CHAPTER II

REVIEW OF RELATED LITERATURES

A. Review of Related Literature

In this chapter, the researcher will explicate several theories through reviewing some literatures related to this study. This theoretical construct deals with three main areas: Optimism, students speaking achievement, and the first-year student.

1. Optimism

a. Definition of Optimism

Optimists are people that hope the good things are happen to them. Optimism is the opposite of pessimism, while pessimism is a feeling of helplessness. In the Oxford dictionary optimism is believe that good things will happen.[14] The optimist students hope to be able to face their difficulties of study and find the best solution for them. According to Seligman in Gufron and Rini, states that optimism is an overall view, see a good thing, think positively and easy to give meaning to themselves. Individual who are optimistic are be able to produce something better than the past, not afraid of failure, and trying to still challenge another try when failed again.[15]

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[14] Oxford Dictionary

[15] M. Nur Ghufron, Rini Risnawati, *Teori-Teori Psikologi* (Yogyakarta: Ar Ruzz, 2010), p. 96.

Scheier and Carver have defined optimism as a generalized expectancy that good as opposed to bad outcomes will generally occur when confronted with problems across important life domains. It is a strong expectation that despite the inevitable setbacks and frustrations, events and experiences will eventually turn out all right. In general optimism is used to denote a positive attitude and is a part of positive psychology. Optimism can be temperamental, that is, some people by nature are more positive about life, but at the same time it can also be learned with the right type of experiences. According to the concept of learned optimism, proposed by Seligman, optimism can be enhanced by selecting achievable goals. Optimistic statements are usually based on logical and concrete facts and depend upon the explanatory styles of a person. Attributions to temporary, unstable, controllable and specific causes vis-a-vise permanent, stable, uncontrollable and universal causes for setbacks and failures relate to optimism and pessimism respectively.[16]

According to Golemen that cited by Ghufron and Rini saw the optimism through the view of emotional quotient, that is someone's self defense in order to not fall to the foolishness, desperation, and depression

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[16] Indoo Singh, Ajeya Jha, Anxiety, *Optimism and Academic Achievement among Students of Private Medical and Engineering Colleges: A Comparative Study*, Department of Management Studies, Sikkim Manipal Institute of Technology, Sikkim Manipal University, Sikkim, India, vol. Vol. 3, No. 1; 2013, no. Journal of Educational and Developmental Psychology.

when they face any difficulties.[17] So that, the optimists students do not easily give up and be able to survive in a difficult situation in their learning process. The smart and healthy students tend to be who have an optimistic attitude in themselves.

b. **The Characteristic of Optimist Person**

In 1995, Henry Givray, the president & CEO SmithBucklin Corporation, found the document written by Alan Loy McGinnis's which published in 1993 by the title **The Power of Optimism.** This text reinforced some of him own beliefs. As importantly, it gave him some insight regarding principles to be practiced and values to be lived. Below are those 12 traits of some Henry's own thoughts and interpretations. Below are the characteristic of optimists[18]:

1. Are seldom surprised by trouble

   Tough-minded optimists recognize that problems are part of life. However, they see themselves as able and willing to be problem solvers, by developing and presenting ideas and options. Tough-minded optimists know what they have to go even in the difficult ways.

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[17] M. Nur Ghufron, Rini Risnawati, *Teori-Teori Psikologi*, p. 96.

[18] Henry Givray. "*12 characteristic of tough-minded Optimists*"http://leadersforum2011.smithbucklin.com/Portals/4/content/2011/12_Characteristics_of_Tough_Minded_Optimists.pdf. accessed on Friday , April 29, 2016, 12:43 PM

2. Look for partial solutions

Tough-minded optimists don't wait until everything is perfectly in order or known before they take action. They know that *beginning is half the doing*. They aren't crippled by a need for perfection. Instead they are willing to take small steps toward eventual success. Tough-minded optimists inherently understand that thoughtful action is far better than inaction or *analysis paralysis*, which solves nothing.

3. Believe they have control over their futures

Optimistic thinking inherently boosts self-confidence and encourages determination. Optimistic people don't let others' opinions solely determine how they view the current or future state of affairs. They know they have a say in both the path and the destination.

