

CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, the problem of the study, the objective of the study, the significance of the study, the hypothesis of the study, the and criteria for testing the hypothesis.

A. Background of the Study

Mindset or an individual's belief in their own abilities has been shown to have a significant impact on learning. In the context of learning a language, a mindset is the belief that abilities can be developed through effort in learning. In general, Mindset is defined as a set of attitudes or beliefs that we hold. This mindset will influence our perception and how we live in the world. According to Yunus (2014, p. 38) explains the definition of mindset. Mindset is the way the brain and intellect receive, process, analyze, perceive, and make conclusions about information that enters through our senses.

Mindset has a relationship with language according to Suriasumantri (2010, p. 173, as cited in Suhendi 2017) that humans can think well because themselves have language. Without language, humans cannot think in complex ways and abstractly as is done in scientific activities. Similarly, without language, a person cannot communicate his knowledge to others other. With language, one is also able to formulate factual objects into abstract language. According to Siregar (2012) said that the relationship between language ability and thinking ability influences each other. The ability to think affects the ability

to speak; on the other hand, language skills affect thinking skills. Somebody with low thinking ability will have difficulty composing good, logical, and systematic sentences.

In learning a language specifically English there are four language skills namely: listening, speaking, reading, and writing. According to Afshar and Asakereh (2016), speaking is one of the English skills which are important to exchange information and communicate with each other. Speaking helps the students to build social interaction. The students can interact and share their ideas, opinions, feelings, and information through speaking. The students are expected to be able to speak and communicate in English fluently and correctly. It is very important for them to communicate with each other inside or outside of the class. Without practicing English, the students cannot express their idea spontaneously for speaking ability. The students should practice speaking many times to help them to improve their speaking ability.

According to Nurraida and Muharrani (2022) mastering speaking was not enough only to be a grammar expert, listening, reading, and have a lot of vocabulary, because there are a lot of students who have the skill mentioned above but they do not have good performance in speaking because they are afraid to apply their speaking ability in front of a colleague and it's all may be caused they do not have a good mindset. Gunawan, (2007, cited in Nurraida and Muharrani 2022) also argue that A good mindset helps you feel confident that you can do anything. As is often the case at school, some students are good at

vocabulary, listening, and grammar, but have a bad attitude, are nervous about speaking in front of many people, and are afraid to speak in error.

Based on pre-observation conducted by the writer on February 27, 2023, with lecturers who teach speaking courses in the English study program at Baturaja University as respondents. The results obtained from these observations. The respondent said that 74% of the students they taught in the speaking course, students with good level said that had good self-confidence when speaking in front of the class with gestures, body language, expressions and also the respondents said that the students that they taught were able to get enough grades in that course because they already met the criteria set good at speaking. According to Nasrullah (2019), the criteria of speaking includes pronunciation, grammar, fluency, vocabulary, and comprehension. But, 26% it's just that there are some students who are still not confident because they are not really fluent in speaking.

Thus, from the results of these observations, the writer has a purpose to find out if is there a significant correlation between mindset and speaking ability, so it is very interesting to research with the title “The correlation between students’ mindset and students’ speaking ability in English education program at Baturaja University.”

B. Problem of the Study**1. Limitation of Problem**

Their study was limited to the correlation between students' mindset and students' speaking ability in the English education program at Baturaja University.

2. Formulation of Problem

Based on the background above, the problem of this study was formulated in question: What was the correlation between students' mindset and students' speaking ability in the English education program at Baturaja University?

C. Objective of the Study

Based on the problems mentioned above, the objectives of this research were: To find out the correlation between students' mindset and students' speaking ability in the English education program at Baturaja University.

D. Significance of the Study

The writer expects that the result of this study was useful to the students, teacher, writer herself, and also the study program.

1. To the Students

This research can find out the correlation between students' mindsets in speaking English ability.

2. To the Lecturer

This research can provide benefits for the lecturers of the English Language Education Program at Baturaja University to find out the mindset of students in speaking English, so that teachers understand the size of their intelligence, such as their performance, challenges, and problems.

3. To the Writer

The result of this study for the writer was to increase knowledge, experience, and researcher's ability.

4. To the Study Program

The results of this study can make a good contribution to the development of improving the quality of mindset and speaking skills for students in the future.

E. Hypothesis of the Study

According to Creswell (2018), hypotheses were predictions the researcher makes about the expected relationships among variables. The hypothesis of this study is “the alternative hypothesis (H_a) and the null hypothesis (H_0).”

The hypothesis was presented below:

1. The Alternative Hypothesis (H_a): There was a significant correlation between students' mindsets and students' speaking abilities.
2. The Null Hypothesis (H_0): There was no significant correlation between students' mindsets and students' speaking abilities.

F. Criteria for Testing Hypothesis

The purpose of the criteria for testing the hypothesis is to accept and reject the null hypothesis.

1. If the significance value of the t-test is < 0.05 then H_0 is rejected, meaning that there is a correlation between students' mindset and students' speaking ability in English education program at Baturaja University.
2. If the significance value of the t-test > 0.05 then H_0 is accepted, meaning that there is no correlation between students' mindsets and students' speaking ability in English education program at Baturaja University.

In this study, the significant value is $0.818 > 0.005$, meaning that the significant value is accepted.