

**THE CORRELATION AMONG MINDSET, STRATEGY IN
SELF-REGULATED LEARNING AND ENGLISH
ACHIEVEMENT OF SOCIAL SCIENCE EDUCATION
DEPARTMENT STUDENTS OF FKIP UNSRI**

A THESIS

by

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English Education Study Program

Language and Arts Education Department



**FACULTY OF TEACHER TRAINING AND EDUCATION
SRIWIJAYA UNIVERSITY
PALEMBANG
2021**

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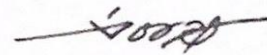
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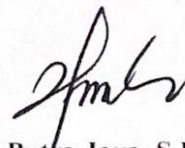


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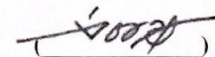
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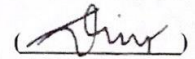
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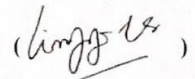
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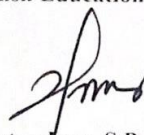
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DECLARATION

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Certify that thesis entitled “The Correlation among Mindset, Strategy in Self-Regulated Learning, and English Achievement of Social Science Education Department Students of FKIP UNSRI” 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.

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DEDICATION AND MOTTO

This thesis is dedicated to:

My mother and my father

MOTTO:

“Just do your best, but let God do the rest”

-unknown

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The writer



Yustika Dewi

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ABSTRACT

Becoming a university student especially from non-English Department, mindset and strategy in self-regulated learning play a vital role to reach a good English achievement because it shapes the students how to think, response, and react during the learning process in classroom. The aims of this study were to find out whether or not there was significant correlation between students' mindset and English achievement, strategy in self-regulated learning and English achievement, mindset and strategy in self-regulated toward English achievement. The number of the population of this study was 827 students of Social Science Education Department of FKIP UNSRI. The sample of this study was 216 students from the 2nd semester students from the total number of the population with the purposive sampling. The instruments of this study were English language mindset survey (ELMS), varsi version of motivated strategies for learning questionnaire (MSLQ) and documentation from their English subject scores which were analyzed by using Rank Spearman Correlation Coefficient in SPSS 22. The result of this research showed that the students had neutral mindset category, the most strategy used by students was metacognitive strategy, and the students had a good level of English achievement. It also highlighted that there were significant very strong correlation between mindset and English achievement ($r= 0.996$, $p\text{-value}=0.000$), strategy in self-regulated learning and English achievement ($r= 0.999$, $p\text{-value}=0.000$), mindset, strategy in self-regulated learning toward English achievement ($r=0.999$, $p\text{-value}=0.000$).

Keywords: *Correlation, Mindset, Strategy in Self-Regulated Learning, and English Achievement.*

CHAPTER I

INTRODUCTION

This chapter presents (1) background of the study, (2) the problems of the study, (3) the objectives of the study, and (4) significance of the study.

2.1 Background of the Study

Nowadays, the English language is widely used and the most commonly spoken language in the world. It is undeniable that English becomes a crucial language, especially for people who are different first languages or non-native speakers of English because they use English to communicate with other people to transfer their feelings and thoughts. Therefore, it plays a lingua franca (Seidlhofer, 2009). In this global world, the importance of English cannot be ignored since English is used in a variety of facets of life. For instance, the majority of websites on the internet are mostly in English as a dominant business language and also in the field of education. Therefore, English is very crucial for the educational field and to develop professionalism (Al-Khalil, 2017).

In Indonesia, many people have realized the importance of English for this globalization era. Therefore, the Indonesian Department of Education, Number 19 Year 2005 stated that as a foreign language, English should be taught to the students start from junior high school, senior high school, and higher education and also become a compulsory subject that students must be taken. Though English has been taught through formal education but the level of English proficiency is still low. Based on data from the EF EPI (English Proficiency Index) in 2020, Indonesia ranks 74 out of 100 countries. The results of these data indicate that Indonesia is one of the countries with a low level of English proficiency.

In learning English, the students are bound to have difficulties with it. Not only for high school students, but also for university students, especially those who are not from the English department. Indeed, every student has their interest in different fields of science. Therefore, not everyone likes English and chooses an English major. However, when the students are asked about their willingness to

learn English, they might answer that English is difficult to learn. Their beliefs in it might generate a mindset that will affect them during the learning process because it profoundly affects the way students lead their life (Dweck, 2006).

