

CHAPTER II

LITERATURE REVIEW

This chapter discusses the theoretical framework related to the concept of correlation, the concept of students' mindsets, and the concept of speaking. This chapter also discusses related previous research that was relevant to this research and shows the conceptual framework of this research.

A. Theoretical Framework

1. Concept of Correlation

Creswell (2012) states that correlational research designs, investigate the correlation statistical test to describe and measure the degree of association (or relationship) between two or more variables or sets of scores. Furthermore, Correlation research assesses two or more variables in a single group (Ibrahim et al., 2018). An advantage of correlation research was that it provides information about the strength of the relationship between variables. Correlation research produces indexes that show both the direction and the strength of the relationship among variables. This index was called a Correlation Coefficient. The correlation coefficient was a measure of correlation strength that can range from -1.00 to 1.00.

This research was about the correlation of two variables. The mindset of students toward speaking ability (X) and speaking ability (Y), meaning that the

mindset of students toward speaking ability was the independent variable, and the ability to speak was the dependent variable.

2. Concept of Student's Mindset

The success of learning was not only related to the method and appropriate teaching strategies but also related to the approach to the teacher's mindset and the students themselves. The correct student mindset approach from the start affects the entire life of these students in the future. The definition is adapted to the context needed by the researcher. In general, mindset is defined as a set of attitudes or beliefs that was held. This mindset will influence one's perception and how one lives in the world. According to Yunus (2014, p. 38) explains the definition of mindset. Mindset also known as a mindset is the way the brain and intellect receive, process, analyze, perceive, and make conclusions about information that enters through our senses.

According to Lou and Noels (2016) stated that mindset was a better predictor of language motivation and outcomes. Students with a growth mindset have a different outcome than a fixed mindset. According to Zeng et al. (2016) stated that students with a growth mindset think their academic achievement is learning, growing, and developing. However, fixed mindset students will conceive everything as a measurement of their intellect, such as their performance, challenges, and troubles. It can make them only prefer the things they usually do.

These mindsets not only shape students' beliefs, goals, and behavior but may also influence their long-term academic trajectories. Given the divergent consequences of holding a growth versus a fixed mindset for student learning and motivation (Burnette et al., 2013), if the mindset of students is positive, students can improve their speaking ability. If the student's mindset is negative, the researchers can find and solve the problem that causes the student to have this negative mindset. So to achieve success in applying the mindset, the teacher needs to know the students' mindset toward speaking ability because it is useful in improving the quality of students' speaking in class.

So, based on the theory above, the writer can conclude that the mindset of students toward speaking ability was a mindset that can shape their goals, student behavior, performance, challenges, and problems so that the mindset that develops can influence student academic achievement. researchers must know and identify students' mindsets in learning to be successful in speaking well.

According to Dweck (2015), there were two kinds of mindsets in this world:

a. Fixed Mindset

This fixed mindset was based on the belief that qualities someone already set. The fixed mindset indicator was having the belief that intelligence, talent, and traits are a function of heredity or heredity that cannot be changed, avoiding existing challenges, giving up easily, assuming no effort will change the situation, and not taking advantage of the criticism of others. The fixed mindset indicator was having the

belief that intelligence, talent, and traits are a function of heredity or heredity that cannot be changed, avoiding existing challenges, giving up easily, assuming no effort will change the situation, and not taking advantage of the criticism of others. If someone has a certain amount of intelligence certain personality and a certain moral character. Characteristics of people with a fixed mindset that is:

- a) Have the belief that intelligence, talent, and nature were a function of heredity/heredity,
- b) Avoiding challenges,
- c) Give up easily,
- d) Considering effort is pointless,
- e) Ignoring criticism,
- f) Feeling threatened by the success of others.

According to Fajri (2022), there were several examples of the fixed mindset, namely:

- a) People who believe that talent and intelligence are fixed.
Someone with a fixed mindset has the belief that skills and expertise are innate and permanent or cannot be changed.
- b) Avoid challenges and failures.
Someone with a fixed mindset does not like to experience failure, because failure to achieve good results is considered a confirmation of one's capabilities. Failure according to them shows their

incompetence. This causes people with a fixed mindset to tend to avoid challenges that they think provide opportunities for failure.

- c) Ignoring feedback and criticism from others.

Someone with a fixed mindset also tends to ignore feedback and criticism from others because for them feedback and criticism from others is a way of personal attack on them.

