



KEPUTUSAN
DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS SRIWIJAYA
NOMOR : 1097/UN9.FKIP/TU.SK/2020

TENTANG

PENETAPAN PEMENANG
PROPOSAL HIBAH KOLABORASI INTERNASIONAL
DANA DIPA FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN TAHUN 2020

DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

- Menimbang : a. bahwa sehubungan dengan diadakan penerimaan dan seleksi Proposal Hibah Penelitian Dosen bagi seluruh Dosen Fakultas Keguruan dan Ilmu Pendidikan Tahun 2020, Fakultas perlu penetapan Pemenang Proposal Kolaborasi Internasional Dana DIPA Fakultas Keguruan dan Ilmu Pendidikan Tahun 2020;
- b. bahwa sehubungan dengan butir a di atas, maka dipandang perlu diterbitkan Surat Keputusan sebagai pedoman dan landasan hukumnya.
- Mengingat : 1. Undang-undang No.20 Tahun 2003;
2. Peraturan Pemerintah Nomor 4 Tahun 2014;
3. Permen Ristekdikti Nomor 12 Tahun 2015;
4. Permen Ristekdikti No. 17 Tahun 2018;
5. Kepmenkeu RI Nomor 190/KMK.05/2009;
6. Kepmenristekdikti RI Nomor 32031/M/KP/XI/2019;
7. Keputusan Rektor Unsri Nomor 0241/UN9/KP/2017;

MEMUTUSKAN

- Menetapkan : KEPUTUSAN DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS SRIWIJAYA TENTANG PENETAPAN PEMENANG PROPOSAL KOLABORASI INTERNASIONAL DANA DIPA FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN TAHUN 2020.
- KESATU : Menunjuk Saudara-saudara yang namanya tertera dalam lampiran Surat Keputusan ini sebagai pemenang Proposal Kolaborasi Internasional Dana DIPA Fakultas Keguruan dan Ilmu Pendidikan Tahun 2020.
- KEDUA : Segala biaya yang timbul sebagai akibat dari diterbitkannya Surat Keputusan ini dibebankan pada Anggaran penyelenggaraan penyeleksian Proposal Kolaborasi Internasional Dana DIPA Fakultas Keguruan dan Ilmu Pendidikan Tahun 2020.

KETIGA : Keputusan ini berlaku sejak tanggal ditetapkan sampai dengan selesainya kegiatan dengan ketentuan bahwa segala sesuatu akan diubah dan/atau diperbaiki sebagaimana mestinya apabila dikemudian hari ternyata terdapat kekeliruan dalam Keputusan ini.

Ditetapkan di : Inderalaya
Pada Tanggal : 23 Maret 2020

DEKAN,

SOFENDI
NIP 196009071987031002

Tembusan Yth:

1. Rektor Unsri (sebagai laporan)
2. Ybs.Untuk dilaksanakan

Lampiran I : Surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Sriwijaya
 Nomor : 1097/UN9.FKIP/TU.SK/2020
 Tanggal : 23 Maret 2020

No.	NAMA PENELITI	JURUSAN	JUDUL PENELITIAN	KET	DANA
1.	Dr. Machdalena Vianty, M.Ed., M.Pd Prof. Sofendi, M.A., Ph.D Dr. Didi Suhendi, M.Hum Dr. Izzah, M.Pd Dr. Mirella Wyra	Pendidikan Bahasa dan Seni	Clinical Supervision in Teaching Practicum of In-Service Teachers Engaging in A Teacher Professional Program: A Case Study at Sriwijaya University	di Biayai	Rp. 200.000.000
2.	Dr. Ismet, M.Si Dr. Effendi, M.Si Dra. Nyimas Aisyah, M.Pd, Ph.D Dr. Muhammad Yusup, S.Pd., M.Pd Dr. Meilinda, S.Pd., M.Pd Prof. Aero Tapani Ropo, Ph.D	Pendidikan MIPA	Analysis of Problem Solving-based Teaching and Learning Activities in Mathematics and Science Pre-service Teacher Training Programs: A Case Study in Indonesia and Finland	di Biayai	Rp. 200.000.000
3.	Dr. Riswan Jaenudin, M.Pd Dr. Umi Chotimah, M.Pd Dr. Farida, M.Si Prof. Ata Mohamed Ahmed Kantoul Abdu M. Musa, Ph.D	Pendidikan IPS	Attitudes of Sriwijaya University and Omdurman Islamic University Students Towards Social Issues: A Study in Indonesia and Sudan	di Biayai	Rp. 200.000.000
4.	Dr. Hartono, M.A Prof. Dr. Ratu Ilma Indra Putri, M.Si Dr. Rita Inderawati, M.Pd Ryan Knowles, Ph.D	Fakultas KIP	The Competence of Student Prospective Teachers in Comprehending Reading, Mathematics, and Science Literacy: A Case Study Between USU and Unsri	di Biayai	Rp. 200.000.000
5.	Dr. Soni Mirizon, M.A Prof. Sofendi, M.A., Ph.D Drs. Harlin, M.Pd Prof. Abdelrahim Ahmed Salim Prof. Amin Ibrahim	Fakultas KIP	Investigating Pre-Service Teachers' Mindset in English As A Foreign Language Learning: (A Cross Case Study on Two Teacher Education Programs)	di Biayai	Rp. 200.000.000

No.	NAMA PENELITI	JURUSAN	JUDUL PENELITIAN	KET	DANA
6.	Dr. Siti Dewi Maharani, M.Pd Dr. Azizah Husin, M.Pd Dr. Sri Sumarni, M.Pd Dr. Yosep, M.A Dr. Rita B. Rusqoe	Ilmu Kependidikan	Teacher Perseption to School Ecosystem Toward Environmental Caring Education	di Biayai	Rp. 100.000.000
7.	Eryansyah, M.A., Ph.D Dr. Ismail Petrus, M.A Dra. Sri Indrawati, M.Pd., Ph.D Ernalida, M.Hum., Ph.D Dr. Rita B. Rusqoe Dr. Shirley N Cebo	Pendidikan Bahasa dan Seni	Preparing Teachers for the 21 st Century Education: Pre-service Teacher's Needs of Digital Literacy Skills to Meet the Demands of 21 st Century Education in Indonesia and the Philippines	di Biayai	Rp. 100.000.000
8.	Drs. Made Sukaryawan, M.Si., Ph.D Kodri Madang, M.Si., Ph.D Dr. Ketang Wiyono, M.Pd Dr. Yenny Anwar, M.Pd Dr. Hapizah, M.T Yaowares Chusiri, Ph.D	Pendidikan MIPA	Implementations of Assesment Based PISA to Detect Scientific Literacy: Middle School Students in Indonesia and Thailand	di Biayai	Rp. 100.000.000
9.	Dr. Iyakrus, M.Kes Dr. Hartati, M.Kes Dr. Syafaruddin, M.Kes Dr. Salve A. Favila	Program Studi Pendidikan Jasmani dan Kesehatan	The Relation Physical Physical Fitness and the Cumulative Achievement Index of Physical Education and Philipina Normal University Students	di Biayai	Rp. 100.000.000

DEKAN,



SOFENDI

NIP. 196009071987031002



ADDENDUM
SURAT PERJANJIAN PELAKSANAAN
HIBAH RISET KOLABORASI INTERNASIONAL
TAHUN ANGGARAN 2020
Nomor : 1133/UN9.FKIP/TU.SB5/2020

Pada hari ini **Selasa** tanggal **Delapan** bulan **Agustus** tahun **Dua Ribu Dua Puluh**, kami yang bertandatangan dibawah ini :

1. **Nely Andriani, S.Pd., M.Si** : Sebagai Koordinator Pusat Penelitian dan Pengabdian pada Masyarakat Fakultas Keguruan dan Ilmu Pendidikan UNIVERSITAS SRIWIJAYA yang berkedudukan di Indralaya, dalam hal ini bertindak untuk dan atas nama Rektor Universitas Sriwijaya, berdasarkan Surat Keputusan Rektor No: 0005/UN9/SK.LP2M.PT/2019, untuk selanjutnya disebut **PIHAK PERTAMA**
2. **Dr. Soni Mirizon, M.A** : Sebagai Ketua Tim Hibah Penelitian Kolaborasi Internasional tahun 2020 dari Fakultas Keguruan dan Ilmu Pendidikan Universitas Sriwijaya yang berkedudukan di Indralaya, dalam hal ini bertindak untuk dan atas nama Tim tersebut, untuk selanjutnya disebut **PIHAK KEDUA**

Kedua belah pihak berdasarkan kepada :

1. Undang-undang No. 20 tahun 2003
2. Surat Keputusan Dekan FKIP Unsri No. 1097/UN9.FKIP/TU.SK/2020

PIHAK PERTAMA dan PIHAK KEDUA secara langsung bersama-sama telah bersepakat mengikat diri dalam suatu Perjanjian Pelaksanaan Penelitian dengan ketentuan dan syarat-syarat diatur dalam pasal-pasal berikut :

Pasal 1

Tidak Berubah

SEMULA TERTULIS DAN DIBACA

Pasal 2

PENDANAAN

- (1) PIHAK PERTAMA memberikan dana untuk kegiatan sebagaimana dimaksud pada Pasal 1 sebesar Rp. 200.000.000 (Dua ratus juta rupiah) belum dipotong pajak yang dibebankan kepada DIPA Fakultas Keguruan dan Ilmu Pendidikan Universitas Sriwijaya No. SP DIPA FKIP 023.17.2.677515/2020 Tanggal 27 Desember 2019
- (2) Pembayaran dan pelaksanaan pekerjaan penelitian sebagaimana dimaksud dibayarkan sesuai dengan mata anggaran 4257.011.001.053.A.525119 yang tersedia dan dibayarkan oleh Kuasa Pengguna Anggaran melalui Rekening Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Sriwijaya Nomor 1204195900 secara bertahap dengan ketentuan sebagai berikut:
 - a) Pembayaran tahap pertama sebesar 70% bernilai Rp 140.000.000,- (Seratus Empat puluh juta rupiah) belum dipotong pajak, dibayarkan setelah PIHAK PERTAMA dan PIHAK KEDUA menandatangani surat perjanjian penelitian.
 - b) Pembayaran tahap kedua, sebesar 30% bernilai Rp 60.000.000,- (Enam puluh juta rupiah) belum dipotong pajak dibayarkan setelah PIHAK KEDUA mengirimkan Laporan Akhir Hasil Pelaksanaan Penelitian kepada PIHAK PERTAMA dalam bentuk hardcopy sebanyak 5 (lima) eksemplar disertai *softcopy*, bukti publikasi hasil penelitian, dan poster.

MENJADI TERTULIS DAN DIBACA

Pasal 2

PENDANAAN

- (1) PIHAK PERTAMA memberikan dana untuk kegiatan sebagaimana dimaksud pada Pasal 1 sebesar Rp. 140.000.000 (Seratus Empat puluh juta rupiah) belum dipotong pajak yang dibebankan kepada DIPA Fakultas Keguruan dan Ilmu Pendidikan Universitas Sriwijaya No. SP DIPA FKIP 023.17.2.677515/2020 Tanggal 27 Desember 2019
- (2) Pembayaran dan pelaksanaan pekerjaan penelitian sebagaimana dimaksud dibayarkan sesuai dengan mata anggaran 4257.011.001.053.A.525119 yang tersedia dan dibayarkan oleh Kuasa Pengguna Anggaran melalui Rekening Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Sriwijaya Nomor 1204195900 secara bertahap dengan ketentuan sebagai berikut: Pembayaran sebesar 100% bernilai Rp 140.000.000,- (Seratus Empat puluh juta rupiah) belum dipotong pajak, dibayarkan setelah PIHAK PERTAMA dan PIHAK KEDUA menandatangani surat perjanjian penelitian.

