CHAPTER I

INTRODUCTION

A. Research Background

Studying English is something fun and challenging. As the international language English is being the thing very important to learn. English language pay predominant and special role in communication sphere around the world. So that many people studying English as the preparation to face the globalization era which English language as the instrument of language. English can serve as the language of instruction in higher education or as a *lingua franca* among those whose native is not English¹. Since the important of English, the education in Indonesia makes English as a compulsory subject from elementary level to university level. To come up with these issues, the government effort to improve the quality of English teaching by improving the quality of teachers and others component in English learning process.

Because of this condition, many students take English teaching education for the preparation to teach English when they graduated. English Education Department is one of the favorite departments at Islamic State University of Sunan Ampel Surabaya which aims to create and to produce a

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¹ Ramelan.1980. *Linguistics and Its Contribution to Language Teachers*. (Semarang: IKIP Semarang Press),14.

professional English teacher who has a good ability in teaching English. In related to that, the student in English Education Department demanded to master many aspect of English learning, as the future teacher. In language teaching and learning, there are four skills which have to be mastered by students. They are writing, speaking, listening, and reading skills. More, the students also have to be master the language aspect, such as grammar, pronunciation, and vocabulary as well.

The candidate of English teacher, student of English education department must master English speaking, because the first impression for English teacher is their ability in speaking English. As language learners, students should listen, talk, and negotiate meaning, focused on meaning, high motivation to speak up, and communication competence.² Many people assume that speaking competence is the measuring ability of language learner. In other hand, according to Scumin, there are some factors that affecting language learning. Some of them are from affective factor. One of affective side is anxiety, this can affect on the language learning. The students who undergo this anxiety would probably feel uneasiness, frustration, self-doubt, and apprehension when learning English, in the high level of anxiety EFL

² H. Douglas Brown, brown, *principles of language learning and teaching* (Longman, 4th edition, 2002) p.246.

learners become tongue-tied or lost for words in an unexpected situation and this also leads to discouragement and a general sense of failure.³

As we know, the first-year students of English education department come from various background of study. Many of them have familiarized with English before, but many of them come from different background of study such as traditional cottage, boarding school and many others who come from different major of English study. In other hand it is stated On the journal of educational psychology written by Martin M. Chemers said that Tinto states that young adult would undergo the significant requirement in the transition of high school to the university level. Moreover, Noel and Bryde said that the new students were often got pressure and claim in the university environment. So, the higher degree of independence, initiative, and self-regulation are necessary. With the result that, in the first-year student of English education department is assumed having these stressful condition due to the many of subjects they have to learn and the various background of them especially who had no English background before.

There are many things that supported student in language teaching and learning. Instead of cognitive area, the affective aspect also plays a big role in gaining language learning achievement. The affective side of the learner is

³ Seyed Mahdi Araghi, Roya Jafari Amineh, *Review of problems of Adult EFL Learners'* (EFL)

⁴ Martin M. Chemers, Li-tze Hu, and Ben F. Garcia, "Academic self-efficacy and first year college student performance and adjustment", *Journal of Educational Psychology*, vol. 93, no. 1 (2001), pp. 55–64.

probably one of the most "important influences on language learning success or failure".⁵ In the study conducted by Gardner and Lambert it is states that affective aspects in language learning success is considered as important as language aptitude.⁶ Emotion as one of affective aspects influences the students' motivation in English learning. The researcher found that emotions, both negative and positive, contribute to enhancing and diminishing motivation.⁷ In this study the researcher took the positive emotion that is optimism to join its relationship with the language achievement.

The optimism of student can help them to face the depression on the pressure situation. Optimism is a feeling or belief that good things will happen in the future or feeling that what in the hope will happen. Study by Darvill and Johnson on college students revealed that the positive incident were more possible to happen and negative incident were less possible to happen by the subject who believe that they were able to manage over even occurrence. In a study conducted by Buchanan and Seligman learned optimism techniques were found to significantly reduce depression in a class of college freshmen. The first-year student often did not know about how they will do in the

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⁵ Seyed Mahdi Araghi, Roya Jafari Amineh, *Review of problems of Adult EFL Learners'* (*EFL*) *Speaking*. ((Oxford, 1990, 140))

⁶ Aguilar, A Pena, Mariza G. Mendez. Emotion as Learning Enhancers of Foreign Language Learning Motivation

⁷ Ibid

⁸ Indoo Singh - Ajeya Jha. Anxiety, Optimism and Academic Achievement among Students of Private Medical and Engineering Colleges: A Comparative Study. 2013. Canadian Center of Science and Education

⁹ Ibid

college, what will they face in the future study and this problem is near with the anxiety that will impact to depression.