- d) If you see other people succeed, you feel threatened.

Someone with a fixed mindset, feel threatened by the success of others because they consider themselves smart and do not need inspiration or learn from others.

- e) Hiding flaws from others so you won't be judged.

Someone with a fixed mindset will go to great lengths to appear smart. They tend to cover up their shortcomings and avoid discussing their shortcomings or mistakes. They are very likely to commit fraud because they regard success status as very important.

- f) Trusting that trying hard is meaningless.

Someone with a fixed mindset views self-development efforts as futile because they think that their abilities are innate and that have been attached to them since birth.

- g) Easy to give up.

Someone with a fixed mindset, very easily gives up in the face of challenges and difficulties because in their minds it is embedded that their abilities are innate and hard work is futile.

b. Growth Mindset

This growth mindset was based on the belief that a person's basic qualities are things that can be cultivated through effort although humans may differ in all respects, in talent and everyone's initial abilities, interests, or temperament can change and develop through treatment and experience. Students who have a growth mindset was a person who believes their potential can grow with increasingly difficult challenges. They believe that everything can be achieved by studying anything. Growth Mindset indicators include having the belief that intelligence, talent, and traits are not a function of heredity or descendants, accepting the challenge and earnestly running it, keeping the view forward from failure, having a positive view of effort, and learning from criticism. The learning process will find challenges and obstacles, but they believe it can be overcome with effort and persistence will succeed. When they fail, they look for strategies and solutions, asking others for help when needed. The characteristics of people with a growth mindset were:

- a) Have the belief that intelligence, talents, and traits are not heredity function
- b) Accept the challenge and seriously run it
- c) Stay foresight of failure
- d) Have a positive outlook on business
- e) Learn from criticism

- f) Find lessons and get inspiration from people's successes and other

According to Fajri (2022), there were several examples of the growth mindset, namely :

- a) Confidence to increase intelligence.

Someone with a growth mindset believes that their abilities and intelligence can be developed through dedication and hard work.

- b) Believing failure to be a temporary setback.

Someone with a growth mindset believes that failure is only temporary because failure to achieve good results is considered self-correction to keep up the enthusiasm to achieve the desired success.

- c) Willing to accept challenges.

Someone with a growth mindset, they don't see challenges as something threatening, but instead, they see challenges as opportunities to grow.

- d) Opportunities to learn are seen as feedback.

Someone with a growth mindset also tends to really appreciate feedback and criticism from others because for them feedback and criticism from others was a way of knowing where they were wrong.

- e) The source of inspiration can be seen in the success of others.

Someone with a growth mindset likes to see other people's success and used it as inspiration or a place to learn for the future.

3. Concept of Speaking

There were some parts explained here, they were the definition of speaking, the element of speaking, and the function of speaking.

a. Definition of Speaking

Bailey in Bahar (2014, p.1) argues speaking was the capability which was express the main what we want to extend it means that how the people are able to acquit in expressing their ideas.

Many research reports show that people used speaking for a variety of different purposes. Some people speak, in conversation, for instance, to make social contact with people who speak, to establish rapport (understanding), or to build social relationships between two people or more. Some engage in discussion with someone, on the other hand, to speak or express opinions, to persuade someone about something, or to clarify information In some situations, some speak to give instructions or to get 5 things done. The other use speaking to describe things, to complain about people's behavior, to make polite request, or to entertain people with jokes and anecdotes (Bahar., 2013, p. 14).

According to Asmayanti and Amalia (2014, p. 4), Speaking was an interaction between two or more people to give and get an idea when they have spoken. It can make students work together in speaking and the students can practice it in a realistic setting.

As previously stated that speaking was the act of saying something orally in which the act is built by a language system containing grammar, vocabulary, pronunciation as well as cultural awareness in spoken discourse. Speaking not only occurs in a social context but also occurs in a classroom context where students learned and practice using a foreign language (Bahar, 2013, p. 22).

Based on the quotation above, the writer formulated that speaking is one of the elements in English which is important because have good speaking, we can speak fluently and accurately.

b. The Element of Speaking

There were components of speaking vocabulary, pronunciation, grammar, and fluency. Researchers use this theory.

1. Vocabulary

According to Nasrullah (2019) Vocabulary was the most important thing to be known or to be matted for people who want to have skill in speaking. It is very important because the weapon of speaking is vocabulary, without vocabulary we would not be able to say something in this case, vocabulary is the first element of speaking. Vocabulary acquisition is an area of language learning more amenable than most to such techniques as this.

