

CHAPTER I

INTRODUCTION

A. Background of Study

Previously English was the standard language spoken by only a few countries. Along with the development of the times, now English has become an international language spoken by various speakers around the world (Galloway and Rose, 2017; Tauchid et al., 2022). As cited in (Jain & Kaur, 2013) the use of English at various levels of education with the aim of ensuring the survival of the nation and world competition is increasingly being focused on. Therefore, the Indonesian government through the Ministry of Education and Culture makes policies related to English in Indonesia. Therefore, the Indonesian government through the Ministry of Education and Culture makes policies related to English in Indonesia. It designed the Indonesian education curriculum for English subjects with the aim of integrating the four elements of skills (writing, reading, speaking and listening) (Mukminin et al., 2015).

Being a non-English speaking nation, learning English as a foreign language has been difficult for Indonesian students. As they study English, students would gain knowledge of the language, starting with its sounds, letters, words, and phrases before moving on to sentences and paragraphs. For Indonesian English students, difficulties would come from the sound system, vocabulary, phrase formation, sentence construction, and even social culture (Trisnadewi, 2019). Despite its complexity, the Ministry of Education and Culture has made English in Indonesia a part of national policy. The four language skills—listening, speaking, reading, and writing—as well as other language components have been integrated into the Indonesian curriculum for senior high school English classes. Even though senior high schools have required English as a subject, many of these pupils find it difficult to communicate in English with their teachers or their peers (Mukminin et al., 2015). As stated by Young, 1990 in Rajitha & Alamelu, 2020, “Speaking in front of the class and on-the-spot activities, in the pupils' opinion, cause a very high level of anxiety”.

Anxiousness is one of the problem that foreign language learners always encounter most of the time (Güliz, 2013). Over the past few decades, the concept of second language (L2) anxiety has been receiving more and more attention in the area of second language acquisition (SLA) (Daubney, Dewaele, and Gkonou 2017; Ozdemir & Papi, 2021). The very essential and effective way of human communication is speaking. From that, people are able to exchange various point of view, ideas and other knowledge to one another. From the pupil's point of view, English oral performance activities which has the highest level of anxiety compared to the other 3 skills that they always encountered (Young, 1990; Rajitha & Alamelu, 2020).

The evidence for the bad impact of anxiety of L2 speaking has found by the researchers that examined from varied conditions of phenomenon (e.g., Ahmetović, Bećirović, and Dubravac 2020; Hewitt and Stephenson 2012; Phillips 1992; Şimşek and Dörnyei 2017; Tóth 2017; Woodrow 2006; Ozdemir & Papi, 2021), motivation (e.g., Papi 2010; Papi and Teimouri 2014; Teimouri 2017; Ozdemir & Papi, 2021), willingness to communicate (e.g., Hashimoto 2002; Khajavy, MacIntyre, and Barabadi 2018; Ozdemir & Papi, 2021), interaction (e.g., Gregersen and Horwitz 2002; Tóth 2017; (Ozdemir & Papi, 2021), persistence (Bailey, Onwuegbuzie, and Daley 2003; Ozdemir & Papi, 2021), and achievement (Al-Khotaba et al. 2019; Bailey, Onwuegbuzie, and Daley 2003; Gardner and MacIntyre 1993; Horwitz 2017; Horwitz, Horwitz, and Cope 1986; MacIntyre 2017; Ozdemir & Papi, 2021). The main reason the writer took the title was to know about the high school student's mindset towards their L2 speaking ability and performance.

In the current research, the target of this study is university students from one of the universities in Cirebon. Despite the large amounts of English learners, the fear in EFL oral performance seems to be an interesting case to investigate. As stated by (D. He, 2013) to get a good quality occupation, the undergraduates are expected to have a good communication in English to prepare facing for the future challenges. Most importantly English Oral communication. (Nordin & Broeckelman-post, 2019) said that the effective communication is an uncommon and highly sought after skill. Employers claim that among the most sought-after yet

difficult to obtain abilities in college graduates are communication skills, which include public speaking, teamwork, leadership, interpersonal, and intercultural skills. Hence, university students ought to prepare themselves to be able to use good English for the purpose of getting a big opportunity to have a good quality job in any field.

B. Rational Research

Assumptions, beliefs, and methods that are held by people or a group of people are called mindsets. Even we know it or not, these beliefs are the crucial factors in successfully achieving the desires we have (Schroder et al., 2017; Dweck, 2016; Gollwitzer, 2012). It means that our notions influenced every side of our processes in life. By turning on the right mindset, you can more easily overcome problems that you face every day (Schroder et al., 2017; Gollwitzer & Keller, 2016). Cited from (Black & Allen, 2017), one of the 'noncognitive' variables in learning is mindset. The educational literature has long referred to subject knowledge and academic skills as components of cognitive learning, so we're stuck with the language even though all abilities, strategies, attitudes, and behaviors obviously have a cognitive component.

As mentioned by Horwitz et al (1986, 127) in Altunel (2019) they were the first researchers to deal with anxiety in language learning. They define speech anxiety related to foreign language anxiety as “a distinct complex of self-perceptions, feelings and behaviors associated with language learning in the classroom arising from the uniqueness of language” i.e. language learning process. They came up with a theory on language learning anxiety based on some background information and empirical data. This hypothesis of foreign language anxiety has three interrelated parts: communication anxiety, fear of failure, and exam anxiety. Balemir (2019) in (Öztürk & Gürbüz, 2013) examined the majority of research on the relationship between foreign language learning and affective variables focuses on self-esteem, risk-taking, extroversion, motivation, and anxiety. These factors may have a positive or negative impact on language learning. Anxiety is a significant aspect of the affective domain. The use of EFL students' language mindset to overcome their speaking anxiety is not fully understood in this study.

In this study the student's mindset of university students towards foreign language speaking anxiety would be investigated based on the implicit theory of mindset. Every student does not have the same beliefs, behaviors, needs and skills, but all of that can differentiate one student from another. There is one more thing that can distinctive among learners which is called mindset. As Dweck (2006) in Altunel (2019) developed a new concept called "mindset" that makes all the difference in learning and teaching. This new and widely accepted idea suggests that people can have one of two mindsets: fixed mindset or growth mindset. Qualitative methods would be used by the author in the present study. As Hoepfl (1997) stated in (Denise, 2015) in phenomenological inquiry or qualitative research, a naturalistic approach is used to understand phenomena in specific context settings.

C. Urgency of the Research

Despite many of studies on foreign language speaking anxiety, two research gaps stand out in particular: First, the existing research on foreign language speaking anxiety pays great attention to the problems and consequences of speaking anxiety. However, such investigations into the context of mindsets have yet to be explored (Suleimenova, 2013).

Second, the relationship between mindset (fixed and growth) and foreign language speech anxiety in university students has not been fully explained in the empirical research. Moreover, the writer is only aware of a very small number of research that have looked at the relationship between the use of students' language mindset in overcoming their foreign language speaking anxiety. To clarify which group of language mindsets are the students and to analyze their response in connection with their foreign language speaking anxiety are the main case of this study. To sum up from the previous studies, the research only focused on pupil's attitude when they face foreign language speaking anxiety depends on their language mindset.

D. Research Question

The theme of this study is “Analysing EFL University Students’ with Growth Mindset In Overcoming Their Speaking Anxiety: A Case Study.” Based on the background of the study above, the writer composed one research question, the question is:

1. What anxieties are felt by the students
2. How the growth mindset students respond to their foreign language speaking anxiety

E. Research Objective

The aim of this research is to analyze anxiety that are felt by the students and to analyze their respond in their foreign language speaking anxiety.