Pasal 3

Tidak Berubah

SEMULA TERTULIS DAN DIBACA

Pasal 4

PENYELESAIAN PENELITIAN

PIHAK KEDUA harus menyelesaikan penelitian dan menyampaikan Laporan Akhir seperti yang dimaksud Pasal 1 selambat-lambatnya 8 (delapan) bulan, terhitung dari tanggal yang tercantum dalam Surat Perjanjian Pelaksanaan Penelitian ini.

MENJADI TERTULIS DAN DIBACA

Pasal 4

PENYELESAIAN PENELITIAN

PIHAK KEDUA harus menyelesaikan penelitian dan menyampaikan Laporan Akhir seperti yang dimaksud Pasal 1 selambat-lambatnya 8 (delapan) bulan, terhitung dari tanggal yang tercantum dalam Surat Perjanjian Pelaksanaan Penelitian ini.

PIHAK KEDUA mengirimkan Laporan Akhir Hasil Pelaksanaan Penelitian kepada PIHAK PERTAMA dalam bentuk hardcopy sebanyak 5 (lima) eksemplar disertai *softcopy*, bukti publikasi hasil penelitian, dan poster

SEMULA TERTULIS DAN DIBACA

Pasal 5

LAPORAN HASIL

- (1) Laporan hasil Penelitian dalam bentuk *Hard Copy* tersebut sebagaimana tersebut pada Pasal 2 ayat 2 butir b harus memenuhi ketentuan sebagai berikut:
 - (a) Kertas Kulit Kambing Ukuran A4
 - (b) Warna Cover Hijau Muda
 - (c) Di bawah bagian kulit ditulis :

Dibiayai DIPA (Daftar Isian Pelaksanaan Anggaran)
No. SP DIPA FKIP 023.17.2.677515/2020 Tanggal 27 Desember 2019
Sesuai Surat Perjanjian Pelaksanaan Kegiatan Pekerjaan
Penelitian Hibah Kolaborasi Internasional Fakultas Keguruan dan Ilmu Pendidikan
Nomor: 0821/UN9.FKIP/TU.SB5/2020
Tanggal 24 Maret 2020

- (2) Laporan hasil Penelitian wajib diunggah ke sim.lppm.unsri.ac.id sesuai jadwal FKIP
- (3) Ketentuan mengenai poster akan ditentukan kemudian.

MENJADI TERTULIS DAN DIBACA

Pasal 5

LAPORAN HASIL

- (1) Laporan hasil Penelitian dalam bentuk *Hard Copy* tersebut sebagaimana tersebut pada Pasal 2 ayat 2 butir b harus memenuhi ketentuan sebagai berikut:
 - (a) Kertas Kulit Kambing Ukuran A4
 - (b) Warna Cover Hijau Muda
 - (c) Di bawah bagian kulit ditulis :

Dibiayai DIPA (Daftar Isian Pelaksanaan Anggaran)
No. SP DIPA FKIP 023.17.2.677515/2020 Tanggal 27 Desember 2019
Sesuai Addendum Surat Perjanjian Pelaksanaan Kegiatan Pekerjaan
Penelitian Hibah Kolaborasi Internasional Fakultas Keguruan dan Ilmu Pendidikan
Nomor: 1133/UN9.FKIP/TU.SB5/2020
Tanggal 08 Agustus 2020

- (2) Laporan hasil Penelitian wajib diunggah ke sim.lppm.unsri.ac.id sesuai jadwal FKIP
- (3) Ketentuan mengenai poster akan ditentukan kemudian.

SEMULA TERTULIS DAN DIBACA

Pasal 6

KEWAJIBAN PENELITI

- (1) Apabila PIHAK PERTAMA berhenti dari jabatannya, sebelum pelaksanaan perjanjian ini selesai, maka kewajiban menyelesaikan tanggungjawab dalam perjanjian ini menjadi tanggung jawab PIHAK KEDUA kepada pejabat baru yang menggantikannya.
- (2) Apabila terjadi ada Ketua Peneliti sebagaimana dimaksud pada Pasal 1 tidak dapat menyelesaikan pelaksanaan penelitian ini, maka PIHAK KEDUA wajib menunjuk pengganti Ketua Pelaksana merupakan salah satu Anggota Tim dan dilaporkan tertulis kepada PIHAK PERTAMA.
- (3) Bagi pelaksana Penelitian yang tidak mengirimkan Laporan Hasil Penelitian dalam akhir Tahun Anggaran yang sedang berjalan dan waktu proses pencairan biayanya telah berakhir, maka dana yang telah diterima (70%) seperti yang telah disebutkan pada pasal 2 dikembalikan dan sisanya (30%) yang belum sempat dicairkan dinyatakan hangus dan selanjutnya disetor ke Kas Negara.
- (4) PIHAK KEDUA diwajibkan mempublikasikan hasil penelitian dalam konferensi internasional atau jurnal internasional bereputasi.
- (5) Perolehan sebagaimana dimaksudkan pada ayat (4) dimanfaatkan sebesar-besarnya untuk proses belajar mengajar dan atau pengabdian kepada masyarakat.
- (6) Perolehan publikasi ilmiah seperti dimaksud pada ayat (4) dilaporkan kepada PIHAK PERTAMA secara tertulis.
- (7) Apabila Waktu Pelaksanaan Penelitian seperti tersebut di atas pada Pasal 6 ayat 3 tidak dapat dipenuhi, maka PIHAK PERTAMA tidak akan mempertimbangkan usul-usul Penelitian berikutnya yang berasal dari peneliti yang bersangkutan.

- (8) Dalam hal PIHAK KEDUA tidak dapat memenuhi pasal-pasal sebagaimana diatur dalam Perjanjian Pelaksanaan Penelitian ini, maka PIHAK KEDUA wajib mengembalikan Dana Penelitian yang telah diterimanya kepada PIHAK PERTAMA untuk selanjutnya di setorkan ke Kas Negara.
- (9) Apabila dikemudian hari terbukti bahwa judul-judul Penelitian sebagaimana dimaksud pada Pasal 1 dijumpai adanya indikasi duplikasi dengan penelitian lain dan atau diperoleh indikasi ketidakjujuran dan itikad kurang baik yang tidak sesuai dengan kaidah ilmiah, maka Penelitian tersebut dinyatakan batal dan PIHAK KEDUA wajib mengembalikan dana Penelitian yang telah diterimanya kepada PIHAK PERTAMA untuk selanjutnya disetor ke Kas Negara.

MENJADI TERTULIS DAN DIBACA

Pasal 6

KEWAJIBAN PENELITI

- (1) Apabila PIHAK PERTAMA berhenti dari jabatannya, sebelum pelaksanaan perjanjian ini selesai, maka kewajiban menyelesaikan tanggungjawab dalam perjanjian ini menjadi tanggung jawab PIHAK KEDUA kepada pejabat baru yang menggantikannya.
- (2) Apabila terjadi ada Ketua Peneliti sebagaimana dimaksud pada Pasal 1 tidak dapat menyelesaikan pelaksanaan penelitian ini, maka PIHAK KEDUA wajib menunjuk pengganti Ketua Pelaksana merupakan salah satu Anggota Tim dan dilaporkan tertulis kepada PIHAK PERTAMA.
- (3) Bagi pelaksana Penelitian yang tidak mengirimkan Laporan Hasil Penelitian dalam akhir Tahun Anggaran yang sedang berjalan dan waktu proses pencairan biayanya telah berakhir, maka akan dikenakan denda sebesar 1% perhari dari dana maksimum dan selanjutnya disetor ke Kas Negara.
- (4) PIHAK KEDUA diwajibkan mempublikasikan 1 artikel hasil penelitian dalam konferensi internasional atau jurnal internasional bereputasi.
- (5) Perolehan sebagaimana dimaksudkan pada ayat (4) dimanfaatkan sebesar-besarnya untuk proses belajar mengajar dan atau pengabdian kepada masyarakat.
- (6) Perolehan publikasi ilmiah seperti dimaksud pada ayat (4) dilaporkan kepada PIHAK PERTAMA secara tertulis.
- (7) Apabila Waktu Pelaksanaan Penelitian seperti tersebut di atas pada Pasal 6 ayat 3 tidak dapat dipenuhi, maka PIHAK PERTAMA tidak akan mempertimbangkan usul-usul Penelitian berikutnya yang berasal dari peneliti yang bersangkutan.
- (8) Dalam hal PIHAK KEDUA tidak dapat memenuhi pasal-pasal sebagaimana diatur dalam Perjanjian Pelaksanaan Penelitian ini, maka PIHAK KEDUA wajib mengembalikan Dana Penelitian yang telah diterimanya kepada PIHAK PERTAMA untuk selanjutnya di setorkan ke Kas Negara.
- (9) Apabila dikemudian hari terbukti bahwa judul-judul Penelitian sebagaimana dimaksud pada Pasal 1 dijumpai adanya indikasi duplikasi dengan penelitian lain dan atau diperoleh indikasi ketidakjujuran dan itikad kurang baik yang tidak sesuai dengan kaidah ilmiah, maka Penelitian tersebut dinyatakan batal dan PIHAK KEDUA wajib mengembalikan dana Penelitian yang telah diterimanya kepada PIHAK PERTAMA untuk selanjutnya disetor ke Kas Negara.

Pasal 7

Tidak Berubah

Pasal 8

Tidak Berubah

Pasal 9

Tidak Berubah

Surat Perjanjian Pelaksanaan Penelitian ini dibuat 3 (tiga) rangkap, dan dua diantaranya bermaterai cukup sesuai dengan ketentuan yang berlaku, dan biaya materainya dibebankan kepada PIHAK KEDUA.

PIHAK PERTAMA



Nely Andriani, S.Pd., M.Si
NIP 197402242003122001

PIHAK KEDUA

Dr. Soni Mirizon, M.A
NIP 196711041993031002

Menyetujui,
Dekan FKIP Unsri

Prof. Sofendi, M.A., Ph.D.
NIP 196009071987031002

INTERNATIONAL COLLABORATION RESEARCH

RESEARCH REPORT
INTERNATIONAL COLLABORATION RESEARCH

**INVESTIGATING PRE-SERVICE TEACHERS' MINDSET IN
ENGLISH AS A FOREIGN LANGUAGE LEARNING: A CROSS
CASE STUDY ON TWO TEACHER EDUCATION PROGRAMS**



RESEARCH TEAM

Principal Researcher:

Dr. Soni Mirizon, M.A. / NIDN 0014116701

Members:

Prof. Sofendi, M.A., Ph.D. / NIDN 0007096003

Drs. Harlin, M.Pd. / NIDN 0001086401

Chintya Maharani / NIM 06011181722008

Risa Rimadona / NIM 06011181722040

Yustika Dewi / NIM 06011181722063

International Research Partners:

Prof. Abdelrahim Ahmed Salim

Prof. Amin Ibrahim

Funded by DIPA (Budget Implementation Entry List)
No. SP DIPA-FKIP 023.17.2.677515/2020, 27 December 2019
Addendum of Appropriate Letter of Agreement Implementation Work Activity
Faculty Research Grants Teaching and Education
Number 1133/UN9.FKIP/TU.SB5/2020
8 August 2020

**FACULTY OF TEACHER TRAINING AND EDUCATION
SRIWIJAYA UNIVERSITY
2020**

ENDORSEMENT PAGE
INTERNATIONAL COLLABORATION RESEARCH REPORT
FACULTY OF TEACHER TRAINING AND EDUCATION
SRIWIJAYA UNIVERSITY 2020

Title of Research : Investigating Pre-Service Teachers' Mindset in English as a Foreign Language Learning: A Cross-Case Study on Two Teacher Education Programs

Code/Name of field of science : 710 / Education

Principle researcher

a. Full name : Dr. Soni Mirizon, M.A.
b. NIDN : 0014116701
c. Academic rank : Lektor Kepala / Associate Professor
d. Study Program : English Education
e. Mobile number : 0812-78000706
f. E-mail : smirizon@unsri.ac.id