2. Pronunciation

According to Nasrullah (2019) In this approach, pronunciation attended to be identified with accuracy with the accurate production of individual phonemes However, with the advent of communication approaches to language teaching. Pronunciation began to be viewed as integral to communicative competence. Definitely, pronunciation cannot be separated between intonation and stress. Pronunciation, intonation, and stress are largely learn successfully by imitation and repetition.

3. Grammar

According to Nasrullah (2019) Grammar, in reality, most student has the impotence to express their ideas. To master grammar, students should be able to increase their learning of English in grammatical so that they will be able to get plus when they speak well because they have good grammar A good have, it makes the people also who hear what we say can understand.

In the communicative grammar translation method, grammar isn't taught merely for studying language rules but for helping students to infiltrate language rules for the sake of developing listening, speaking, reading, and writing skills in a better way.

4. Fluency

According to Nasrullah (2019), Fluency can be defined as fluency or accuracy to speak. When the students have the

capability in this fourth element, they will not spend much time expressing the message, because they have only a small number of pauses and "us" or " errs ". Fluency: This means speaking fluently demonstrating a reasonable rate of speech.

C. The Function of Speaking

Speaking is one of the languages knacks to interact and communicate with someone. The function of speaking skills is to express an idea, feeling, or thought, and it can express spontaneously orally. According to Nurdin (2020, pp. 44-70) say that for most people the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication. Speaking also helps to get the latest information in the world about all fields such as economics, socio-politics, education, and others in this world which in English is used as a global language.

B. Previous Related Study

In conducting this study, the writer used the relevant previous studies to help improve the study. In conducting this research, the writer used relevant previous research to help improve the study. The first study was entitled "The Correlation Between Students' Mindset and Speaking Skill: A Correlational Study" conducted by Nurraida and Muharrami (2022). The purpose of this

study was to find out whether there was a significant correlation between students' mindsets and speaking skills at MTsN 6 Aceh Utara. Research conducted by Nurraida and Muharrami (2022) has similarities with this study, namely focusing on students' mindsets towards speaking, the difference from previous research is that research by Nurraida and Muharrami (2022) was conducted at MTsN 6 North Aceh while this research was conducted at Baturaja University.

The second study entitled "The Correlation Among Mindset, Personal And Social Responsibility, And English Achievement of Educational Sciences Department Students of Fkip Sriwijaya University" was conducted by Maharani (2021). This study aims to determine whether or not there is a significant correlation between mindset and language achievement in English; the correlation between personal-social responsibility and English achievement; and the correlation between mindset, personal-social responsibility, and English achievement of students of the Department of Education, FKIP Sriwijaya University, for the 2020/2021 academic year. Research conducted by Maharani (2021) has something in common with this research, which is focused on the mindset of students, the difference is that previous research was conducted by Maharani (2021), namely conducting research to find out whether or not there is a significant correlation between mindset and English achievement; the correlation between personal responsibility -social d an achievement in English; and the correlation between mindset, personal-social responsibility, and English language achievement of

students of the Department of Education, FKIP, Sriwijaya University, for the 2020/2021 academic year. While this study focuses on students' mindsets regarding speaking ability.

The third study entitled "The Correlation Between Grammar and Speaking Skills of Undergraduate Students" was presented by Zam et al. (2021). This study aims to determine the relationship between grammar and speaking skills in the third semester of students of the English Education Study Program for the 2019/2020 academic year at IAIN Datokarama Palu. Research articles conducted by Zam et al. (2021) also have something in common with this research, namely focusing on speaking skills. The difference is that with previous research conducted by Zam et al. (2021) conducted research to find out the relationship between grammar and speaking skills in the third semester of English Language Education Study Program students for the 2019/2020 academic year at IAIN Datokarama Palu. While this study focuses on students' mindsets regarding speaking ability.

C. Conceptual Framework

According to Guntur (2019, p. 97), a conceptual framework was a system of concept sets, assumptions, expectations, beliefs, and theories that support and inform research or model of the relationship between variables which implies a theoretical perspective to describe a particular phenomenon. A conceptual framework is also a way of looking at the problem in an integrated manner or the end result of various related concepts or sets of concepts.

Based on the description above. This was conceptual framework research
The correlation between student's mindset and students speaking ability in
English Education Program at Baturaja University.

Figure 1. Conceptual Framework

