean difference = .178, 95% *CI:* -.099 to .455) was moderate effect (eta squared = .099), and customizing daily expression (*M* = 2.02, *SD* = 1.093, *n* = 113; *M* = 2.19, *SD* = 1.076, *n* = 97; *t* (208) = 1.185, *p* = .237, *2-tailed*). The differences magnitude in the means (mean difference = .178, 95% *CI:* -.118 to .474) was moderate effect (eta squared = .087).

Table 6. Independent T-Test Samples for Student-Athletes' Swearing Motives

		Levene's Test for Equality of variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed	Mean Difference	Std. Error Difference	Lower	Upper
Expressing anger	Equal variances assumed	.049	.825	.379	208	.705	.04844	.12783	-.20357	.30046
	Equal variances not assumed			.382	207.525	.703	.04844	.12681	-.20155	.29844
Stressing from opponent	Equal variances assumed	.064	.801	1.550	208	.123	.21494	.13865	-.05840	.48829
	Equal variances not assumed			1.554	204.964	.122	.21494	.13831	-.05776	.48765
Relieving tension & frustration	Equal variances assumed	.027	.870	1.267	208	.207	.17836	.14080	-.09921	.45593
	Equal variances not assumed			1.257	195.209	.201	.17836	.14192	-.10153	.45825
Customizing daily expression	Equal variances assumed	.001	.980	1.185	208	.237	.17818	.15030	-.11812	.47448
	Equal variances not assumed			1.187	204.118	.237	.17818	.15012	-.11780	.47416

In this analysis, the correlations among four independent variables of student-athletes' swearing motives were investigated by using the Pearson correlation coefficient to prove the influence on student-athletes' swearing motives. This preliminary analysis was indicated that there was no infringement of the normality, linearity, and homoscedasticity consequences. Hence, this analysis had a very strong, positive correlation among four independent variables, r = .769, n = 210, p<.01, with the highest level of sequentially influenced-stressing from the opponents associated with expressing anger, customizing daily expression, and relieving tension and frustration among athletes' swearing motives. As shown in Table 7, the correlations among athletes' swearing motives were very significant. Hence, the validity of student-athletes' swearing motives had been empirically measured by examining the correlations of expressing anger (.634**), stressing from opponents (.769**), relieving tension and frustration (462**), and customizing daily expression (.559**) among student-athletes.

Table 7. Pearson Correlation Coefficients of Student-Athletes' Swearing Motives

Independent variable	*M*	*SD*		1	2	3	4
1. Expressing anger	2.13	.922	Pearson Correlation	1	.769**	.436**	.450**
			Sig. (2-tailed)		.000	.000	.000
			N	210	210	210	210
2. Stressing from opponent	2.15	1.005	Pearson Correlation	.769**	1	.462**	.507**
			Sig. (2-tailed)	.000		.000	.000
			N	210	210	210	210
3. Relieving tension & frustration	1.98	1.019	Pearson Correlation	.634**	.436**	1	.343*
			Sig. (2-tailed)	.000	.000		.000
			N	210	210	210	210
4. Customizing daily expression	2.10	1.087	Pearson Correlation	.559**	.450**	.344*	1
			Sig. (2-tailed)	.000	.000	.000	
			N	210	210	210	210

**Correlation is significant at the .01 level (2-tailed), $p<.01$; *Correlation is significant at the .05 level (2-tailed), $p< .05$; c. Listwise N = 210

Furthermore, a one-way between-groups multivariate analysis of variance (MANOVA) was performed to investigate four independent variables of swearing motives in student-athletes' emotional and physical performance. Those four independent variables relied on expressing anger, stressing from opponents, relieving tension and frustration, and customizing daily expression, whilst the dependent variable was student-athletes' emotional and physical performance. Herein, the preliminary assumption examination was handled to coincide for normality, linearity, univariate, and multivariate outliers, homogeneity of variance-covariance matrices, and multicollinearity, without thoughtful infringements, cognized. Empirically, there was no statistically significant influence between independent variables and dependent variable. Beyond the dependent variable–student-athletes' emotional and physical performance towards four independent variables–expressing anger, stressing from opponents, relieving tension and frustration, and customizing daily expression.