4. Allow for regular renewal

Henry interprets this as mental, social, and physical renewal. Mental renewal is about continuous learning, self-reflection and personal growth. Social renewal is about making a special effort to get acquainted with new people as well as nurturing existing relationships. Physical renewal is of course about being and staying healthy by eating right and exercising.

5. Interrupt their negative trains of thought

Human beings probably have negative thoughts or self-doubt no matter how naturally optimistic or positive we may be. The key is to

work at being self-aware while constantly monitoring our response to other people, circumstances, conditions on the ground, or new information. Negative thoughts often distort our understanding of problems or issues. Distortion impedes our ability to find solutions and plot action plans. Moreover, by blocking or shedding negative thoughts, prejudices, preconceptions and false judgments, we become more open to give trust and the benefit of doubt; this in turn builds trust with others.

6. Heighten their powers of appreciation

This is about possessing and demonstrating a genuine and heartfelt "thank you" approach, both in words and in actions. Optimists tend to see the good in people, the positives in situations and the beauty around them. This in turn fosters trust and invites a positive response from others. This is especially helpful during difficult and trying times.

7. Use their imaginations to rehearse success

Pessimists view the world through a prism of danger, angst and failure. Tough-minded optimists picture a desired state of the future and are confident to go about and make it happen. They develop positive images to minimize or replace the natural anxiety of uncertainty. But tough-minded optimists are also realistic in their visualizations. They are comfortably able to adjust downward, as needed, to make their "images" more achievable.

8. Are cheerful even when they can't be happy

This is especially critical for anyone in a position of authority or responsibility who aspires to be an effective leader. In fact, during trying times a leader's optimism lifts spirits, gives hope and builds strength in others. Following this principle doesn't mean you should be artificial or adopt a *what-me-worry*, *head-in-the-sand* persona. It simply means that tough-minded optimists always have the "bigger picture" in mind. They recognize that their attitude can and will have a profound impact on the people around them, which can either enable or inhibit performance, results, and problem solving.

9. Believe they have an almost unlimited capacity for stretching

Tough-minded optimists believe that they are on a perpetual journey of learning, growth and self-discovery – and they act accordingly. Their attitude is "my personal best is yet to come." They are constantly pushing, stretching, reflecting, leveraging to grow, finding new ways to do things and developing themselves. This is not about Pollyanna positive thinking but more about recognizing that the mind, heart and soul offer limitless opportunities and potential.

10. Build lots of love into their lives

Cynical or negative people knowingly or unknowingly isolate themselves and end up being alone much of the time. During times of great difficulty and challenge, personally or professionally, tough-

minded optimists recognize the power of love and friendship to heal, nurture and renew. McGinnis wrote "love nurtures optimism." The reverse is true – hostility leads to cynicism and pessimism.

11. Like to swap good news

How and what we talk about affects us mentally, emotionally and even physically. Sharing success stories generates excitement, builds confidence, spotlights desired outcomes, boosts morale, and helps others envision what is possible.

12. Accept what cannot be changed

Even the biggest optimist has to know when to let go. Perseverance is powerful, but not accepting what cannot be changed can be costly as other opportunities drift away. Simply stated, tough-minded optimists ask "is there anything I can do to change the situation?" If the answer is "no," they let it go and move on.

c. **The advantages of optimism**

Positive psychology research has found many advantages of adopting an optimistic viewpoint. Below are some of them[19]:

1. Optimists experience less distress than pessimists when dealing with difficulties in their lives. For example, they suffer much less anxiety and depression.

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[19]Ilona Boniwell. *"Optimism and hope"*. http://positivepsychology.org.uk/pp-theory/optimism/32-optimism-and-hope.html Accessed on Tuesday, April 19, 2016, 11:24:03 PM

2. Optimists adapt better to negative events (including coronary artery bypass surgery, breast cancer, abortion, bone marrow transplantation and AIDS).

3. Optimism is conducive to problem-focused coping, humor, making plans, positive reframing (putting the situation in the best possible light) and, when the situation is uncontrollable, to accepting the situation's reality. Optimists are capable of learning lessons from negative situations. Thus optimists have a coping advantage over pessimists.

4. Perhaps surprisingly, optimists don't tend to use denial, whilst pessimists often attempt to distance themselves from the problem. Optimists are not simply people who stick their heads in the sand and ignore threats to their well-being. For example, they attend to health warnings and usually discover potentially serious problems earlier rather than later.

