

**THE CORRELATION BETWEEN OPTIMISM AND SPEAKING
PERFORMANCE OF THE STUDENTS OF ENGLISH EDUCATION
STUDY PROGRAM AT MUHAMMADIYAH UNIVERSITY
PALEMBANG**

**A Thesis by
RENNY MONICA PUSPITA SARI
06011381520067
English Education Study Program
Language and Arts Education Department**



**FACULTY OF TEACHER TRAINING AND EDUCATION
SRIWIJAYA UNIVERSITY
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Approved by,

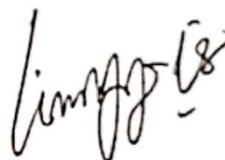
Advisor 1,



Dra. Zuraida, M.Pd.

NIP. 196205051988032004

Advisor 2,



Lingga Agustina Suganda, S. Pd., M. Pd.

NIP. 196907181995121001

Certified by,

**Dean of Teacher Training and Education
Coordinator of English Education Study Program,**



Hariswan Putera Java, S.Pd., M.Pd.

NIP. 197408022002121001

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A Thesis

By

Renny Monica Puspita Sari

06011381520067

This thesis was defended by the writer in the final program examination and was
approved by the examination committee on:

Day : Saturday

Date : December 26th, 2020

Approved by,

Advisor 1,



Dra. Zuraida, M.Pd.

NIP. 196205051988032004

Advisor 2,



Lingga Agustina Suganda, S. Pd., M. Pd.

NIP. 196907181995121001

Certified by,

Dean of Teacher Training and Education
Coordinator of English Education Study Program,



Hariswan Putera Jaya, S.Pd., M.Pd.

NIP. 197408022002121001

DECLARATION

I, the undersigned,

Name : Renny Monica Puspita Sari

Student Number : 06011381520067

Study Program : English Education

Certify that thesis entitled “The Correlation between Optimism and Speaking Performance of the Students of English Education Study Program at Muhammadiyah University Palembang” is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized this work.

Palembang, December, 2020

The Undersigned



Renny Monica Puspita Sari

NIM 06011381520049

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Palembang, December 2020

The Writer

Renny Monica Puspita Sari

06011381520067

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ABSTRACT

The objectives of this research were (1) to find out whether or not there is a significant correlation between the optimism and speaking performance (2) to find out whether or not there is a contribution of optimism to speaking performance. The subject of the research was first and third semester students of English Education Study Program at Muhammadiyah University Palembang with 70 students in total. To collect the data, Learned Optimism questionnaire was used to measure students' optimism and also used scoring system by Martin Seligman (2006) to check their optimism level. The speaking test was used to measure the students' speaking performance. The findings revealed that the value of $r = 0.699$ and the value of $p = 0.000$ showing that there is a significant positive correlation between the students' optimism and speaking performance of the first and third semester of English Education Study Program at Muhammadiyah University Palembang. Second, the contribution of optimism to speaking performance revealed students' optimism gave significant contribution in the level of 48.1% toward speaking performance.

Keyword: *Optimism, Speaking Performance*

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Training and Education, Sriwijaya University

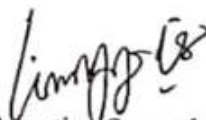
Approved by,

Advisor 1,



Dra. Zuraida, M.Pd.
NIP. 9162050519032004

Advisor 2,



Lingga Agustina Suganda, S.Pd., M.Pd.
NIP. 197908182014042002

Certified by,

Coordinator of English Education Study Program,



Hariswan Putera Jaya, S.Pd., M.Pd.
NIP. 197408022002121001

CHAPTER I

INTRODUCTION

This chapter describes: (1) the background of the study, (2) research question of the study, (3) the objectives of the study, and (4) the significances of the study.

1.1 Background

English is one of the international languages used in business, technical and academic communication, and people all over the world need to learn it. As a global phenomenon, the pattern of globalization makes individuals need to learn English since it will assist their speaking with others from various languages and cultural backgrounds.

In learning English, there are four language skills that should be mastered such as listening, speaking, reading, and writing. The most common problem which faces by students is speaking. Numerous understudies express that they have spent countless years contemplating English language yet can't talk it fittingly and naturally (Bueno, Madrid, & McLaren, 2006).

Spoken language is the basis of communication and plays an important role in communication. According to Harmer (2003), communication occurs because there is communicative purpose between speaker and listener. As a second language or foreign language, the success of learning English depends on students' ability to speak English. In any case, the motivation behind learning English is to empower students to talk so they can convey. Bailey and Savage (1994) express that talking in a second or foreign language has frequently been seen as the most requesting of the four abilities. It implies the interest for talking capacity is high as opposed to the next language aptitudes, in spite of the fact that the other ability can't be thought little of. Cameron (2001) states talking as the powerful utilization of language in expressing the

importance, so others can sort out them. The process of communication conveys the speaker and listener to interpret the message which contains information. According to Nunan (1999), communication is a collaborative achievement in which the speakers negotiate meaning in order to achieve the goals. In other words, both the speaker and listener have to understand each other.