The values of dependent variable, F (4, 202), p = .000; Wilks' Lambda = .58; partial eta squared = .13. When the values for independent variables were assortatively regarded, the only difference to influence statistical significance, working with Bonferroni-adjusted p-values of .017, were anger expression, F (4, 205) = 11.02, p = .000, partial eta squared = .18, stressing from opponents, F (4, 205) = 16.06, p = .000, partial eta squared = .24, relieving tension and frustration, F (4, 205) = 8.42, p = .000, partial eta squared = .14, and customizing daily expression, F (4, 205) = 21.09, p = .000, partial eta squared = .29. An examination upon the mean scores showed that expressing anger (M = 1.29; SD = .922), stressing from the opponents (M = 1.29; SD = 1.010), relieving tension and frustration (M = 2.57; SD = 1.027), and customizing daily expression (M = 2.86; SD = 1.069). However, customizing daily expression served slightly higher mean among other three independent variables.

Table 8. Multivariate Tests[a] of Student-Athletes' Emotional and Physical Performance

Effect		Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Intercept	Pillai's Trace	.810	215.526[b]	4.000	202.000	.000	.810
	Wilks' Lambda	.190	215.526[b]	4.000	202.000	.000	.810
	Hotelling's Trace	4.268	215.526[b]	4.000	202.000	.000	.810
	Roy's Largest Root	4.268	215.526[b]	4.000	202.000	.000	.810
Athletes' emotional & physical performance	Pillai's Trace	.458	6.630	16.000	820.000	.000	.115
	Wilks' Lambda	.583	7.469	16.000	617.758	.000	.126
	Hotelling's Trace	.648	8.122	16.000	802.000	.000	.139
	Roy's Largest Root	.528	27.053[c]	4.000	205.000	.000	.345

a. Design: Intercept + Athletes' emotional & physical performance; b. Exact static; c. The statistic is an upper bound on F that yields a lower bound on the significance level.

Research Question 3: What media have mostly influenced student-athletes' swearing expression when attending their sports training programs and competitions?

Media mostly influenced student-athletes' swearing motives had confirmed that there was no domination of expressing the swearing motives between males and female student-athletes (Figure 7). First, both male (42 or 43.2%) and female (57 or 50.4%) student-athletes showed broad swearing motives through social media (e.g.: Facebook, Instagram, Line, etc.) to be the most influential media. Second, either male (31 or 32%) or female (35 or 31%) student-athletes perceived that other media, although, those were not specifically written in their questionnaire, but is considered to reflect student-athletes' swearing motives in this study. Thirdly, internet connection became the third level of student-athletes' swearing motives. Male student-athletes (14 or 14.4%), whilst female athletes showed 12 or 10.6% in experiencing with their swearing motives. Fourthly, television placed student-athletes' next swearing motives that involved 4 or 4.1% male student-athletes and 6 or 5.3% female student-athletes. Fifthly, cinema showed the next eligible media that influenced student-athletes' swearing motives of 3 or 3.1% for male student-athletes and 3 or 2.7% for female student-athletes, particularly when they were

involved in sports training programs and competitions. Sixthly, book, magazine, newspaper, and novel with 2 or 2.1% and lastly, radio with 1 or 1% were only perceived by male student-athletes. Meanwhile, female student-athletes were not available to prove that books, magazines, newspapers, novels, and radio became part of their swearing media.