Member of researcher (1)

a. Full name : Prof. Sofendi, M.A., Ph.D.
b. NIDN : 0007096003
c. University : Sriwijaya University

Member of researcher (2)

a. Full name : Drs. Harlin, M.Pd.
b. NIDN : 0001086401
c. University : Sriwijaya University

Member of researcher (3) : Chintya Maharani / NIM 06011181722008
Member of researcher (4) : Risa Rimadona / NIM 06011181722040
Member of researcher (5) : Yustika Dewi / NIM 06011181722063

International partners

a. Full names : 1. Prof. Abdelrahim Ahmed Salim
: 2. Prof. Amin Ibrahim


b. Name of institution : Faculty of Education, Omdurman Islamic University
c. Address of institution : Sudan

Length of research period : 1 year
Year of research : 2020
Total research funds : Rp.140.000.000,-
Research funds of current year
- proposed to DRPM : Rp.,-
- internal university fund : Rp. 140.000.000,-
- others : Rp. 0,-

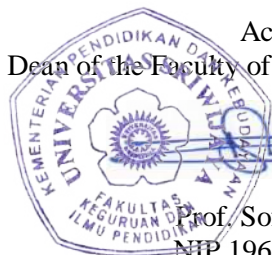
International Partner,



Prof. Abdelrahim Ahmed Salim

Palembang, 3 Desember 2020
Principal Researcher,


Dr. Soni Mirizon, M.A.
NIP 196711041993031002

Acknowledged,
Dean of the Faculty of Teacher Training and Education




Prof. Sofendi, M.A., Ph.D.
NIP 196009071987031002

IDENTITY AND GENERAL INFORMATION

1. Research Title : Preparing Teachers for the 21st Century Education: A Comparative Study of the Implementation of Pre-service Teacher Training at Sriwijaya University, Indonesia and Omdurman University, Sudan

2. Researchers

No	Name	Position	Expertise	Institution	Allocated Time (hour/ week)
1	Dr. Soni Mirizon, M.A.	Principal	Education	Sriwijaya University	8
2	Prof. Sofendi, M.A., Ph.D.	Member 1	Education	Sriwijaya University	8
3	Drs. Harlin, M.Pd.	Member 2	Education	Sriwijaya University	8
4	Prof. Abdelrahim Ahmed Salim	Member 3	Education	Omdurman Islamic University	8
5	Prof. Amin Ibrahim	Member 4	Education	Omdurman Islamic University	8

3. Research Object (type of materials):

4. Time/Period

Starts: month: **April** year: **2020**

Ends: month: **November** year: **2020**

5. The Proposed Budget to Directorate General of Research and Development

- Year 1 : Rp 140.000.000,-

6. Research Location (lab/studio/field) Palembang, Indonesia and Khartoum, Sudan

7. Research Partner (if any, mention its contribution)

Research partner will contribute his/her ideas in writing research proposal, report, and articles for publication. In addition, the research partner may contribute for funding in kinds or cash.

8. The targeted findings (explanation, method, theory, or anticipation contributed to the field of study)

The targeted findings are explanation, method, and theory.

9. The basic contribution to the field of study (explain in not more than 50 words, focus on original and fundamental ideas supporting the development of science and technology)

The basic contribution of the research is that each institution will be aware of its strengths and weaknesses so that each can keep its strengths and improve the weaknesses. In addition, each institution can learn from each other.

10. The targeted journals (write the name of the international journal, accredited national journal, or non-accredited, and state the year of publication.

The Journal of Higher Education 2020/2021

11. Plan for Intellectual Property Right, book, prototype or other targeted outcomes, the targeted year or the completion year

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SUMMARY

In general, the objective of this study is to investigate the pre-service teachers' mindset in learning English as a foreign language. Specifically this study is aimed to find out the current mindsets of the pre-service teachers at the Faculty of Teacher Training and Education, Sriwijaya University (FTTESU) and the Faculty of Education, Omdurman Islamic University (FEOIU) toward fixed, neutral, or growth mindset in learning English as a foreign language, to find out the lecturers' perspectives on pre-service teachers' mindsets in learning English as a foreign language, to find out the pre-service teachers' achievement in learning English as a foreign language, and to explore the pre-service teachers' responses to challenges, obstacles, efforts, criticisms, success of others, and own ability in learning English as a foreign language.

This study was conducted in one year. The subjects of the study were the non-English major pre-service teachers and the lecturers of English at the two teacher education programs. The data of this study were collected through survey, focus group discussion, interview, and documentation. Survey, focus group discussion, and documentation were given to non-English major pre-service teachers, while interview was conducted to the English lecturers at the two programs. The data obtained were analyzed quantitatively and qualitatively. Quantitative data obtained from the survey were analyzed using descriptive statistics, while qualitative data from interview, focus group discussion, and documentation were analyzed based on thematic analysis through coding process.

Based on the findings from the questionnaire, it was revealed that both pre-service teachers at FTTESU and their counterparts at FEOIU in majority have the neutral mindset with a tendency toward the growth mindset. Of the six factors, pre-service teachers of FTTESU have growth mindset in Success of Others factor, while their counterparts from FEOIU have growth mindset in Challenges factor.

Based on the findings from the documentation, it was found that of 511 respondents from FTTESU, there were 159 (31%) pre-service teachers obtained A score, 334 (65.6%) got B score, and 18 (3.5%) got C score. Of the 150 respondents from FEOIU, there were 31 (20.7%) pre-service teachers obtained A score, 11 (7.3%) got B score, 83 (55.3%) got C score, 3 (2%) got D score, and 22 (14.7%) got E score. In short, the English achievement of these pre-service teachers is categorized as mostly average to few good achievements.

Based on the findings from focus group discussion and interview, it was apparent that non-English major pre-service teachers from FTTESU and FEOIU faced challenges and had obstacles in learning English at the university. Most of them did some efforts to improve their English performance, yet they experienced criticisms addressed to them. Mostly criticisms were given by classmates but they tried to handle the critics and tried to tolerate them, instead. In response to others' success in learning English, pre-service teachers were inspired by the success of others. Most of them were happy with others' success and liked to learn from them. They were not feeling threatened by the success of others in learning English, but were inspired and motivated to do their best to catch up with others' success. These findings from focus group discussion were confirmed by the findings from interview with lecturers of English who taught those pre-service teachers at both institutions.

It can be concluded that non-English major pre-service teachers' mindsets and their English achievement determine their responses toward challenges, obstacles, efforts, criticisms, success of others, and own ability in learning English as a foreign language.

The findings of this study are reported to the Institute of Research and Public Services, Sriwijaya University. In addition, the findings will be disseminated in the international seminar on education and published in an international reputable journal.

CHAPTER 1

INTRODUCTION

1.1. Background

In today's world of international relations, globalization and information abundance the problem of acquiring foreign language skills is still relevant and under discussion by many pedagogues and psychologists. Poor foreign language skills in students make researchers think of possible obstacles and challenges the learners face. A great variety of scientific works are dedicated to studying different factors affecting the learning process and searching for different ways to motivate students to learn foreign languages. While pedagogues offer innovative techniques and exercises to overcome students' reluctance to study, psychologists try to look into the predictors of academic achievement such as motivation, self-efficacy, and intelligence.

One of the strong predictors of language achievement is the mindset that learners adopt. Mindset is a set of attitudes and beliefs about abilities, such as intelligence (Robinson, 2017, p. 18). According to Carol Dweck (2008), author of *Mindset: The New Psychology of Success*, there are two different types of mindsets. Dweck (2008) termed them, fixed and growth mindsets. Dweck (2008) suggests that the way people think about themselves and their life can affect their success and achievement. This means that one's mindset is important and has an effect on the decisions an individual makes and the results of those decisions. One's mindset can be the factor in success or disappointment.

One mindset a person may embody is a fixed mindset. Dweck (2008) proposes that in a fixed mindset people want to look smart so they avoid challenges. Individuals believe that their intelligence cannot be developed or changed because a belief in natural talent or intelligence. These individuals do not believe in getting better at something with hard work and practice. People with a fixed mindset believe that mistakes are failures. These individuals do not see the value of learning from mistakes. Trevor Ragan (2016), founder of *Train Ugly*, suggests individuals with a fixed mindset want an easy, safe life that does not involve any struggle. People with a fixed mindset stay in their comfort zone to look good.

Dweck (2008) proposes that people with a growth mindset embrace challenges and mistakes, because of a desire to learn from them. Growth mindset individuals believe in change and growth with each challenge or mistake. People with a growth mindset focus on the process and effort, rather than the result. Dweck (2008, p. 98) wrote, "Those with the

growth mindset found success in doing their best, in learning and improving. Those with the growth mindset found setbacks motivating. They're informative. They're a wake-up call". Ragan (2016) stated in a video, "We learn best when we are operating at the edge of our abilities, a little bit outside of our comfort zone and when we are stretched and challenged" (3:07). This is what a growth mindset looks like. This is how people are able to achieve at high-levels.

Each person has a choice in which mindset to embrace. "In the fixed mindset, setbacks label you" (Dweck, 2008, p. 100). Ragan (2016) proposes that most people choose a fixed mindset because the stories and labels given to each other, such as "You are not a math person" (3:55). This labeling happens often in the current culture and people have accepted those labels. When discussing labels Ragan (2016) states, "These all talk about learning with a fixed mindset, saying that we are good or not good at something. That we can't or don't have to grow" (4:06). Yeager and Dweck (2012) found that students do not need self-esteem boosting or trait labelling to respond resiliently when faced with challenges. Yeager and Dweck (2012) found students need a mindset that allows for facing those challenges. The labels need to go away. Thinking as individuals and as a culture needs to shift to a more growth mindset for people to achieve their fullest potential.

Dweck (2016) discusses that a growth mindset is a complex idea that can be confused with being open-minded or flexible. "Even after educators understand growth mindset, it takes a lot of hard work to move toward it. This is because we're all a mixture of fixed and growth mindsets" (Dweck, 2016, p. 37). Dweck (2016) goes on to discuss how there are triggers that put one into a fixed mindset. Dweck (2016) writes how important it is to identify these triggers to overcome them and remain in a state of growth mindset. "In short, even once we've fully understood what a growth mindset is – the belief in everyone's capacity to grow their abilities – it's a lifelong journey to fully embody that belief" (Dweck, 2016, p. 37). According to the research of Dweck (2008), a growth mindset allows for higher achievement.

The concept of fixed-and growth-mindset in psychology have been applied in various disciplines including education. However very limited studies have been conducted in applied linguistics, specifically in English language teaching. This current study tries to investigate pre-service teachers' mindset in learning English as a foreign language at two teacher education programs, the Faculty of Teacher Training and Education, Sriwijaya University, Indonesia and the Faculty of Education, Omdurman Islamic University, Sudan. Since the two faculties are dealing with the teaching of English as a foreign language to

non-English major, it is necessary to find out how the pre-service teachers' mindset. Moreover, the majority of the pre-service teachers from these two countries are Muslims who fundamentally should put priority on Arabic as the language they must learn and master. Knowing their mindset about English learning would provide necessary finding as English is one of the international language as Arabic is. There may be some similarities and differences in terms of findings. Therefore it is worth investigating to find out the typical characteristics of each. One could learn from the expertise of the other or vice versa. Therefore, each could benefit from the other.

1.2. Research Problems

In general, the problem of the study is "How is the pre-service teachers' mindset in English as a foreign language learning at the Faculty of Teacher Training and Education, Sriwijaya University, Indonesia and the Faculty of Education, Omdurman Islamic University, Sudan?" In specific, the problems are formulated into the following questions:

- (1) What are the current mindsets of the pre-service teachers at the Faculty of Teacher Training and Education, Sriwijaya University, Indonesia and the Faculty of Education, Omdurman Islamic University, Sudan toward fixed, neutral, or growth mindset in learning English as a foreign language?
- (2) What are the lecturers' perspectives on pre-service teachers' mindsets in learning English as a foreign language at the Faculty of Teacher Training and Education, Sriwijaya University, Indonesia and the Faculty of Education, Omdurman Islamic University, Sudan?
- (3) How is the pre-service teachers' achievement in learning English as a foreign language at the university at the Faculty of Teacher Training and Education, Sriwijaya University, Indonesia and the Faculty of Education, Omdurman Islamic University, Sudan?
- (4) How are the pre-service teachers' responses toward challenges, obstacles, efforts, criticisms, success of others, and own ability in learning English as a foreign language at the Faculty of Teacher Training and Education, Sriwijaya University, Indonesia and the Faculty of Education, Omdurman Islamic University, Sudan?