5. Optimists exert more continuous effort and tend not to give up, possibly assuming that the situation can be handled successfully in one way or another. Pessimists, on the other hand, are far more likely to anticipate disaster - and, as a result, are more likely to give up.

6. Optimists report more health-promoting behaviors (like eating a healthy diet or having regular medical check-ups) and enjoy better physical health than pessimists.

7. Optimists seem to be more productive in the work place.

More over according to Brenda Schumacher's journal, she wrote the benefits of optimism are as follows:

The positive effects of optimism are well documented. Wrosch and Scheier have studied the importance of optimism and goal adjustment and found that optimistic individuals manage difficult situations better than do pessimist. Optimists were more likely than pessimist to use more problems focused coping strategies as well as additional methods such as positive reframing, acceptance and humour. Study conducted by Dubow states that depression was highly correlated with the agreement of low scores on optimism levels.[20] That is, the higher optimism is assumed have the positive effect on students achievement.

d. The Aspects of Optimism

According to Seligman there are some aspects in the personal individual in viewing the problem based on explanatory style[21]. It's all about the way you interpret something that happens to you. How you think about a positive or negative event determines a lot. They are:

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[20] Brenda Schumacher. *Assessing the relationship Between Optimism and Academic Success.* Athabasca, Alberta. 2006.
[21] Martin E.P. Seligman, *Learned Optimism* (New York: Vintage Books A Division of Random House, Inc., 2006), p. 44.

1. Permanence (*Permanence* vs. *Temporary*)

Pessimists believe the causes of the bad events that happen to them are permanent: The bad events will persist, will always be there to affect their lives. People who resist helplessness believe the causes of bad events are temporary. While the optimistic style of explaining good events is just the opposite of the optimistic style of explaining bad events.

People who believe good events have permanent causes are more optimistic than people who believe they have temporary causes. Optimistic people explain good events to themselves in terms of permanent causes: traits, abilities, *always's.* Pessimists name transient causes: moods, effort, *sometimes's.*[22]

2. Pervasive (*Specific* vs. *Universal*)

This explanatory style is related to the scope of the event, which cover *universal* and *specific*. The optimists who experience the bad event will have specific explanation that the bad event is caused of the specific cause and will never dilating to other event. While the pessimists regard that the bad event applies to everything in our lives.

For the converse, the optimistic explanatory style for good events is opposite that for bad events. The optimist believes that bad events have specific causes, while good events will enhance everything he does; the

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[22] *Ibid.*, p. 45.

pessimist believes that bad events have universal causes and that good events are caused by specific factors.

3. Personalization (*Internal* vs. *External*)

When bad things happen, we can blame ourselves (internalize) or we can blame other people or circumstances (externalize). People who blame themselves when they fail have low self-esteem as a consequence. They think they are worthless, talentless, and unlovable. People who blame external events do not lose self-esteem when bad events strike. On the whole, they like themselves better than people who blame themselves do. Low self-esteem usually comes from an internal style for bad events.

The optimistic style of explaining good events is the opposite of that used for bad events: It's internal rather than external. People who believe the cause good things tend to like themselves better than people who believe good things come from other people or circumstances.[23]

e. **The factor influence optimism**

There are some factors that influence the optimism according to the expert. According to Idham that written in Faizah Noviana thesis mentioned as follows:[24]

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[23] *Ibid.*, p. 49.

[24] Faizah Noviana Thesis" *Hubungan antara Dukungan Sosial dan Optimisme Orang Tua yang Memiliki Anak Tunagrahita Di SLB (Sekolah Luar Biasa) Putra Jaya Malang"*. UIN Maulana Malik Ibrahim. Malang. 2014

1. **Pessimism**, peoples are expected to be more positive, they condemned pessimism, and to change someone's pessimism to the optimism they can plan themselves.

2. **The consort experiences with other,** the ability to admire and enjoy things from someone else is become the strong power, so it can help them in obtaining optimism (Clark in Mc Ginnis, 1995).