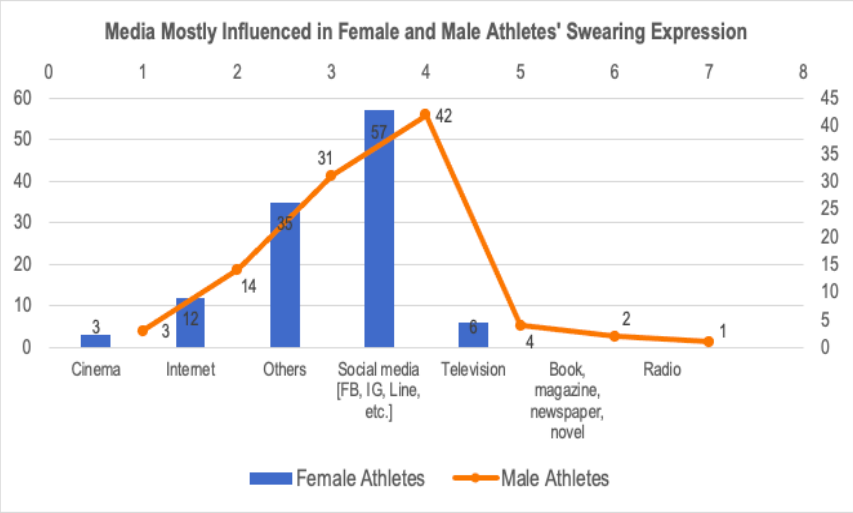

Figure 7. Line and bar for both media mostly influenced student-athletes' swearing motives

Moreover, student-athletes' empirical swearing expressions had been derived from the swearing theory of general category–animals, racism, and religion symbols. In this particular experience, both female and male student-athletes expressed some swearwords with the name of animals (e.g.: *anjing*, *kampret*, *jangkrik*, *jaran*, and *wedhus* for 47 times), racism (e.g.: bitch for 1 time), and religion symbols (e.g.: *Astagfirullah/ Ya Allah* for 13 times and *Satan* for 1 time). Next, student-athletes' swearing expressions relied on specific categories–shit, stupid, bastard, crazy, fuck, fuck off, and fucking mouth. Data showed that shit for 35 times, stupid for 4 times, bastard for 13 times, crazy for 8 times, fuck for 9 times, fuck off for 2 times, and fucking mouth for 1 time was expressed by both female and male student-athletes. Lastly, variation of swearwords regarded the local swearwords (e.g.: *asem*, *jancuk*, *gathel*, *gundulmu*, *matane*, *bangkek*, and *bongki* were pronounced 63 times.

Discussion

Four student-athletes' swearing motives of expressing anger, stressing from opponents, relieving tension and frustration, and customizing daily expression empirically proved both female and male student-athletes' individual lives at the professional sports career both sports training programs and competitions that, however, might influence their emotional and physical performance. This study proved that male student-athletes were well-known to be aggressive in swearing than female student-athletes. As shown in Table 7, the independent t-

test samples for student-athletes' swearing motives supported male student-athletes' aggressiveness (Guvendir, 2015) on expressing anger, stressing from opponents, relieving tension and frustration, and customizing daily expression. Nevertheless, Guvendir continued that male student-athletes' brains were not potential to maintain aggressive emotions and outbursts of anger as deep as female student-athletes' brains did. Male student-athletes with higher emotional intelligence had an affinity to convey a greater experience within their environment involvement, such as coaches and teammates to decrease the stress possibilities. An aggression might be harmful male student-athletes' emotional well-being (Deason et al., 2019) and performance during attending sports training program and competitions. The aggressiveness originated from a set of similar assumptions and expectations as engaged in the moral order (Parvaresh & Tayebi, 2018). Therefore, cognitive behaviors were effective in reducing the anger and aggression expression (Askari, 2018). In this matter, male student-athletes' professionalism would determine their mental health, success and retention, and social behaviors through their aggression stabilization.

On the other hand, female student-athletes showed higher anxiety than male student-athletes in emotional attention, clarity, and repair. They revealed higher emotional attention than male athletes and showed better clarity and emotional replacement to support psychological arrangement for sports (Fernández et al., 2020), although student-athletes' daily swearing frequency and trait anger-out were not correlated (Stephens & Umland, 2011) with each other. The intensity of expressing anger is significantly connected with student-athletes' best and worst performance. This would be caused by the most frequent pressure in the competitions, which included physical and technical preparation, repeated mistakes produce, and lack of competitive experience and well-performed (Abedalhafiz, Altahayneh, & Al-Haliq, 2010). When student-athletes' best performance appeared, the existing anger intensity increased to be an energy generation, whilst when student-athletes' worst performance happened, the reflected anger became an ineffective generation and resources exploitation (Ruiz & Hanin, 2011). So far, anger expression importantly addressed an aggressive behavior level and reconciled the approach and avoidance behaviors (Xia et al., 2019). In student-athletes' professional lives, anger expression might be dysfunctional. Herein, student-athletes' cognitive-behavioral intervention might be fruitful in assisting student-athletes' understanding and control of their dysfunctional anger (Steffgen, 2017). Further, student-athletes' low anger standards would conform to the state anger predictors, whereas those who showed high anger standards would predict high anger management with high self-esteem (Muñoz-Villena et al., 2020).

