

CHAPTER II

LITERATURE REVIEW

A. Mindset in Language Learning

As cited by (Lou & Noels, 2017) so many learners think that advancing language needs a specific talent (e.g., "some people are good and some people are not at languages"). Lou & Noels, 2017 are also stated that researchers are interested in the language learners' behaviour towards learning a certain language, so they raised language aptitude as a theme of the research. In the context of education, mindsets provide a crucial foundation for understanding students' motivation and success. Every learners have different beliefs, behaviours, needs and skills from each other (Altunel, 2019).

The way students perceive learning, engagement in learning, learning potential, and future study habits are influenced by their mindset (Dweck, 2006; Chan et al., 2020; Sum et al., 2022). Language mindset are said to be significant because they affect how people react to challenging circumstances (Dweck, 1999; Mercer & Ryan, 2010; Lou & Noels, 2017). As mentioned by Lou & Noels (2017) state that, almost all students' that learn foreign language has a situation that their capacities were challenged, as the result of that they experienced an awkwardness or even unsuccessful communicative interaction. How learners approach problems and respond to making mistakes has been the subject of some study on individual variations in L2 acquisition (Gan, Humphreys, & Hamp-Lyons, 2004; Horwitz, 2001; Lou & Noels, 2017). Diener & Dweck (1980) in Lou & Noels (2017) in general, psychology research has distinguished two major groups of reactions to failure situations: growth mindset and fixed mindset reactions. Yu & Mclellan, 2020 in this journal cited that there are two ways students can consider the nature of their mindset. Fixed and growth mindsets are the two dimensions in mindset theory that can differentiate the students' view when they learn something.

According to Dweck & Legget's (1988) in Lou & Noels, 2017 in the social-cognitive approach, a mediation model is proposed, according to which mindsets influence students' accomplishment objectives, which in turn forecast various patterns of helpless and mastery reactions. Learning goals (sometimes referred to

as mastery goals), where the objective is to gain information and increase skill for its own sake, and performance goals, where the objective is to exhibit and verify knowledge and ability, are two significant objectives that learners hold. Incorporating this goal-oriented strategy into a framework for language learning, Woodrow (2006) in Lou & Noels, 2017 found that language anxiety was positively correlated with both performance approach objectives and performance avoidance goals. Furthermore, low performance on oral tests was linked to performance-avoidance goals.

From many researchers it can be concluded that students have different mindsets and response towards language learning, which influences their point of view in overcoming the difficulty situation in language learning. In this study the writer is used the implicit theory by Dweck that divided language mindset into two categories such as fixed and growth mindset for the purpose of answering the research questions.

1. The Fixed Mindset

As mentioned by Lou & Noels (2017), state that a fixed mindset' people believe that characteristics, traits, and level of intelligence are given. As Hong, Chiu, Dweck, Lin, & Wan, (1999) in Yu & McLellan, (2020) said that people who have been exposed are more likely to perceive effort as a sign of low aptitude than people who have been exposed to a growth mindset.

The fixed mindset people tend to understand the gap between their current performance and their intended level of performance when they are faced with obstacles (Burnette et al., 2013). They may prove their lack of skills by preventing such threatening situations to protect their self-esteem. According to Robins & Pals, 2002 in Lou & Noels, 2017 the fixed mindset people feel even more helpless and insecure. As stated by Elliot and Church 1997 in Zilka et al., 2022 challenges and endeavors that rely on innate intelligence would be avoided by them, and they are likely to feel intimidated by the successful co-workers.

From the theory of social-cognitive by Dweck & Leggett to explain the different reaction to failure that arise, the mindset leads to achievement goals. The pupils that show negative responses towards the difficulty in language learning is categorized

as to hold helpless responses. Where helpless responses people are hold performance goals and performance avoidance.

The writer concluded from several studies that have explained individuals who have a fixed mindset indicating that they have a performance approach and performance avoidance in language learning. To understand the language mindset theory and to find out which students are categorized as fixed mindset or growth mindset the writer used the mindset theory by Carol Dweck (1988).

2. The Growth Mindset

As mentioned by Zilka et al., (2022), state that individuals who have a growth mindset feel that personal attributes may be developed by working hard and students succeed more when they have a growth mentality because it encourages them to put out effort. Dweck & Leggett, (1988); Mangels, Butterfield, Lamb, Good, & Dweck, (2006); in Zilka et al., (2022) stated that a growth mindset's pupils tend to emphasize learning targets ("becoming smart", "improving skills"), value the effort, and acknowledge the failures as learning chances. Dweck & Leggett (1988) in Lou & Noels (2017) stated that they who are able to focus on finding tough activities, continuing to strive even in the face of high potential failure, and preserving mastery in spite of difficulties are the people that have a growth mindset hold a learning objective and show a mastery responses. Woodrow (2006) in Lou & Noels, 2017 discovered that learning objectives were connected to effort, motivational intensity, perseverance, and oral exam performance. The people who have a mastery responses tend to show a positive emotion even they face a difficulty.