In this study the researcher will examine the relationship between optimism and the students' speaking achievement in the first-year student of English education department of UIN Sunan Ampel Surabaya. Since the other researchers examine the correlation on academic achievement the writer interested in examine the effect of optimism on speaking achievement on the first-year student. Hopefully this research will give new contribution in education especially for English education department in speaking field.

B. Research Question

In this study, the researcher addresses some specific problems dealing with the relationship between optimism and students speaking achievement at the first-year student as follows:

- 1. How is the optimism of second semester student in speaking class?
- 2. Is there any significant relationship between optimism and students speaking achievement at the first-year student of English education department UIN Sunan Ampel Surabaya?

C. Objectives of The Study

This study conducted by the researcher has certain objectives as follows:

1. To know how is the optimism of students in speaking class.

 To investigate the relationship between optimism and students speaking achievement at the first-year student at UIN Sunan Ampel Surabaya

D. Hypothesis

The general hypotheses of this study are;

- Ho : There is no significant relationship between optimism and students' speaking achievement at the first-year of English education department UIN Sunan Ampel Surabaya Academic year 2015-2016
- 2. Ha : There is significant relationship between optimism and students' speaking achievement at the first-year of english education department UIN Sunan Ampel Surabaya Academic year 2015-2016

E. Significances of The Study

By conducting this study, the researcher hopes it can give the big contribution as the practical implication of the study to the lecturer, students, and other researchers as follows:

1. Lecturer

This result of study will significantly serve the lecturer to have strategies in improving optimism among the first-year students to create supporting environment in class to increase the student confident and support the student to get the good achievement in English speaking.

2. Student

It is expected that the result of this study can inspire, motivate, and engage the student to be more optimistic in their study. And also reduce students' anxiety in speaking class. So that they can get the good achievements in English speaking.

3. Further researches

Indeed, the researcher also hopes that the result of this study will be useful for the further researcher as the comparator or even the basic information to conduct the further research dealing with the relationship between optimism and the speaking achievement.

F. Scope and Limit of the Study

The study overviews the relationship between optimism and students' speaking achievement at the first-year of English education department Islamic University Sunan Ampel Surabaya. The optimism in this research did not consider about the difference gender of the student. The speaking achievement is taken from the final result of speaking class on second semester in academic year 2015-2016 as the first-year student.

G. Definition of Key Terms

In light of perspective of readers are different, the researcher tried to list some important terms in relation to this study as these details:

- a. Optimism is an overall view, see a good thing, think positively and easy to give meaning to themselves. Optimists are able to produce something better than past, not afraid of failure, and trying to still rise another try when failed again ¹⁰. In this study, the optimism studied is about academic optimism, the academic optimism is the general tendency to expect positive outcomes in terms of personal, current and future academic experiences ¹¹. The researcher examined the students' optimism in speaking class, how the optimism influences them in speaking achievement.
- b. Students' Speaking achievement was an indexed the grade point average that stabilized based on school policy¹². More, achievement is to do one's best, to be successful, to accomplish tasks requiring skill and effort and to be recognized by authority.¹³ In this research students' speaking achievement is the secondary data which contain of the student speaking score which collected from students' academic report from the lecturer document. In this research, the students' speaking achievement was mostly good.

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¹⁰ Gufron , M. Nur, and Rini Risnawati S, *Teori-Teori Psikologi* (Yogyakarta: Ar-Ruaa Media, 2010), 96

¹¹ Salmaan F. Toor. Doctoral dissertation: "Optimism and achievement: A domain-specific and within-construct investigation" (university of Tennessee-Knoxville, 12-2009)

¹² Thelma Young Monk, "Variable Associated with Academic Achievement of Africa – American Male in four-year Undergraduate Educational Institution; A synthesis of the Study", Virginia Polytechnic Institute and State University: Virginia, 7.

¹³ Smith, Louis. M., and Hudgins, Bryce. B. Educational Psychology. *An Application of Social and Behavioral Theory*. New York: Alfred . A. Knopt. 1964

c. First-year student is the students who study in the first and second semester of the academic year period. In this research, the first-year students are from the second semester of English Education Department academic year 2015-2016.