1.3. Research Objectives

In general, the objective of this study is to investigate the pre-service teachers' mindset in learning English as a foreign language at the Faculty of Teacher Training and

Education, Sriwijaya University, Indonesia and the Faculty of Education, Omdurman Islamic University, Sudan. Specifically this study is aimed:

- (1) To find out the current mindsets of the pre-service teachers at the Faculty of Teacher Training and Education, Sriwijaya University, Indonesia and the Faculty of Education, Omdurman Islamic University, Sudan toward fixed, neutral, or growth mindset in learning English as a foreign language.
- (2) To find out the lecturers' perspectives on pre-service teachers' mindsets in English as a foreign language learning at the Faculty of Teacher Training and Education, Sriwijaya University, Indonesia and the Faculty of Education, Omdurman Islamic University, Sudan.
- (3) To find out the pre-service teachers' achievement in learning English as a foreign language at the Faculty of Teacher Training and Education, Sriwijaya University, Indonesia and the Faculty of Education, Omdurman Islamic University, Sudan.
- (4) To explore the pre-service teachers' responses to challenges, obstacles, efforts, criticisms, success of others, and own ability in learning English as a foreign language at the Faculty of Teacher Training and Education, Sriwijaya University, Indonesia and the Faculty of Education, Omdurman Islamic University, Sudan.

1.4. Research Output and Target

The first target that is going to achieve in this research is the completion of the research report dealing with how the mindsets of the non-English major pre-service teachers at the Faculty of Teacher Training and Education, Sriwijaya University, Indonesia and the Faculty of Education, Omdurman Islamic University, Sudan are portrayed in learning English as a foreign language and how they respond to challenges, obstacles, efforts, criticisms, success of others, and own ability in learning English as a foreign language. Then, as the compulsory output of this research is the publication of a scientific article in an internationally reputable Scopus-indexed journal, that is *Journal of Further and Higher Education*. Additional output will be in the form of reference/pocket book which will be published in Unsri Press.

CHAPTER 2

LITERATURE REVIEW

Given the fact that students' mindset plays role in their academic learning including in learning English as a foreign language which will give impact on their performance and success, it is interesting to investigate non English major students' mindset towards learning English whether they have fixed mindset, neutral mindset, or growth mindset.

2. 1. Learning English in an EFL Environment

Although the value and the importance of learning a foreign language for educational and professional development is well recognized, a number of learners tend to regard the process of learning a foreign language as a struggle by experiencing failures (Horwitz, 2001). For Indonesian, English as foreign language (EFL) learners this is unarguably the case. Due to drastic differences in phonological and grammatical systems between English and Indonesian, it is extremely difficult for Indonesian EFL learners and English teachers even to speak English fluently and accurately. It is also argued that, in the current Indonesian EFL environment in which students and teachers do not necessarily use English for communication outside the classroom, using English in the classroom can be physically and mentally exhausting.

A look at Indonesian learners' English proficiency reveals a worrisome picture. Indonesia has been at the bottom in the test of English as a foreign language (TOEFL) scores, compared with its neighbouring Asian EFL countries, including China, Korea and Taiwan (ETS, 2017). By the Common European Framework of Reference for Languages (CEFR) standard, an international benchmark for second language proficiency with six proficiency levels (C2,C1, B2, B1, A2, A1), about 80% of Indonesian learners are regarded as Basic Users at A2 (Negishi, Takada, & Tono, 2012). This dismal picture shows the great challenge faced by Indonesian EFL learners as great efforts and commitment are required to remedy the situation despite the L1-specific difficulties.

2.2. Mindset

Not all the learners are the same and their beliefs, behaviours, needs and skills highly differ from each other. However, there is one more point which is not all the same in learners: their mindset. Mindset refers to implicit beliefs about the malleability of personal attributes (Dweck, 1999). Based upon research studies regarding implicit theories of

intelligence, achievement and success, Dweck (2006) has come up with a new concept named ‘mindset’, which makes all the difference in learning and teaching. This new and broadly embraced idea suggests that one can possess one of these two mindsets: fixed mindset or growth mindset. More specifically, Mercer (2012) asserts that the mindset in foreign language education “reflects the extent to which a person believes that language learning ability is dependent on some immutable, innate talent or is the result of controllable factors such as effort and conscious hard work.” (p. 22).

Those who carry a fixed mindset—entity theorists—support that the possessed intelligence level is stable and unable to change since it is an innate ability. According to Dweck (2005), “In a fixed mindset, people believe their basic qualities, like their intelligence or talent, are simply fixed traits. They spend their time documenting their intelligence or talent instead of developing them. They also believe that talent alone creates success— without effort. They’re wrong.” In other words, in a fixed mindset, students do not believe that they can indeed change and improve their existing intelligence since they view it as a stable and inborn quality. It is also worth mentioning that students avoid challenges or opportunities to learn if they feel that they may make mistakes (Mueller & Dweck, 1998, cited in Dweck, 2008). If they make mistakes or something wrong, instead of correcting them, they tend to hide it (Nussbaum & Dweck, 2008) because they can easily give up when they face challenges and obstacles. Moreover, they are apt to ignore useful feedback, or even can take it personally. Since they do not believe that they become successful as long as they put enough effort, they do not use the feedback to learn, either. Rather, they believe that the higher innate ability they have, the more successful they will be. For this reason, they are afraid of failures as it means constraints or limits that they cannot readily overcome. Furthermore, if they witness the success of their peers, they may feel threatened rather than admiring.

Contrary to the fixed mindset, the growth mindset is met with different characteristics (Dweck, 1999). Those have a growth mindset—incremental theorists—support that one's intelligence is fully shaped by self-improvement and determination (Elliott & Dweck, 1988). This is possible because of neuroplasticity—the brain's ability to restructure itself and to form new connections with more repetitive practices, making it stronger in turn. Dweck (2015) suggests that “In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment. Virtually all great people have had these qualities.” To

put it differently, the ones who adopt a growth mindset fundamentally believe that talent comes through effort, and their abilities can be further developed when they are dedicated, perseverant and well-trained enough, therefore, intelligence is indeed improvable (Bandura & Dweck, 1985; Dweck & Molden, 2007). As a result, they do not believe that everyone can be very intelligent or genius, but they believe that everyone can be more intelligent when they work harder and put enough effort into what they aim to achieve. The difference between the fixed and growth mindset is summarized by Dweck (2015) as follows: “In the fixed mindset, everything is about the outcome. If you fail—or if you are not the best—it is all been wasted. The growth mindset allows people to value what they are doing regardless of the outcome. They are tackling problems, charting new courses, working on important issues. Maybe they have not found the cure for cancer, but the search was deeply meaningful”. Moreover, despite the fact that individuals with a fixed mindset care how they are judged by others, those with a growth mindset focus on their own learning. They welcome feedback as a means to improve rather than ignoring or avoiding it. Furthermore, unlike students with a fixed mindset, if those with a growth mindset make any mistakes, they try to correct it immediately. Failures are just temporary setbacks for growth mindset holders, and they are seen as potential chances for growth-minded students for instructive feedback and thus their mistakes make indeed their learning better (Dweck, 2006). For this reason, they tend to demonstrate more adaptive behaviours and psychological traits such as resilience in response to failure. The success of their peers makes them inspired and gives them some lessons. Taking all these into consideration, learners who are of the opinion that abilities are fixed are less likely to progress better than others who believe that abilities can be improved.

Dweck and Molden (2007) state that there is also one more category where those who do not strongly hold either of these two mindsets—fixed vs growth—compose. Their work indicated that among children and adults, approximately 40% of them endorse a growth mindset whereas another 40% adopt a fixed mindset. The remaining 20% is undecided, in other words, they fall into somewhere in the middle of the applied scale points. As opposed to Dweck's (2006) argument, Mercer (2012) asserts that a fixed mindset prevails in language learning.

2.3. Student’s Mindset and How It Relates to Academic Achievement

The term “growth mindset” became synonymous with the incremental view of intelligence and the “fixed mindset” with the entity theory (Dweck, 2006). There has been

considerable evidence showing that the mindset a student has can determine their academic success (Dewar, 2010; Dweck, 2007; Stump et al., 2009). Research has shown that students with a growth mindset academically perform better than those with a fixed mindset (Atwood, 2010; Blackwell et al., 2007). However, this mindset influence tends to be more significant when students face challenges (Blackwell et al., 2007). Blackwell's study looked at seventh graders' performance over two years and it was not until those students began facing significantly more challenging work that the researchers noted the academic differences between the students who had a growth mindset and those who did not. Dweck (2008) specifically addressed how mindset can predict math/science performance, especially for women and minorities. She also showed interventions that change mindsets from fixed to growth have a positive impact on achievement in the math and science fields. Dar-Nimrod and Heine (2006) wrote about research in which they told one group of females the reason females did not do as well in math was due to genetic differences (fixed mindset) and the other group was told it was due to differences in experiences males and females have, which was a growth oriented explanation. The group that was given the fixed mindset explanation performed significantly worse. Other studies have replicated this finding that females' mindsets play a role in their math performance and whether or not they pursued math classes in college (Good, Rattan, & Dweck, 2012). In the United States there are significantly fewer females entering Science Technology Engineering and Math (STEM) professions than males and Boaler asserts that the reason females are not entering these fields is because they believe they cannot do the math for those degrees (Wallace, 2016).

International tests are providing evidence of the impact of growth mindset on student achievement and performance. The Program for International Student Assessment (PISA) team gives international tests and ranks countries in regards to math performance. PISA tests millions of students and in 2012 the assessment also surveyed students to determine if they had a fixed mindset or growth mindset. What they found was that students with a growth mindset were more than a year ahead of their fixed mindset peers (Boaler, 2014).

In another study it was found that students who prescribe to the incremental theory of intelligence actually learned more from mistakes (Mangels et al 2006). They used college students and first surveyed them to see what kind of mindset they held. They quizzed them on various subjects and both did equally well and both groups were shown correct answers for items missed. What is interesting is the growth mindset group actually processed their

mistakes differently and did much better than their counterparts when they were retested. These results were replicated more recently (Moser et al, 2011).

2.4. Theoretical Framework

The theoretical framework for this study is the concepts of mindset (Dweck, 2006). Dweck (2006) gives examples and illustrations of the effect of using growth mindset for learning by both children and adults. Her book defines and explains growth mindset and its effect in sports, business, relationships, education and parenting as well as including results of some of her first mindset workshops with students and accounts of the significant improvement of grades of the students who were in the targeted group.

Dweck's theories on growth and fixed mindset come from personality theories in the field of social psychology. As she discusses self-theories in a book of essays (2000) she explains that fixed mindset, the belief that one has a fixed amount of intelligence, "the theory of fixed intelligence", is an "entity theory" of intelligence. This is versus a "theory of malleable intelligence", growth mindset, which is an "incremental theory" of intelligence (Dweck, 2000, pp. 2-3).