Therefore, it is believed that growth mindsets are needed for pupils' determination and long-term success (Yeager & Dweck, 2012 in Zarrinabadi et al., 2021). Understanding the theory of mindset by Carol Dweck (1988) that has explained based on the research may help the writer to find out which student has the same belief as what have been mentioned by the researchers.

B. Foreign Language Speaking Anxiety

English is the language that people use worldwide to communicate internationally in the field of education, business etc., yet people still find it anxious

to speak in English. According to Doms, (2003) in Latif, (2015) English has reportedly become a crucial part of almost everyone's life and now affects all spheres of society. As mentioned by Latif, (2015) state that language anxiety is one of the variables that affects language learning. According to Horwitz et al, (1986) in Çağatay, (2015) there are three correlative components in the foreign language anxiety theory which are (1) communication apprehension (2) fear of negative evaluation (3) test anxiety. As defined by Horwitz et al. (1986) in Öztürk, G., & Gürbüz, (2014) "fear when communicating with others because of feelings of embarrassment" is a anxious of communication. Exam anxiety includes exams in the language learning process which is defined as "fear of failure that affects poor performance.". Finally, Anxious of negative evaluation refers to "worry about the evaluation others give, avoid evaluative situations." According to Rajitha & Alamelu, (2020) speaking anxiety can range in severity from mild "nervousness" to terrifying horror. Hand trembling, sweat, shivering, panic, forgetfulness, blankness, butterflies in the stomach, dry mouth and throat, a quick heartbeat, and a squeaky voice are the most common symptoms of speaking anxiety. Anxiety levels differ from person to person, based on their bodily and psychological condition, as well as the demands of any particular circumstance.

Numerous studies have been conducted in the relation to pupils' nervousness when speaking a foreign language. In his study, Price (1991) discovered that speaking in front of peers causes foreign language learners a great deal of anxiety because they worry about pronouncing words incorrectly and getting teased. Similar results were discovered by Koch and Terrell (1991) in regards to students' speaking phobia. They asserted that the Natural Approach's investigated activities—such as oral presentations, role-playing, and defining words—are those that cause the most anxiety (Öztürk, G., & Gürbüz, 2014).

As stated by Hyland, (2009) in Pitura, (2022) despite the numerous research about the oral performance, it is still to be the most anxious language skill. Despite of the difficulty, higher education students still have to utilize language to communicate verbally in a range of circumstances, such as to share ideas or demonstrate understanding, while also studying knowledge in their subject. In

doing so, students produce texts in the genres fundamental to academic oral communication, such as presentations, discussions, debates, in formal and informal exchanges with academics and peers.

C. Previous Study

Speaking is often seen as the most important and successful form of human communication, the evidence that speaking is important communication is that people can communicate information, including ideas, opinions, and points of view, through this procedure. Therefore, speaking is the most important aspect of learning any language (Rajitha & Alamelu, 2020). Daly, (1991) in Suleimenova, (2013) mentioned that speaking is seen in the educational field as a necessary and advantageous personal quality. Although, speaking is a very important aspect, there are still many students who are anxious of their speaking skills in the target language. As stated by MacIntyre & Gardner, (1991); Phillips, (1992); Young, (1990 in Idrus, (2022) speaking a second or foreign language has historically been seen to be the language-using activity that causes the most anxiety. It was also founded by Furnham, A., & Medhurst, S. (1995) in Idrus, (2022) that people with strong linguistic ability were also more likely to become anxious when speaking. According to Hidayati, (2018) in Andi et al., (2022) English anxiety is influenced by a number of variables, including sociodemographic characteristics, environmental circumstances, instructor characteristics, and psychological features. Hidayati, (2018) in Andi et al., (2022) also mentioned that include psychological elements are self-perception, self-esteem and self-confident.

For supporting and approving the originality of the research, the researcher has analyzed some of the relevant studies in conducting the research. The first is a study by Ozdemir & Papi, (2021). This study's major goal is to investigate why some of these ITAs have crippling levels of anxiety while using English in their lectures while others could feel comfortable utilizing this language to instruct native English speakers. Although there are undoubtedly many contextual and individual factors contributing to this variation, in this study we would concentrate on the importance of linguistic mindsets as origins of the ITAs feelings of L2 speaking fear and self-confidence. The collecting data of this study used questionnaire. Adapting and

developing the theory of Horwitz, Horwitz, and Cope (1986) in order to measure and to reflect ITAs anxiety in speaking situation. To scale the language mindset of the ITAs, this study adapted Dweck's mindset theory.