Then, stressing from the opponents or sparring partners either in student-athletes' sports training programs and competitions experientially triggered positive or negative behaviors since they would conditionally resist or weaken their emotions. Student-athletes' swearing was due to be delicate since they still found difficulties to distinguish the offensiveness levels of maintaining their behaviors towards swearwords expression. Therefore, Brajendra and Rajesh (2018) determined that student-athletes' stress management in sports competition relied on how they coped, controlled, and reduced the occurrence of the negatively stressful conflicts, which involved massively demands, muscular tensions, over motivations and inabilities to manage sensory information. Herein, Stephens et al. (2018) considered that student-athletes' increasingly muscular performance might alternatively occur in touch with generalized disinhibition carried out of swearing. Student-athletes' disinhibition was frequently thought of as psychological terminology, where their inner self-control was less companioned. Despite student-athletes' other swearing factors dealing with their non-verbal signs, such as gestures, body movement, eye gaze, facial expression, and lips setting (Johnston, 2014; Sumekto & Setyawati, 2020), but they might still consider with the control of their swearing expression.

Next, relieving tension and frustration that functioned to be student-athletes' behavioral replacement for physical aggression, and provided a higher pain tolerance for the swearers, although all swearing matters could be influenced by student-athletes' education backgrounds (Vingerhoets et al., 2013) and habitual expression types in a particular situation. Relieving tension and frustration among student-athletes might happen through their fear of failures, anger, frustrations, injuries, and discomforts in the competition (Brajendra & Rajesh, 2018). Sometimes, offensive swearwords were ultimately expressed by the pragmatically tensional and frustrated student-athletes in their relationships and social-physical setting, such as in sports training programs and competitions using high voice tone (Jay, 2009). Another substantial discussion in this tension and frustration constituted with sports psychology that focused on student-athletes' emotional intelligence acting preventively in terms of student-athletes' anxiety to improve their performance (Castro-Sánchez et al., 2018). In proving this fact, Fernández et al. (2019) pointed out that the prevalence of student-athletes' emotional dimensions showed higher emotional regulation and increased comprehensive emotional intelligence dimension. Student-athletes' emotional intelligence provided the contexts for decreasing their negative moods by improving the intra- and interpersonal relationships (Darvishi et al., 2015). Therefore, these emotional dimensions might significantly increase student-athletes' well-being (Malinauskas & Malinauskiene, 2018), although student-athletes' emotional arousal might also be influenced by their verbal production which produced the

increased swearing fluency as well (Stephens & Zile, 2017). So far, rough swearwords would be generally deemed inappropriate since they would be the dictions in abusive contexts (Kapoor, 2014) which would influence their emotional intelligence. Student-athletes' occasional tension and frustration relief were frequently addressed in the permissive environments where self-control was discouraged. Hence, student-athletes' swearing expression would affect posterior motivation towards self-control efforts (Gitter, 2010) and self-consolidation through student-athletes' trust, authority, responsibility, supervision, integration and local wisdom (Amali et al., 2021) to govern a good social behavior (Usman et al., 2021) in sports training program and competitions.