Dweck (2006) proposed two contrasting types of mindsets: a fixed mindset based on the belief that our qualities are carved in stone resulting in a need to constantly prove ourselves, and a growth mindset based on the belief that our basic qualities are things we can cultivate through our efforts, which suggests that through application and experience, everyone can change. Consequently, once we cage ourselves in a fixed mindset, we become unable to think outside of the box. On the other hand, people with the growth mindset will learn to have more flexibility, interest, and self-confidence which will allow them to apply themselves to the real world. Table 1 charts out the contrasting nature explained in Dweck (2008) of the two mindsets, the fixed mindset and the growth mindset. While students with the fixed mindset care how they are judged, those with the growth mindset focus on their own learning. In the case of the fixed mindset, students avoid opportunities to learn if they know they might make mistakes (Hong, Chiu, Dweck, Lin & Wan, 1999; Muller & Dweck, 1998, cited in Dweck, 2008). When they actually make mistakes or reveal deficiencies, they hide rather than correct those mistakes (Nussbaum & Dweck, 2007). They are afraid of making an effort and perceive any effort that they do make as a sign that they are inadequate. Otherwise, if they actually had ability, such effort would not be necessary. Once they face setbacks, they decrease their effort and consider cheating (Blackwell, Trzesniewski & Dweck, 2007, cited in Dweck, 2008).

Table 1. Summary of Two Types of Mindset (Dweck, 2008)

	Fixed Mindset	Growth Mindset
Learning	Students reject opportunities to learn if they might make mistakes (Hong, Chiu, Dweck, Lin & Wan, 1999; Muller & Dweck, 1998)	Students care about learning
Attitude toward mistakes and deficiencies	They hide rather than correct them (Nussbauw & Dweck, 2007)	Students correct them effort (Blackwell et al., 2007; Nussbauw & Dweck, 2007)
Attitude toward effort	They are afraid of effort. They believe if you have the ability, you shouldn't need effort (Blackwell et al., 2007)	Effort is a positive thing. In the face of failure, they intensify their efforts and look for new learning strategies
Setbacks	They decrease their efforts and consider cheating (Blackwell et al., 2007)	Dweck states from her research (in Muller & Dweck, 1998 that they outperform their classmates with fixed mindset when they meet challenging school transitions or courses

In contrast, students with the growth mindset care about learning (Dweck, 2008) and correct mistakes (Blackwell et al., 2007; Nussbaum & Dweck, 2007, cited in Dweck, 2008). Effort is viewed as a positive thing and if they face failure, they will intensify their efforts and look for new learning strategies. Dweck states from her extensive research that when such students meet challenges, they outperform their peers with fixed mindsets (Dweck, 2008). She concludes that, in the long run, a growth mindset fosters growth.

Similar to Csikszentmihalyi's (1993) concept of flow, which includes elements such as clear goals, the opportunities for acting decisively, concentration of the task at hand, and a sense of potential control, Dweck's framework of mindset is practical in showing how students can be educated in dealing with setbacks. Results from six studies with fifth graders in Mueller and Dweck (1998) indicate that groups exposed to praise for their intelligence after completing their task responded negatively when they faced setbacks that prevented them from attaining their goals; groups exposed to praise for making an effort were less likely to feel disappointed by their low performance and continued to be interested in improving their performance. These experiments tell us that teachers need to be reminded that praise for efforts is the key to encouraging students to stay focused on achieving higher goals and helping them foster the growth mindset. Consequently, Dweck

sends the message that having a growth mindset will make a difference in the learner's motivation, accomplishments, and the ability to learn.

2.5 Pre-service Teachers Education Program in Indonesian and Sudan

Faculty of Teacher Training and Education is one of the ten faculties Sriwijaya University has. This faculty has about 4700 student bodies. This faculty location spreads in three campus areas. This Faculty of Teacher Training and Education is responsible for educating and preparing preservice teacher and in-service teachers. The pre-service teachers need to finish their study within 4 years, while the in-service teachers have to spent one year in a certification program. This faculty runs three level of education: undergraduate (4 years), master (by course and by research, 2 years), and Ph.D. (by research, 3-4 years) programs.

The curriculum of FTTE Sriwijaya University is a set of planning and guideline in carrying out teaching and learning process for lecturers, students, and management of the faculty. Based on the workshop conducted in 2015 about curriculum development, it has been developed based on the Indonesian National Qualification Framework (KKNI) as mandated in the Minister of National Education Regulations No 232/2000, No 45/U/2002, and Presidential Regulation No 8/2012. This curriculum has been developed to prepare the graduates to have professional competence in their majors, pedagogical competence in teaching, as well as personal competence and social competence as educators. Through this curriculum, from the commencement of their study, students have been introduced to professional duties of a teacher. The structure of the curriculum of FTTE Sriwijaya University consists of a group of subjects: (1) subjects related to personal development, (2) subjects related to knowledge and skills, (3) subjects related to major study, (4) subjects related to attitude building, and (5) subjects related to community interaction. The total number of credits every student has to take is between 144-146 credits. MPK is offered from 6-8 credits, MKK 15-17 credits, MKB 96-99 credits, MPB 22-23 credits, and MBB 6 credits respectively.

Faculty of Education is one of the nineteen faculties Omdurman Islamic University has. This faculty has about 6,000 student bodies. This faculty applies single sex education, which means that male students are placed separately from female students in different buildings. It has 30 programs; 14 program for males and 16 programs for females. There are 240 teaching staff in this faculty.

Faculty of Education is only responsible for educating and preparing pre-service teacher education, while in-service teacher education is handled directly by the government through the Ministry of Education, Republic of Sudan. This faculty runs four level of education: undergraduate (4 years), post-graduate diploma (1 year), master (by course and by research, 2 years), and Ph.D. (by research, 3-4 years) programs. For undergraduate degree, the curriculum covers national and local content consisting of 152-164 credits, which comprises into education subjects (54 credits), psychology subjects (62 credits), specialization subjects (30 credits), and university requirement subjects which is core subjects based on the national curriculum (24-26 credits) covering religion, Arabic language, English, computer, and Sudanese history subjects.

The recruitment of the students (pre-service teachers) in the Faculty of Education is done through a national test covering general subject, English, and Arabic, and an interview. They are prepared for teachers of primary and secondary schools. Those who want to be teachers at Secondary Vocational Schools, they have to take another two years education after they graduate from the undergraduate degree. For those who want to be teachers of kindergarten, they are only required to pass Diploma 2 program, not an undergraduate degree.

CHAPTER 3 METHODOLOGY

3.1 Research Roadmap

The roadmap of this proposed research is illustrated in the following Figure 2.

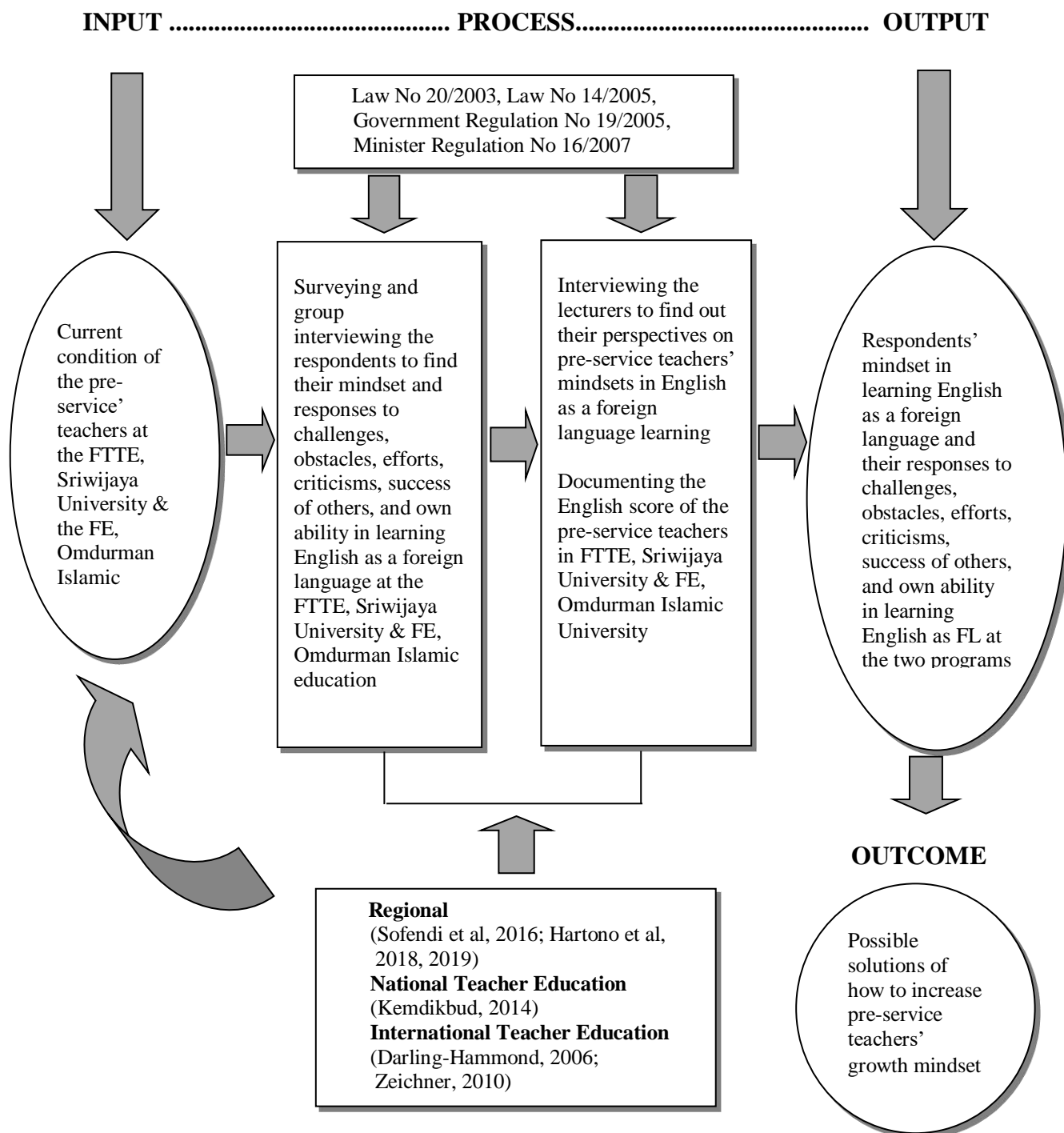


Figure 2. Roadmap of the Proposed Research

3.2 Research Site

This research was conducted in two teacher education institutions, the Faculty of Teacher Training and Education, Sriwijaya University, Indonesia and the Faculty of Education, Omdurman Islamic University, Sudan.

3.3 Research Design

This is a cross case study. It focused on the pre-service teachers at the two teacher education programs both in Indonesia and Sudan. Specifically, the study investigated the mindset of pre-service teachers in learning English as a foreign language at the Faculty of Teacher Training and Education, Sriwijaya University and the Faculty of Education, Omdurman Islamic University, Sudan.

3.3 Data Collection

The data of this proposed study were obtained through survey, focus group discussion (FGD), interview, and documentation.

These survey, focus group discussion, and documentation were conducted to the pre-service teachers, while interview was conducted to the lecturers of the two teacher education programs of the two faculties.

Survey was conducted to 511 pre-service teachers from the Faculty of Teacher Training and Education, Sriwijaya University, Indonesia and 150 pre-service teachers from the Faculty of Education, Omdurman Islamic University, Sudan. An *English Language Mindset Survey* (ELMS) Questionnaire developed by Puvacharonkul and Wilang (2019) will be used to collect the data. This questionnaire has six factors (challenges, obstacles, effort, criticism, success of others, and general viewpoint on own ability) with 5 Likert scale responses (strongly disagree, disagree, neutral, agree, and strongly agree). It has very good reliability with the Cronbach's Alpha 0.95.

The focus group discussion was given to 4 groups of pre-service teachers representing 4 departments from the Faculty of Teacher Training and Education, Sriwijaya University, Indonesia and 4 groups of pre-service teachers representing 4 departments from the Faculty of Education, Omdurman Islamic University, Sudan. Interview was carried out to 8 lecturers from the two institutions; 4 from each FTTE, Sriwijaya University and FE, Omdurman Islamic University. Documentation was done by collecting the pre-service teachers English score related to learning English as a foreign language at FTTE, Sriwijaya University & FE, Omdurman Islamic education

3.4 Data Analysis

The data obtained were analyzed quantitatively and qualitatively. Quantitative data obtained from the survey were analyzed descriptively using SPSS, while qualitative data from focus group discussion and interview were analyzed based on thematic analysis. The following figure illustrates the research flow.