3. **Prejudice,** prejudice is only prejudice; it can be possibility true or not (Seligman, 2005)

2. **Students Speaking Achievement**

   a. **Definition of speaking**

   Speaking is one of the language skills that learners should master. Speaking is the most important one, as we know that the goal of using a language is to communicate. Language is used in the society and speaking is crucial. Speaking is produced, oral skill. Speaking consists of producing systematic verbal, utterances to convey meaning. It is able to be the alternative process of construction meaning that involved the producing and receiving processing information.[25]

   Everybody has learned their language since they were children, especially their mother tongue. The process occurs naturally and properly with a view to communicate in society. Speaking English is difficult to do.

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[25] Kathleen M Bailey, *Practice English Language Teaching: Speaking* (New York: San Francisco, 2005)

Talent and much motivation and desire are required to have a good ability in speaking English[26].

b. **The Achievement of Speaking**

According to Travers achievement is the result of what an individual has learned from some educational experiences.[27] Additionally, De Cecco and Crawford state that achievement is the expectancy of finding satisfaction in mastering challenging and difficult performances.[28] In addition to that, Smith and Hudgins say that achievement is to do one's best, to be successful, to accomplish tasks requiring skill and effort and to be recognized by authority.[29] Besides, Garrison, Kingston, and McDonald in H. M. Sofyan Isnian, S.Pd, affirm the definition of achievement as the progress pupils make towards the goals and objectives of the curriculum.[30] They then assert further about the definition that achievement may be the one's ability or extent of his/her knowledge in a specific content area. Based on the opinion above it can be conclude that achievement is the result, the successfulness, the extent or

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[26] Donald C. Bryant - Karl R. Wallace, 1976, *Fundamentals of public speaking* , New Jersey: Prentice-hall,Inc.,P. 12.

[27] Travers, Jhon P, "*Fundamental of Educational Psychology*". Scrantom, Pensylvania: International textbook Company. 1970

[28] De Cecco, Jhon P., and Crawford, William R. "*The Psychology of Learning and Instruction. Educational Psychology*". New Jersey: Prentice-Hall, Inc., EnglewoodsCliffs. 1974

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

[30] H. M. Sofyan Isnian, S.Pd. *The definition of Achievement. (*http://hmfofyanisnianspd.blogspot.in/2009/08/ definition-of-achievement.html) accessed on June 21th, 2016.

ability, and the progress in learning educational indicate in relation with his/her educational learning.

Student speaking achievement which is gained by the first-year student is the result of the speaking study during the semester. The lecturers have their own criteria to value the students' achievement. Generally, the achievement component is from performance aspect, affective, and assignment.

This is the performance assessment rubric from Brown[31], some lecturer uses the criteria bellow, but some of them can omit the some categories and they sometimes also change the score these all criteria are apply to earn students' speaking achievement based on curriculum policy.

Table 1.2 The Speaking Assessment Rubric of Brown

Criteria	Very good 5	Good 4	Fair 3	Poor 2	Very Poor 1
Fluency	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.	Fluently on all levels normally pertinent to professional needs, can participate in any conversation with a high degree of fluency	Can discuss the particular interest of competence with reasonable ease. Rarely has to grope for words.	Can handle with confidence but not with facility most social situations.	(No specific fluency description. Refer to other four language areas for implied level of fluency.
Vocabulary	Speech on level fully	Can understand	Able to speak with	Has speaking	Speaking vocabulary

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[31] H. douglas brown. *LANGUAGE ASSESEMENT: principle and classroom practices*. 2011, pp. 212-213

	accepted by educated native speaker including breadth of vocabulary and idiom, colloquialism,	and participate with a high degree of precision of vocabulary.	sufficient vocabulary in formal and informal conversations.	vocabulary sufficient to express himself simply with some circumlocutions.	inadequate to express anything but the most elementary needs.
Grammar	Equivalent to that of an educated native speakers	Use language accurately to professional needs, error in grammar are quite rare	Control of grammar is good. Speak structural accuracy to participate effectively in most formal and informal conversations.	Can usually handle elementary construction quite accurately but does not have thorough or confident control of the grammar.	Errors in grammar are frequent, but speaker can be understood by native speakers.
Comprehension	Equivalent to that of an educated native speaker.	Can understand any conversation within the range of his experience.	Comprehension is quite complete at a normal rate of speech.	Can get the gist of most conversation of non-technical subjects.	Within the scope of his very limited language experience, can understand simple question and statements if delivered slowly, by repetition, or paraphrase
Pronunciation	Equivalent to and fully accepted by	Errors in pronunciation are quite	Errors never interfere with understandin	Accent is intelligible though	Errors in pronunciation are

educational native speakers.	rare.	g and rarely disturb the native speaker. Accent may be obviously foreign.	often quite faulty.	frequent but can be understood by a native speaker.