Mindsets are classified into two types, such as growth and fixed mindset. A growth mindset has an assumption that intelligence can be created and improved through hard work, effort, and commitment, while a fixed mindset is an intelligence that is unchanged. In other words, mindset is a set of beliefs or the way people think, act, and determine peoples' behavior (Dweck, 2006). Mindset is very fundamental to an individuals' thought because mindset might play an important role within the goal-setting of language learners and it shape students' responses, acts, and independence of their actual intellectual ability chiefly while learning English. Besides, mindset also affects how people are interested and attentive while learning (Ryan & Mercer, 2011; Dweck, 2008).

To achieve success in English, students must set up goals, find the right ways to learn and control their learning process. Especially in the university level, becoming an independent learner is required because a student should take responsibility for his or her learning. Since the students must maintain their competency and are in command of their learning, they need to be self-regulated learners. Therefore, concerning their strategy in the learning process and evaluating the skill at the end of the practice can enhance their English ability and achievement (Cohen, 2005). In other words, becoming a self-regulated learner is important to make a decision towards which strategies are suitable for them.

Self-regulated learning in an academic context involves a multidimensional construct, including metacognitive, cognitive, behavioral, motivational, and environmental processes that learners can apply to strengthen academic achievement (Dörnyei, 2005). More specifically, it refers to planning and managing time; getting to and concentrating on instruction; organizing, rehearsing, establishing a productive work environment; and using social resources effectively (Schunk & Zimmerman, 1997). Additionally, Zimmerman (2008) stated that students who are metacognitively, motivationally, and behaviorally become an active participants in their learning process categorized as a self-regulated learner.

Furthermore, one of the most important factors that affect students' in learning English. Likewise, in learning English, the more students are regulated in learning, the more students can master and comprehend English. As a result, the students can be successful in English subjects and have an impact on their English achievement.

In this research, the writer puts a high interest to conduct a study about the correlation between the mindset, strategy in self-regulated learning towards English achievement of social science education department students of FKIP UNSRI. The writer thinks that the students must have a good mindset and the best strategy for learning English. The students were chosen because they could be classified as mature enough to control and manage themselves. Sunny et al., (2018) state “emotional maturity enables students to understand and manage one’s own and others emotions effectively”. The students have already been mature enough to decide which best learning strategy that suits them to get the most out of their English. Therefore, the writer conducts a study entitled “The Correlation among Mindset, Strategy in Self-Regulated Learning, and English Achievement of Social Science Education Department Students of FKIP UNSRI”.

Finally, this study was conducted to fulfill and answer the writer’s questions about the correlation among mindset, strategy in self-regulated learning, and English achievement of social science education department students of FKIP UNSRI.

2.2 The Problems of the Study

The problems of the study were formulated into the following questions:

- 1) Was there any significant correlation between mindset and English achievement of Social Science Education Department students of FKIP UNSRI?
- 2) Was there any significant correlation between strategy in self-regulated learning and English achievement of Social Science Education Department students of FKIP UNSRI?

- 3) Was there any significant correlation among mindset, strategy in self-regulated learning toward English achievement of Social Science Education Department students of FKIP UNSRI?

2.3 The Objectives of the Study

In relation to the problems above, the objectives of this study were to find out whether or not there was significant correlation:

- 1) between mindset and English achievement of Social Science Education Department students of FKIP UNSRI,
- 2) between strategy in self-regulated learning and English achievement of Social Science Education Department students of FKIP UNSRI, and
- 3) among mindset, strategy in self-regulated learning toward English achievement of Social Science Education Department students of FKIP UNSRI.

2.4 The Significance of the Study

The results of this study would help the lecturers, students, the researchers, and others in providing valuable information about mindset, strategy in self-regulated learning, and English achievement of Social Science Education Department students of FKIP UNSRI. The writer hoped that this study could provide valid information for the lecturers of the Faculty of Teacher Training and Education of Social Science Education Department about the results of the relationship among mindset, strategy in self-regulated learning, and English achievement of the students. For the students of the Faculty of Teacher Training and Education of Social Science Education Department, the writer hoped that this study could boost their desire to develop their English achievement by involving mindset and strategy in self-regulated learning. The writer also hoped that the other researchers would find more information for their further studies related to these variables or other variables, and they could also develop this study based on more studies and for further research.

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