Ozdemir & Papi, (2021) found that L2 speaking self-confidence and anxiety were not just a result of the learners' L2 competence level and the hard nature of the teaching or learning circumstance. Instead, the belief and motivational systems of the learners also appeared to be significant in these emotional experiences. Different learners appeared to live in two separate semantic universes where the terms challenge, errors, failure, success, competence, and talent have quite different connotations. Only via a thorough knowledge of these many meaning systems can we develop psychological therapies that can successfully alter these systems and the resulting emotional and behavioral effects on learners.

Khajavy et al., (2022) study is the second relevant study. The discussion of this research is to explore the domain-specificity of language mindset, with a focus on reading mindset in a foreign language (L2). Then, Further investigation was done to see if, in addition to general language thinking, the mindset of L2 readers may predict a number of L2 reading-specific outcomes, such as L2 reading achievement and L2 reading emotions. There were 485 Iranian university students during regular hour classroom as the participants of this study. In conducting the research of this study, a questionnaire and an L2 reading comprehension test were used to collect the data. The results of the confirmatory factor analysis indicated the existence of two factors, representing the fixed and growing categories, for both the general language mindset scale and the L2 reading mindset scale. Additionally, the results of hierarchical multiple regressions showed that included L2 reading attitudes considerably increased the amount of variation in L2 reading anxiety, L2 reading enjoyment, and L2 reading accomplishment that could be explained. The research's findings confirmed the incremental validity of the L2 reading mentality since it was able to predict L2 reading results in addition to general language attitude. The domain-specificity of linguistic mentality is experimentally supported by this observation. Therefore, the particular function that L2 reading attitude plays

in L2 reading competence should be understood by both L2 researchers and instructors.

The third research is by Zarrinabadi, Lou, Darvishnezhad, et al., (2021). The effects of praise for intellect and praise for effort on Iranian EFL learners' linguistic attitudes, perceived communication ability, speaking anxiety, and willingness to communicate (WTC) were investigated in this study. Students in three English classes (N = 63, all junior high school students) at a private language institute completed self-report scales on language mindsets, perceived communication competence, speaking anxiety, and WTC before being randomly assigned to praise for effort, praise for intelligence, or control conditions for 14 classroom communication sessions. Follow-up Interviews with 12 students yielded further qualitative evidence that demonstrated that encouraging effort boosted students' development mindsets and decreased their speaking fear, which in turn enabled WTC. The outcomes of the quantitative study showed that encouraging learners' efforts improved their growth mindsets, communicative skills, and WTC and reduced their speaking fear. However, pupils' development attitudes were reduced when they received praise for intellect or none at all. Students' WTC further fell and their speaking anxiety rose when they were complimented on their brilliance.

The fourth relevant research is by Ocampo, (2017) this research explored the intrinsic and extrinsic motivational styles of Japanese university students, providing insight into how they see learning English grammar and reading as well as their attitude and beliefs in this area. Written questionnaires were used to examine Japanese university students' motivation for learning English grammar and reading based on Dweck's ideas of fixed vs. development mindset. To gather data for this study, a classroom observation was also undertaken. According to the results, 73% of participants tended to have a fixed mentality mixed with a little amount of growth mindset, while 19% had a growth mindset mixed with some degree of fixed mindset, 6% had a strong fixed mindset, and 2% had a strong growth mindset. This shows that in order for these children to succeed in learning English, they need to be encouraged to be more pro-failure and accepting of errors.

The fifth relevant study is by Amelia (2022) the purpose of this study was to determine whether there was a connection between unfavorable thinking patterns and students' nervousness when speaking English at one of universities in Kupang. Students majoring in English at one of universities in Kupang participated in this study throughout semesters I, III, V, VII, and IX. There were 130 students that participated in this study. Quantitative research is used in this study. Correlational research is the methodology employed. The analysis's findings indicate that negative thought patterns and anxiety among English-speaking people have a correlation coefficient of 0.434, with a significant value of 0.000 0.05.

This study raised the theme of the students' perspective on facing foreign language speaking anxiety. This research comes from the writer's observations, which, as is well known from previous studies on the pupils' anxiety in L2 speaking, have not been fully explored the foreign language speaking anxiety in the language mindset. In addition, according to the writer's knowledge, there are still few studies that focus on the pupils' language mindset as perspective in facing foreign language speaking anxiety. As a research urgency, this study discusses their respond towards their foreign language speaking anxiety. This study was adopted from research by Ozdemir & Papi, (2021) and Ocampo, (2017) using qualitative case study methods and using IPA (Interpretative Phenomenological Analysis).

D. Conceptual Framework

The Theory of Mindset by Carol Dweck 1988