c. Criteria of speaking assessment

Assessing speaking skills in the classroom has one clear advantage over assessing listening: speech is observable, recordable, and measurable. However once the criterion of your assessment move beyond the phonological level, this advantage quickly disappears as acceptable responses are more difficult to specify reliably.[32]

3. The First-year student

First-year students of university can categorized as adult learner according their age. In other hand, the first-year or young adult student according to the journal written by Martin M. Chemer said that the transition from high school to college can cause the stressful life.

Students are divided into three types based on age: young, adolescent, and adult.[33] In this study, the researcher took the object from the first-year students in which included to adult learners. Hurlock states that adult can be

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[32] H. Douglas Brown. *Teaching by Principles: An Interactive Approach to Language Pedagogy* (New York: Pearson Education, 2001)
[33] Jeremy Harmer. *The Practice of English Language Teaching*. (England: Pearson Education Limited, 2001), 38

divided into three periods: Early Adulthood (18-40 years old), Middle Adulthood (40- 60 years old), and Aging (over 60 years old).[34]

4. Factors affecting adult EFL learners' oral communication

According to Scumin, all language skills is needed to be learned and practiced, including to speaking skill, so EFL learners need explicit instruction in speaking.[35] However, in practice, students assumed that they can develop speaking skill simply by giving them subject to be discussed. In this discussion, some factors are considered affect oral production, besides of the factors that facilitate the production of spoken language. The affects adult English Foreign Language learners' oral communications to provide guidance in developing competent speakers of English are[36]:

a. Age or maturational constraints

Adult learners' ability to pronounce the target language fluently with native-like pronunciation may affect or limit by age. Even if they can express words and sentences with ideal pronunciation, problems with prosodic features such as intonation, stress, and other phonological nuances still cause misunderstandings or lead to communication breakdown.

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[34] Respati, Winanti Siwi. Usia Dewasa: Tinjauan Psikologi Perkembangan. (http://winanti5599.blog.esaunggul.ac.id/2010/08/23/usia-dewasa-tinjauan-psikologi-perkembangan/) accessed on April 24th,2016

[35] Seyed Mahdi Araghi, Roya Jafari Amineh, *Review of problems of Adult EFL Learners' (EFL) Speaking*.

[36] *Ibid.*

b. Aural medium

Usually, one person speaks, and the other people respond through attending by means of the listening process. In fact, during interaction, every speaker plays a double role-both as a listener and a speaker. If one cannot understand what is said, one is certainly unable to respond. So, speaking is closely related with listening.

c. Socio-cultural factors

One must know how the language is used in a social context to speak language. The student had not understood the nonverbal message, which illustrates that the socio-cultural factor is another aspect that affects oral communication greatly.

d. Affective factors

These related to second language or foreign language learning is emotions, self-esteem, empathy, anxiety, attitude, and motivation.

The affective side of the learner is probably one of the most "important influences on language learning success or failure".[37] 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 learners become tongue-tied or lost for words in

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[37] *Ibid.* ((Oxford, 1990, 140))

an unexpected situation and this also leads to discouragement and a general sense of failure.[38]

5. **The relationship between optimism and anxiety**

In a study conducted by Buchanan and Seligman learned optimism techniques were found to significantly reduce depression in a class of college freshmen.[39] Moreover it is states 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.[40] From this explanation, it is assumed that the anxiety of students can be solved by optimism.