Lastly, customizing daily expression was revealed when student-athletes swore more frequent daily that this became a lower emotional response in terms of their habituation of indicating a lower-pain-tolerance experience (Stephens & Umland, 2011), and lessened student-athletes' social support and led to their brand image losses (Vingerhoets et al., 2013). So far, student-athletes' daily swearing could be customized in both planned and spontaneous expressions. For example, if student-athletes exclaimed bad words, so they just did it with planned swearing. On the other hand, when the hammer, unfortunately, dropped student-athletes' legs and got pain, they were used to being spontaneous (Finn, 2017). Customizing daily expression experientially proved student-athletes' swearing in the general category, such as exclaiming animals (*anjing*, *kampret*, *jangkrik*, *jaran*, and *wedhus*), racism (bitch), and religion symbols (*Astagfirullah*/ *Ya Allah* and *Satan*), a specific category, such as shit, stupid, bastard, crazy, fuck, fuck off, and fucking mouth (Adaros & Tironi, 2017). Lastly, variation of swearwords expression relied on the local swearwords (*asem*, *jancuk*, *gathel*, *gundulmu*, *matane*, *bangkek*, and *bongki*) were either expressed by female or male student-athletes. This condition corresponded with the psychological impact that could be positive or negative in addressing student-athletes' psychological well-being through social media use (David et al., 2018).

Discussion upon this study attempted to place four empirical swearing motives onto student-athletes' influential emotional and physical performance within some limitations. This study experientially derived from respondents' self-disclosure in their real-life sports experience, in which it highlighted the blend of student-athletes' perceived intenseness of the offense and the anticipated response. Next, student-athletes' apprehension of outraging swearwords content might be subject to significant sectoral distinguishes. For instance, some swearwords might correspond with student-athletes' hometowns in Jawa Tengah Province, Indonesia, where they originally lived in. They were also potential to express some local

swearwords that addressed their own cultures in various competitions. However, if student-athletes' swearwords had not been recognized by other opponents in the running competitions, there would have been leading to another emotional condition to the swearers as well. Further, the limitation in this study referred to self-reported measures of the local student-athletes who joined in sports training programs organized by the National Sports Committee of Indonesia, Jawa Tengah Province. Therefore, the findings might not be generalizable to the entire population of other varsity student-athletes in Indonesia. Anyhow, the expanded samples size could be thoroughly provided in the further data collection and involved the balanced respondents to both male and female student-athletes to gain the Cronbach alpha and standard deviation consistency in the relevant researches of their emotional intelligence and well-being.

CONCLUSION

Student-athletes' swearing motives are empirically associated with expressing anger, stressing from opponents, relieving tension and frustration, and customizing daily expression. These swearing motives are linkable with student-athletes' emotional and physical performance during their sports training programs and competitions, organized by the National Sports Committee of Indonesia, Jawa Tengah Province, Indonesia. The modifiable self-rated questionnaire of Scherer and Sagarin's swearing motives, as the primary data descriptively constitutes 1 (not at all) to 2 (infrequent) Likert-scale which means that four independent variables are not statistically significant in influencing their emotional and physical performance. Despite this insignificant influence, male student-athletes are frequently more predominant in expressing swearwords rather than female student-athletes when they are engaging in sports training programs and involving the competitions, as shown in the statistical analyses. As acknowledged in student-athletes' professional lives, these swearing motives also constitute the intrinsic and extrinsic contexts leading to their positive or negative actions. On the other hand, this study does not discuss comprehensively on 17 sports categories which distinguish characteristics relating to their competitiveness, ecological environment, psychological pressures, gendered relations, expected attitude, and so one that may potentially lead to the availability of student-athletes' swearing motives intensity and frequency.

Meanwhile, apart from student-athletes' swearing descriptive analysis results and male student-athletes' predominant swearing expressions, this study also investigates the media that mostly influence student-athletes' swearing expressions during engaging in the sports training program and involving the competitions to both genders. Social media (e.g.: Facebook, Instagram, Line, etc.) is the most influential media among student-athletes. Then, other detailly

unmentioned media or specifically typed in their questionnaire place the second level of student-athletes' swearing influence. Internet connection, however, places the next level after detailly unmentioned media. After that, television program also contributes to their swearing expressions. Lastly, although it is a small contribution, cinema becomes the next eligible media influence student-athletes' swearing. On the other hand, the printed media, as well as radio are merely media accommodated by male student-athletes in their swearing influence, whereas female student-athletes are not eligible to show those media become part of their swearing media.

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