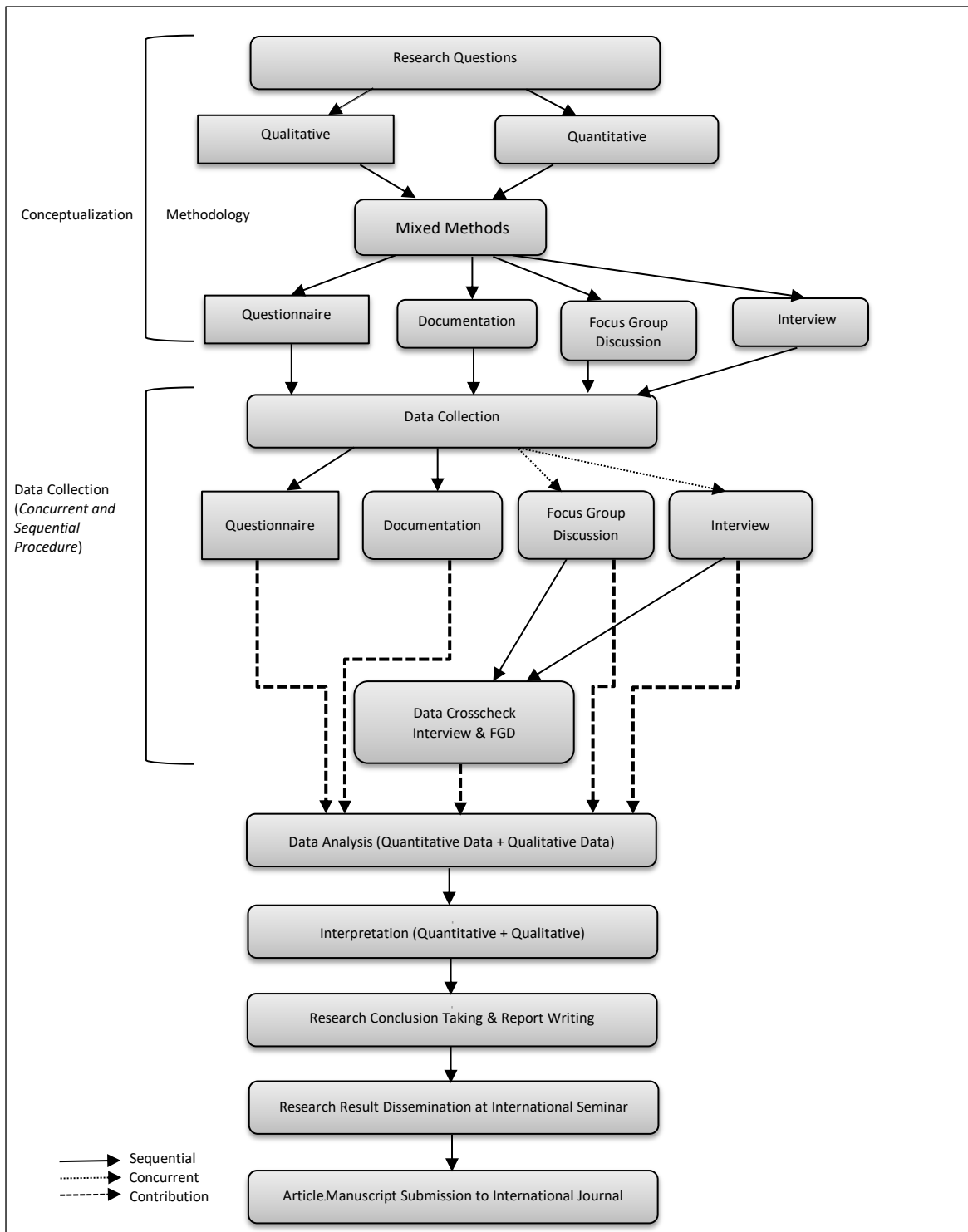


Figure 3. Research Flow Diagram

CHAPTER 4 RESULTS OF THE STUDY

4.1 Results

4.1.1 Results from the Questionnaire

In order to answer of research question 1 “*What are the current mindsets of the pre-service teachers at the Faculty of Teacher Training and Education, Sriwijaya University, Indonesia and the Faculty of Education, Omdurman Islamic University, Sudan toward fixed, neutral, or growth mindset in learning English as a foreign language?*” an *English Language Mindset Survey (ELMS)* questionnaire was used.

Based on the analysis of the data from the EMLS questionnaire, the overall mean (M) for the mindset of the pre-service teacher from the Faculty of Teacher Training and Education, Sriwijaya University is 3.30, SD 1.01 (see Table 1). The internal consistency (α) of EMLS calculated using Analysis of Variance yields a high value of 0.95. The following is the results of the means of the six factors of the pre-service teachers of the Faculty of Teacher Training and Education, Sriwijaya University.

Table 1 Results of the Individual Means of the Six Factors of the Pres-service Teachers of FTTE, Sriwijaya University

Factor	Factor Details	M	Mindset condition
Challenges	4. In the English language class, I like to try things that are hard.	3.13	Neutral
	8. Feeling challenged in learning English makes me want to try harder.	4.01	Growth
Obstacles	6. I usually quit when something gets difficult in the English language class.	2.40	Neutral
	7. I don't mind making mistakes in the English language class because I can learn.	3.98	Growth
Effort	9. If I have to work hard during the English language class, it means I'm not smart.	2.42	Neutral
	12. The more difficult the English language task is, the more motivated I become to put in effort.	3.82	Growth
Criticisms	10. In studying English, I rarely take criticisms as personal attacks.	3.36	Neutral
	11. In the English language classroom, I dislike negative feedbacks on my performance even if they will help me improve.	2.74	Neutral
Success of others	2. When other students do better than me in the English language class, it makes me feel inferior.	3.04	Neutral
	5. When other students succeed in our English language classes, I feel inspired.	4.24	Growth
General Viewpoint on Own Ability	3. I can always change basic things about the kind of person I am when I learn English.	3.27	Neutral
	1. I can do things differently in the English language class, but the important parts of who I am can't really be changed.	3.23	Neutral

It is found that four items are in growth mindset condition (items 5, 7, 8, 12). These suggest that the students assess themselves positively. When looking at the counterpart items in the same categories of these four items, the self-report results and means also have the tendencies toward the growth mindset condition. In contrast, only the item on Criticisms (item 11) tends toward the fixed mindset condition

These 12 items' means are averaged to six factors shown in Figure 1. At the factor level, results show that one-sixth of participants fall into the growth mindset and the other five-sixth into the neutral mindset. They report being growth-minded only on factors of Success of Others. There is no group where the participants report being fixed-minded.

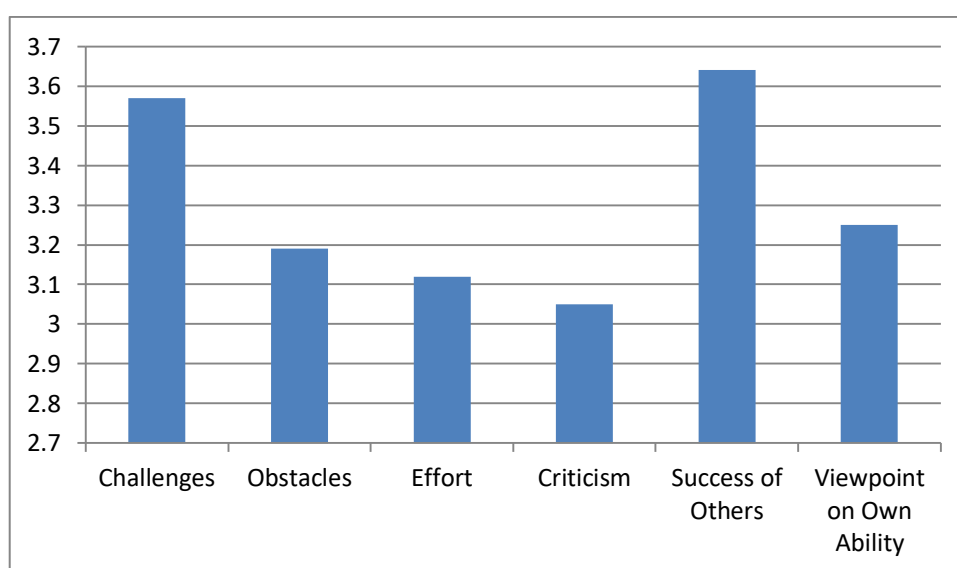


Figure 1. Means of the six factors into fixed, neutral, and growth mindsets of the Pre-service Teachers of FTTE, Sriwijaya University

On the other hand, the overall mean (M) for the mindset of the pre-service teacher from the Faculty of Education, Omdurman Islamic University is 3.34, SD 1.01 (see Table 2). The internal consistency (α) of EMLS calculated using Analysis of Variance yields a high value of 0.95.

Table 2 Results of the Individual Means of the Six Factors of the Pres-service Teachers of FE, Omdurman Islamic University

Factor	Factor Details	M	Mindset condition
Challenges	4. In the English language class, I like to try things that are hard.	3.72	Growth
	8. Feeling challenged in learning English makes me want to try harder.	4.41	Growth
Obstacles	6. I usually quit when something gets difficult in the English language class.	2.06	Fixed

	7. I don't mind making mistakes in the English language class because I can learn.	4.28	Growth
Effort	9. If I have to work hard during the English language class, it means I'm not smart.	2.60	Neutral
	12. The more difficult the English language task is, the more motivated I become to put in effort.	4.06	Growth
Criticisms	10. In studying English, I rarely take criticisms as personal attacks.	2.47	Neutral
	11. In the English language classroom, I dislike negative feedbacks on my performance even if they will help me improve.	3.04	Neutral
Success of others	2. When other students do better than me in the English language class, it makes me feel inferior.	2.78	Neutral
	5. When other students succeed in our English language classes, I feel inspired.	3.67	Growth
General Viewpoint on Own Ability	3. I can always change basic things about the kind of person I am when I learn English.	3.24	Neutral
	1. I can do things differently in the English language class, but the important parts of who I am can't really be changed.	3.67	Growth

Based on the data above, six items are in growth mindset condition (items 1, 4, 5, 7, 8, 12). These suggest that the students assess themselves positively. When looking at the counterpart items in the same categories of these six items, the self-report results and means also have the tendencies toward the growth mindset condition. In contrast, only the item on Obstacles (item 6) tends toward the fixed mindset condition.

These 12 items' means are averaged to six factors shown in Figure 2. At the factor level, results show that one-sixth of participants fall into the growth mindset and the other five-sixth into the neutral mindset. They report being growth-minded only on factor of Challenges. There is no group where the participants report being fixed-minded.