However, in the study by Isaacowitz and Seligman said if the optimism doesn't do realistic it can be over-optimistic and may block the performance as an individual may overlook the negative outcomes thus may not be well prepared for unpleasant situations. [41]

6. **The relationship between optimism and students' achievement**

According to Scheier and Carver in Owayed research said that optimism and pessimism play a considerable role in the lives of individuals in the area of educational, occupational, and psychological

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[38] *Ibid.*

[39] 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

[40] ibid

[41] ibid

adjustment.[42] So that the optimism is consider to give encouragement on academic achievement. Moreover, According to Seligman in his book "The Optimistic Child" which adapted by the researcher from the thesis by Muharnia Dewi said that they were pessimist did the worse occupation than they were optimist in three aspects: the first, they more often depressed. The second is their achievement was low in the school, in the occupational, and the playing field compared with their real talent. The third is their health is worse than an optimist.[43]

In the Cambridge dictionary it is defined academic is something relating to schools, colleges, and universities, or connected with studying and thinking, not with practical skills. In this research, speaking is including to academic aspect. In term of speaking is the subject that being studied by the student in the college.

B. Review of Previous Study

In this part, the researcher will explore the previous study conducted by other researchers that have similar focus with this study. There are some studies conducted by the previous researchers which inspired the researcher to take the study which examine the relationship between optimism with the

[42] Freih Owayed El-Anzi, *Academic Achievement and Its Relationship with Anxiety, Self-esteem, Optimism, and Pessimism in Kuwaiti Students*, vol. 33(1), (2005), pp. 95–104.
[43] Muharnia Dewi A, Undergraduate Thesis: "*Hubungan Self-esteem dengan Optimisme Meraih Kesuksesan Karir pada Mahasiwa Fakultas Psikologi UIN Syarif HidayatullahJakarta*" (Jakarta: UIN Syarif Hidayatullah, 2010), 4.

speaking achievement in the first-year student in education department of UIN Sunan Ampel Surabaya, because the researcher saw the similar situation on the problem faced by students. The early research was from Martin M. Chemers, Li-tze Hu and Ben F. Garcia, the title is "Academic self-efficacy and first-year college student performance and adjustment". Martin discussed about the problem faced by first-year student. The first-year students often get the depression in the transition from high school to the college life. To solve the problem researcher mentioned that self-efficacy and optimism play a big role in reducing stressful life of college.

The second research was from Brenda Scumacher, the title is "Assessing the relationship between optimism and academic success". Brenda discussed about the association between optimism and academic success as variety of different studies on optimism and school achievement. By using questionnaire, Brenda examines 48 high school students to know the level of dispositional optimism trough their self-efficacy perceptions. The result showed there is no significant association between grade and optimism scores.

The third is the research from Salmaan F. Toor, by the title "Optimism and Achievement: A domain-specific and within-construct investigation" Academic optimism is the general tendency to expect positive outcomes in terms of personal, current and future academic experiences. Academic optimism is similar to general optimism with the exception of academic

optimism's focus on the academic life domain. The study investigated the psychometric properties of the newly constructed Academic Optimism Scale (AOS), as well as the relationships among academic optimism, general optimism, self-esteem and depressive symptoms in relation to academic achievement.

The research by Freih Owayed El-Anzi, with the title "Academic Achievement and Its Relationship with Anxiety, Self-esteem, Optimism and Pessimism in Kuaiti Students" reveals the findings that academic achievement has a positive correlation with optimism and a negative correlation with pessimism. Optimism increase a person ability to tolerate situation and to solve problems, and it may have an effect on academic achievement.[44] The differences compared to this recent study shows that the research conducted by Owayed analyzes the relationship among academic achievement with anxiety, self-esteem, optimism, and pessimism, while this study focuses hardly on the relationship between optimism and students' speaking achievement.

Other study is from Indoo Singh and Ajeya Jha, with the title "Anxiety, Optimism and Academic Achievement among Students of Private Medical and Engineering Colleges: A Comparative Study" this study focuses on

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[44]Freih Owayed El-Anzi, *Academic Achievement and Its Relationship with Anciety, Self-esteem, Optimism, and Pessimism in Kuwaiti Students*, p. 100.

examining the role of optimism that hypothesized to reduce anxiety and enhance academic achievement among medical and engineering students. While this study, focuses on the relationship between optimism and students' speaking achievement at the first-year of English education.

Finally, the researcher concludes that those all previous studies significantly have the similarity and differences with this research. However, those literatures influence this research as the foundation. This research focuses on analyzing the relationship between optimism and student speaking achievement at the first-year of English education department UIN Sunan Ampel Surabaya. In light of differentiating this research with those all previous studies above the researcher states that the different focus of this research is on focus skill of study, and also the location of research will be differentiate the research with those previous research.