The problem of teaching English as a second or foreign language is most of the students cannot speak English well because they are lack of confidence According to Richards and Renandya (2002), achieving fluency in an oral communication is the primary dream and fundamental inspiration for some understudies to take language courses. At the same time, foreign language students feel frustrated because they cannot participate in their oral skills. Students not just need to utilize the correct grammar or have good pronunciation and vocabulary, but also need to have knowledge of the language Hinkel (2005) states that communication problems occur because the students encounter a word they do not understand, a form of a word they do not know how to use or find that they are unable to express their intended meaning. This issue can be explained by rehearsing more vocabulary and structure, learning and using language in a foreign environment. Students will confront certain emotions that influence their communicated in English, for example, unconfidence, shyness, anxiety, nervousness and stress. This will cause students to become silenced or lost for words in an unforeseen circumstance, which likewise prompts an overall feeling of disappointment.

The speech difficulties can be affected by a person's emotional state, speech is often clearer when a person is feeling confident and relaxed, and this is one of the most important factors to consider when communicating with people who have speech difficulties (Lawtie, 2004, p.2).

The students of English Education Study Program Faculty of Teacher Training and Education at Muhammadiyah University Palembang come from various backgrounds of study. In the study conducted by Arjanggi and

Kusumaningsih (2016) claim that the existence of new responsibilities could drive students to be doubtful on their own ability in adjusting to their academic tasks and new cultures of their friends which then become pressure for them. Moreover, Devi and Mohan (2016) state the college is the best time of life, and these critical years may also be affected by depression, anxiety and stress. As a result, the new college students are assumed having the stressful condition due to many subjects they have to learn and the difference background study they have especially for those who have no English background before.

There are many factors that can support the students in language teaching and learning namely cognitive and affective aspect. The cognitive domain related to the knowledge. The cognitive domain contains learning skills predominantly related to mental (thinking) processes. Meanwhile the affective domain relate to the emotional side of human behavior. The affective domain involves our feelings, emotions and attitudes. The affective domain involves our feelings, emotions, and attitudes (Hoque, 2016). Not only the cognitive aspect but also the affective aspect plays an important role in language learning. Full of feeling perspectives have been viewed as significant as language fitness in language learning achievement (Gardner and Lambert, 1972; Gardner, 1985).

A study done by Méndez López and Peña Aguilar (2013) has identified enthusiastic encounters assume a critical part since behind the purposes behind choosing to contemplate an unknown dialect or stay aware of the undertaking, feelings and sentiments are included. Students who are experienced good feelings that permitted them to have sensations of improved self-adequacy. These sentiments permitted them to validate their language headway, which added to eliminating their uncertainty and giving them certainty. Moreover, students who encountered the negative feelings make them feeling uncertain of having the option to complete the degree caused weakness, which added to their apprehensions. This recognition make students

see English learning as an exceptionally troublesome assignment that they could not achieve. Based on the discussion, the writer takes the positive emotion that is optimism to join its relationship with speaking performance.

Optimism is characterized as the propensity to accept the most cheerful disposition just as the psychological and enthusiastic arrangement about the prevalence of beneficial things over awful ones (Bahadori & Hashemi Nosrat, 2012). Optimism is the belief about a good thing that will happen rather than the bad thing. Carver and Scheier (2002) state that optimist are the individuals who anticipate that great occasions should happen, while pessimist ones are the individuals who hope to confront the awful occurring. It means, the person who is optimist with his/herself will bring the good impact toward their act. Optimism has been identified with positive results, for example, positive development (Carver, Pozo, Harris, Noriega, Scheier & Robinson, 1993) and coping (Dougall, Hyman, Hayward, McFeeley, & Baum, 2001), whereas pessimism has been related to negative outcomes such as depression (Abramson, Metalsky, & Alloy, 1989) and heart disease (Kubzansky, Sparrow, Vokonas, & Kawachi, 2001). Optimism can help learners to against the depression sign as well.

In this study, the writer examined the relationship between optimism and the student's speaking performance of the students of English Education Study Program Faculty of Teacher Training and Education at Muhammadiyah University Palembang.

1.2 Research Question

In this study, the writer addresses the problem dealing with the correlation between student's optimism and speaking performance as follow:

1. Is there any significant correlation between optimism and speaking performance of the Student at English Education Study Program Faculty of Teacher Training and Education in Muhammdiyah Univesity Palembang?

2. How is the contribution of optimism to speaking performance of the Student at English Education Study Program Faculty of Teacher Training and Education in Muhammadiyah University Palembang?

1.3 Objectives of the Study

Based on the problems above, the objectives of this study are to find out:

1. To find out whether or not there is a significant correlation between the optimism and speaking performance of the Student at English Education Study Program Faculty of Teacher Training and Education in Muhammadiyah University Palembang
2. To find out whether or not there is contribution of optimism to speaking performance of the Student at English Education Study Program Faculty of Teacher Training and Education in Muhammadiyah University Palembang?

1.4 Significances of the Study

By conducting this study the finding contribution for:

1.4.1 The Lecturer

This study is expected to give the information to the lecturer in order to have strategies in improving optimism among the students to create supporting environment in class to increase the student's confident and support the learners to get the good achievements in English speaking.

1.4.2 The Student

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

1.4.3 The Researcher

The writer hopes that the result of this study will give the information dealing with the correlation between student's optimism and speaking performance. And also it can be useful for another writer that will conduct the similar study in different place, different skill and with other respondent.

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