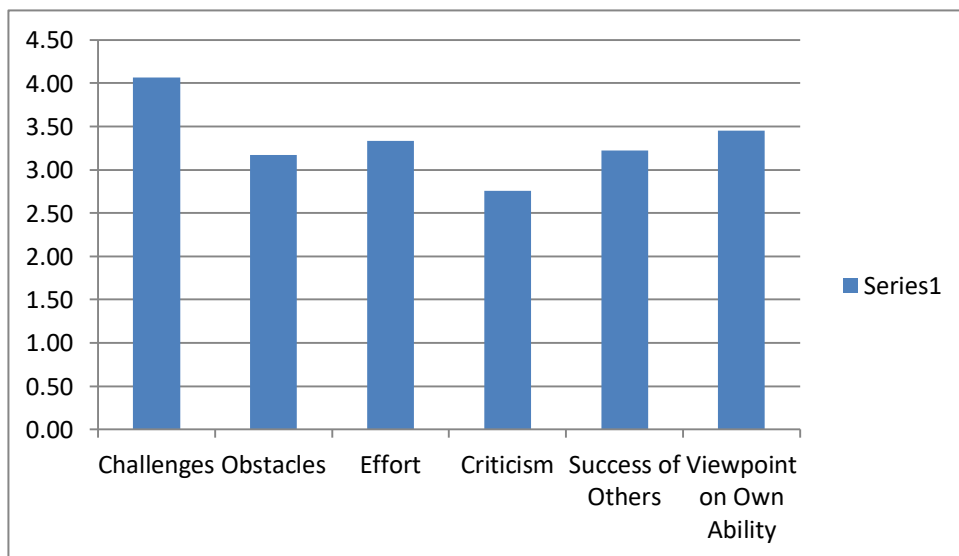


Figure 2. Means of the six factors into fixed, neutral, and growth mindsets of the Pre-service Teachers of FE, Omdurman Islamic University

When both data are paired it is found that both pre-service teachers at the Faculty of Teacher Training and Education, Sriwijaya University and their counterparts at the Faculty of Education, Omdurman Islamic University in majority have the neutral mindset with a tendency toward the growth mindset. The following Table 3 gives the comparison of the mean score between both groups.

Table 3 Results of the Individual Means of the Six Factors of the Pres-service Teachers of FTTE, Sriwijaya University and FE, Omdurman Islamic University

Factor	Factor Details	Mean		Mindset condition
		Unsri	OIU	
Challenges	4. In the English language class, I like to try things that are hard.	3.13	3.72	Neutral/Growth
	8. Feeling challenged in learning English makes me want to try harder.	4.01	4.41	Growth
Obstacles	6. I usually quit when something gets difficult in the English language class.	2.40	2.06	Neutral/Fixed
	7. I don't mind making mistakes in the English language class because I can learn.	3.98	4.28	Growth
Effort	9. If I have to work hard during the English language class, it means I'm not smart.	2.42	2.60	Neutral
	12. The more difficult the English language task is, the more motivated I become to put in effort.	3.82	4.06	Growth
Criticisms	10. In studying English, I rarely take criticisms as personal attacks.	3.36	2.47	Neutral
	11. In the English language classroom, I dislike negative feedbacks on my performance even if they will help me improve.	2.74	3.04	Neutral
Success of others	2. When other students do better than me in the English language class, it makes me feel inferior.	3.04	2.78	Neutral
	5. When other students succeed in our English language classes, I feel inspired.	4.24	3.67	Growth
General Viewpoint on Own Ability	3. I can always change basic things about the kind of person I am when I learn English.	3.27	3.24	Neutral
	1. I can do things differently in the English language class, but the important parts of who I am can't really be changed.	3.23	3.67	Neutral/Growth

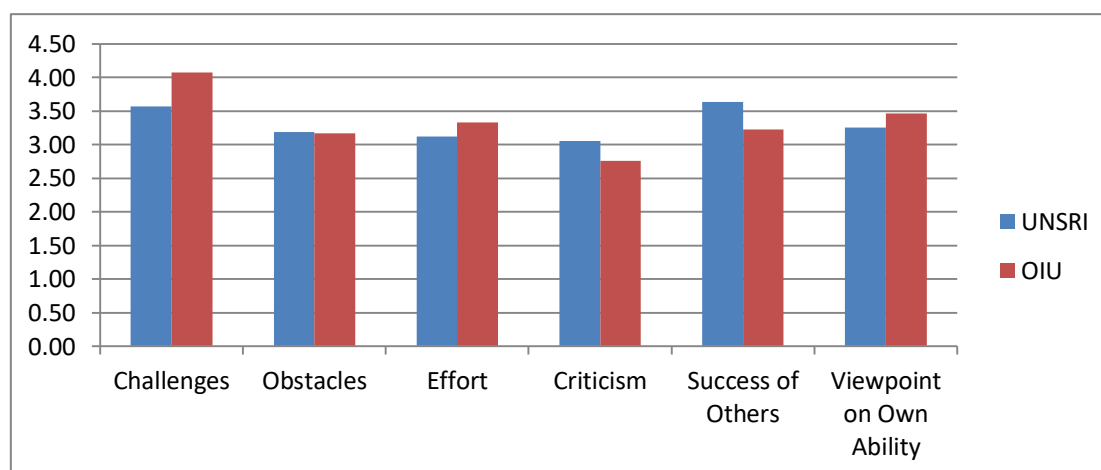


Figure 3. Means of the six factors into fixed, neutral, and growth mindsets

Data from Table 3 and Figure 3 indicate that of the six factors, pre-service teachers of the FTTE, Sriwijaya University have growth mindset in Success of Others factor, while their counterparts from FE, Omdurman Islamic University in Challenges factor.

4.1.2 Results from Documentation

To answer research question 3 “How is the pre-service teachers’ achievement in learning English as a foreign language at the university at the Faculty of Teacher Training and Education, Sriwijaya University, Indonesia and the Faculty of Education, Omdurman Islamic University, Sudan?” documentation was used.

The data of the documentation in this study were taken from the record of the pre-service teachers’ English score when they took English class at the undergraduate degree at the Faculty of Teacher Training and Education, Sriwijaya University or at the Faculty of Education, Omdurman Islamic University. These pre-service teachers were required to take a compulsory two-credit general English subject during their undergraduate study. English was offered at the first or second year of their study timeline. Both institutions apply the same score range, that is from E, D, C, B, to A, where E is lowest and A is the highest.

Based on the record documented, it was found that of 511 respondents from the Faculty of Teacher Training and Education, Sriwijaya University, there were 159 (31%) pre-service teachers obtained A score, 334 (65.6%) got B score, and 18 (3.5%) got C score. Of the 150 respondents from the Faculty of Education, Omdurman Islamic University, there were 31 (20.7%) pre-service teachers obtained A score, 11 (7.3%) got B score, 83 (55.3%) got C score, 3 (2%) got D score, and 22 (14.7%) got E score. The following is the summary of the score of English subject obtained by pre-service teachers from both institutions.

Table 4. Pres-service Teachers English Score from FTTE, Sriwijaya University and from FE, Omdurman Islamic University

English Score	FTTE Sriwijaya University	Percentage	FE Omdurman Islamic University	Percentage
A	159	31%	31	20.7%
B	334	65.5%	11	7.3%
C	18	3.5%	83	55.3%
D	-	-	3	2%
E	-	-	22	14.7%

Note: N=511 (FTTESU)
N=150 (FEOIU)

4.1.3 Results from Focus Group Discussion

To answer research questions 4 “*How are the pre-service teachers’ responses toward challenges, obstacles, efforts, criticisms, success of others, and own ability in learning English as a foreign language at the Faculty of Teacher Training and Education, Sriwijaya University, Indonesia and the Faculty of Education, Omdurman Islamic University, Sudan?*” a focus group discussion (FGD) was employed.

FGD was conducted to eight groups of respondents from both institutions, four groups of pre-service teachers from FTTESU representing four departments (Mathematics and Natural Science Department, Social Science Department, Educational Science Department, and Language and Arts Department) and four groups of pre-service teachers from FEOIU representing similar departments.

Based on the results of data analysis, it was found that pre-service teachers at FTTESU usually met **challenges** in learning English at the university. Most of them like the challenges they had in learning English, while others did not like them. They also tried to encounter the challenges using various ways. The following FGD quotes reveal such information.

In learning English we usually had such challenges as lecturers gave more assignment but lacked explanation of grammar and vocabulary... we lacked understanding of grammatical rule... also less interaction... usually applied teacher-centred method... when grammar was taught, no listening or speaking skill practiced. Sometime more writing task, seldom speaking, no listening... Yet, we like the challenges because they could increase our outlook. We expect to get more knowledge to support us to pass Suliet test. Actually we are eager to know new vocabulary, need more vocabulary to read and speak, to understand listening material... such challenges trigger us to learn English more... To deal with these challenges, we usually ask senior or classmates who know more English, try to always come to class and learn seriously. Also try to discipline ourselves in learning... (FGD1)

... challenges in speaking English... we don’t understand lecturers’ speaking... also in understanding the textbook used... cause lack of vocabulary mastery, bad grammar and writing ability... some of us don’t really like it but have to face it... some others like it, trying to understand the lesson, we want to increase our knowledge, to improve grammar mastery, writing skill, need to pass Suliet and reach high score in English...we ask classmates who know more English for assistance, review lesson learned, watch English film with subtitle, listen to English music, making caption & status in English... (FGD2)

... we find speaking in English, making presentation in English, communicating with lecturers in English, understanding lecturers’ explanation in English as challenges... well, we like it because I want to be like friends

who know English, try to like it although English is difficult... usually we ask friends questions when we don't understand, watch English films, listen to English song, notice messages in social media written in English, google for info... also listen to tutorial in YouTube... (FGD3)

The responses of their counterparts, pre-service teachers at FEOIU revealed that they also met challenges in learning English at the university—big class, learning sources—become their main challenges. However, they said that they like them, though others did not like them. They were patient enough to encounter the challenges. The following FGD quotes reveal such information.

Yes we certainly had challenges in learning English, big class with many students, it's not easy to learn English in this situation... but we have to face it, no choice... we don't have to retreat. We have to learn the lesson, review it, and discuss the lesson among friends... (FGD 5)

You know... English is not our native language, we speak Arabic ... it's very much different in many aspects; that's the challenge... we don't have enough sources for learning English... books are limited... We need to like all the challenges we have...that are the things in order to know, search for the knowledge, and patience is importance... (FGD 6)

Challenge is a challenge...limited sources in English... we like it, no learning if there is no challenge... we try to face it with learning, self-study, take extra class at the university language institute, review the lesson after class, ask teachers... we face the challenge with bravery and self-confidence... (FGD 8)

When both responses of the two groups of pre-service teachers are compared, it was found that the challenges faced by pre-service teachers at FTTESU are different from the ones their counterparts had. The former had challenges related to the limited skills of English, while the latter had challenges related to the limited condition of learning.

When they were asked about the obstacles in learning English, it was reported that pre-service teachers at FTTESU usually had **obstacles** in learning English at the university. When they had these obstacles, most of them like to confront them, as reported in the following FGD quotes.

Our main obstacle is laziness to learn and have a try; lack of interest... English is not our major... to confront this; we usually force ourselves to study, or study together with classmates; take English course... also watch English tutorial in YouTube, and search information in search engine... (FGD1)

What become obstacle in learning English is classic actually... lack of English competence... grammar, speaking, reading... we don't want to avoid it... tend to confront it because we need English to support learning other knowledge...

English is important in IR 4.0... in order not to be left behind by friends... mostly by reading a lot English stuff, mostly from social media... (FGD2)

Well... environment to learn English is not conducive, moody learning, not easy to implement what has been learnt... those common obstacles we had... confront them for sure because we actually like English... by learning from YouTube, from *duolingu*a application, also use cell phone translate, watching English film to learn pronunciation, and try to implement what has been learnt... (FGD4)

On the other hand, pre-service teachers at FEOIU informed that they also had obstacles in learning English at the university. Those obstacles are related to the learning atmosphere. Yet, they decided to confront the obstacles for some reasons, as uncovered in the quotes below.

Our obstacle is actually the learning atmosphere here at the Uni we found no comfortable place to learn English... place like other countries with facilities good for learning English, self-access centre, supporting language lab, free access internet... those are important we believe... (FGD6)

Yes we had obstacle in learning English for sure... those learning media such as LCD projector are very limited, ordinary room... the same room for all subjects... is it better we learn English in the language lab? But we have to accept that, we cannot just complain and do nothing... we need to do our best as we can, we need English... (FGD7)

The quotes from the two groups of pre-service teachers above indicate that the obstacles pre-service teachers at FTTESU had are different from what their counterparts at FEOIU had. Pre-service teachers at FTTESU encountered obstacles related to motivation, interest, and lack of English competence, while at FEOIU the obstacles were related to learning atmosphere in learning English.

In relation to what efforts in learning English have those pre-service teachers done, it was found that pre-service teachers at FTTESU had done some **efforts** in learning English at the university. These efforts were meant to upgrade their English competence, as reported in the following FGD quotes.

Some efforts we do are taking English course, watching English movie with English subtitle, listening to English song, read English comics, playing game with English story and asking friends who know more, also using google translate... (FGD1)

We put focus on learning grammar book repeatedly, watching English tutorial videos, reading book or comics in English, asking and sharing with friends, reading English news or quotes in Instagram... (FGD2)

We prefer reviewing lesson taught by lecturers, trying to practice English learned... also taking English course, learning from Duolinguua Apps, watching English subtitle film, watching related lesson in YouTube, reading Webtoon in English, learning from English quotes in social media, learning from English posting in Instagram, also watching Disney English subtitle film (FGD 3)

Some pre-service teachers at FEOIU admitted that they did not do any extra efforts in learning English, while most of them acknowledged that they did some efforts in learning English at the university which were meant to improve their English competence, as reported in the following FGD quotes.

Some of us did not do extra effort in learning English out of campus... we are not interested in English... not our major, only accept what were taught by lecturers at the Uni... (FGD5)

Many of us did some efforts such as taking extra English course out of campus because it is not enough studying English at the Uni... we need more English hours to learn... (FGD6)

We did some efforts to get English... reviewing lesson taught again and again to get it... need extra working, devoted more time to learn English because it is not our major, not learn much... limited hours, so study together is helpful... (FGD 7)

When both responses of the two groups of pre-service teachers are paired, it was found that the efforts did by pre-service teachers at FTTESU are different from the ones did by pre-service teachers at FEOIU. The former did efforts related to various strategies to cope with their limited skills of English, while the latter did efforts related to the limited opportunity in learning English at the university.

When those pre-service teachers were asked about critics they may have in learning English, it was uncovered that pre-service teachers at FTTESU commonly experienced **critics** addressed to them in learning English at the university. These critics were mostly given by classmates, although lecturer might also contribute. They tried to handle the critics and tried to tolerate them, as reported in the following FGD quotes.

Yes, from classmates when we did assignment incorrectly or in using English inappropriately... usually in terms of verbal bullying for always making mistakes and trying to practice English... we accepted it and learned from our mistakes... it's not a big deal. We made them as a challenge to perform better... sometime our criticized us for incorrect pronunciation... actually feedbacks were given... we accepted it and fix it for better performance (FGD1)

...frequently from classmates, when we practiced English they teased us... and criticized our mistakes... we don't care because we are still learning...we welcome any critics to improve our English... we think it's good because they pay attention to us... Also constructive critics from lecturer... we were glad she commented on us. We make it as a challenge to learn more... (FGD2)

Yes from classmates... sometimes destructive critics to make us down and stop learning English... We didn't take it personally, no hard feeling although we got annoyed... try to make it a trigger to perform better... also from our lecturer due to bad pronunciation we made... we took it as a challenge to improve... (FGD3)

In the same boat, pre-service teachers at FEOIU also informed that they had critics addressed to them in learning English at the university. They tolerated and considered such critics as motivating reason to try their best in learning English, as indicated in the following quotes.

We cannot avoid critics for sure... English is not our first language, so mistakes always happen. When trying to pronounce English it sounds strange and funny to our colleagues... they laughed and started to say bad comments such as your English does not sound like those people on TV bla...bla... we don't care... just go ahead... (FGD6)

In studying English so far critics were like rains... always came... usually given due to bad English we had... you know it's not pleasing at all... that's why we always said the environment and atmosphere of learning English at this Uni was not okay.... We faced them coldly... tried to be patient... (FGD5)

The quotes from the two groups of pre-service teachers above indicate that criticisms are inevitable, no matter from classmates or lecturer. Critics from lecturer tend to be constructive feedbacks for their improvement, whereas the ones from classmates were addressed as instant responses due to bad English they had and tried to use. However, they tried to respond such critics with tolerance and were made as motivating factor to improve their English.

The results of data analysis related to **others' success** in learning English revealed that pre-service teachers at FTTESU were inspired by the success of others. Most of them were happy with others' success and liked to learn from them. The following FGD quotes reveal such information.

More on inspiring us to be like him or her regardless our minimal effort in learning... we think that If someone can be successful in learning English, why can we? We were motivated to ask the tips of his success... although we felt unconfident with ourselves, we were motivated to try our best...we can learn from him (FGD1)

Others' success is motivating us to follow them...we want to learn from them, there is a place to ask questions and learn from... want to do our best. It's not a threat, it's a blessing, I could learn from him (FGD2)

It's not a threat... rather inspiring... we were proud of him and want to be like him; we were inspired to do our best... we made it a challenge to master English... motivated to try more and harder... (FGD3)

The responses of their counterparts, pre-service teachers at FEOIU revealed that they were inspired by the success of others in learning English at the university. They were pleased with the success of others in learning English, as reported in the quotes below.

We see their success as a motivation to study harder and try to achieve what they have achieved... we are inspired and glad to face every challenge in order to develop... (FGD 5)

We look at their success as a big challenge for us... and we were inspired, hoping that we could be successful like them...although it is not easy and needs extra effort to be successful like them... (FGD8)

Amazing... it's not easy to be successful... why should we consider their success as a threat? No way... it's an inspiring achievement we think... we can learn from their success... (FGD 7)

When both responses of the two groups of pre-service teachers are compared, it was found that they were not threatened by the success of others in learning English, rather they were inspired and motivated to do their best to catch up with others' success.

In relation to how those pre-service teachers saw themselves about **their ability** in learning English; it was found that pre-service teachers at FTTESU admitted their limited English competence. In this case they tend to improve their English competence, as reported in the following FGD quotes.

We realize with our limited English competence... in grammar, speaking, translation although we have been learning English since secondary schools... we guess we were not serious at that time... certainly we should improve our English ability...(FGD 1)

... we think we're good in English... grammar, vocabulary, pronunciation... but we still learn English by taking English course after class at the Uni... We like to prove that we can use English... (FGD2)

Yeah...weak in English certainly... unable to understand spoken and written English, also not confident... want to improve... to learn English more... not to prove... what can we do? (FGD3)

Similarly, pre-service teachers at FEOIU acknowledged that they also had limited English competence. Yet, they were not trying to prove their ability but to improve, as uncovered in the quotes below.

We saw our ability in English is just ordinary... we are not pessimistic... but looking at the country where we live, most of students did not find way to develop themselves... (FGD6)

We think we can learn English, make progress, and prove our ability... we think our ability in English is good and we will always increase it... we are able to learn it. We will prove it... (FGD7)

Just ordinary... nothing special... we will increase it. Our ability will increase as long as we make it a habit. Although we feel our ability in English is a little decrease, we will try to increase it...until we get satisfactory result... (FGD8)

Learning from the responses of most pre-service teachers both at FTTESU and FEOIU, it is apparent that they acknowledged their limited English competence. This condition raises their consciousness to improve their weaknesses. So far, the results of the FGD have been discussed which indicate that pre-service teachers of both institutions had a tendency towards the growth mindset in learning English. The following are the results obtained from the interview with the lecturers of English who taught at the both institutions.

4.1.4 Results from Interview

To answer research questions 3 “*What are the lecturers’ perspectives on pre-service teachers’ mindsets in learning English as a foreign language at the Faculty of Teacher Training and Education, Sriwijaya University, Indonesia and the Faculty of Education, Omdurman Islamic University, Sudan?*” interview was conducted.

Interview was conducted to eight lecturers of English from both institutions, four English lecturers from the Faculty of Teacher Training and Education, Sriwijaya University representing four departments (Mathematics and Natural Science Department, Social Science Department, Educational Science Department, and Language and Arts Department) and four English lecturers from the Faculty of Education, Omdurman Islamic University representing similar departments.

Based on the results of data analysis, it was found that lecturers of English who taught pre-service teachers at FTTESU reported that pre-service teachers in general have neutral mindset in learning English with the tendency towards growth mindset. The following are the lecturers’ of English perspectives on pre-service teachers’ mindsets in

learning English as a foreign language at the Faculty of Teacher Training and Education, Sriwijaya University.

In terms of the **challenges** that pre-service teachers met in learning English at the university, they informed that their students—non-English major pre-service teachers met challenges in learning English at the university such as having *limited English proficiency*. Even most of them like the challenges they had in learning English but others did not like them. They also tried to encounter the challenges using various ways. Lecturers of English at FEOIU confirmed that their students—no-English major pre-service teachers also met challenges in learning English at the university in terms of *limited condition of learning*, such as big class and learning sources. Yet some of them like, though others did not like the challenges. They were patient enough to encounter the challenges.

In relation to the **obstacles** the pre-service had in learning English, lecturers of English at FTTESU reported that pre-service teachers usually had obstacles related to *motivation, interest, and lack of English competence*. Lecturers of English at FEOIU also reported that pre-service teachers had obstacles related to *learning atmosphere* in learning English. The good thing from the pre-service teachers of both institutions is that instead of avoiding the obstacles most of them like to confront them.

Regarding what **efforts** in learning English those pre-service teachers have done, lecturers of English at FTTESU confirmed that pre-service teachers at FTTESU did various efforts in learning English at the university. These efforts were meant to upgrade their English competence. It was also admitted by the lecturers of English at FEOIU that some pre-service teachers at FEOIU did not do any extra efforts in learning English, although some did some efforts in learning English at the university. They were meant to improve their English competence. When compared, efforts done by pre-service teachers at FTTESU were related to various strategies to cope with their *limited skills of English*, while efforts done by pre-service teachers at FEOIU were related to the *limited opportunity* in learning English at the university.

Lecturers of English at FTTESU acknowledged that pre-service teachers at FTTESU usually experienced **critics** addressed to them in learning English at the university. These critics were given by classmates and lecturer of English. They tried to handle the critics and tried to tolerate them. It was also informed by the lecturers of English at FEOIU that pre-service teachers at FEOIU were in the same boat; they had critics addressed to them by classmates. They tolerated and considered such critics as motivating reason to try their best in learning English. It is the fact that criticisms are inevitable, no matter from classmates or

lecturer. Certainly critics from lecturer were constructive feedbacks for their improvement, whereas the ones from classmates were addressed as instant responses due to bad English they had and tried to use. However, they tried to respond such critics with tolerance and were made as motivating factor to improve their English.

It terms of **others' success** in learning English, lecturers of English at FTTESU revealed that pre-service teachers were inspired by the success of others. Most of them were happy with others' success and liked to learn from them. Likewise, lecturers of English at FEOIU narrated that pre-service teachers were inspired by the success of others in learning English at the university. They were pleased with the success of others in learning English. These pre-service teachers from both institutions were not feeling threatened by the success of others in learning English, but were inspired and motivated to do their best to catch up with others' success.

Related to the pre-service teachers' **ability** in learning English, lecturers of English at FTTESU saw that pre-service teachers had limited English competence but they were willing to improve their English competence. Similarly, as reported by lecturers of English at FEOIU that pre-service teachers acknowledged that they had limited English competence. Yet, they were not trying to prove their ability but to improve. It can be said that most pre-service teachers at both FTTESU and FEOIU realized their limited English competence so that their consciousness to improve their weaknesses arises.

4.2 Discussion

As it was mentioned earlier, one of the objectives of this study was to find out the current mindsets of the non-English major pre-service teachers in two teacher education programs FTTESU, Indonesia and FEOIU, Sudan toward fixed, neutral, or growth mindset in learning English as a foreign language. The results of the data analysis revealed that non-English major pre-service teachers from the two teacher education programs in general had growth mindsets on challenges (M=4.01 and 4.04), obstacles (M=3.98 and 4.28), efforts (M=3.82 and 4.06), and success of others (M=4.24 and 3.67) respectively. However, when it is noticed separately pre-service teachers of FTTESU demonstrated more growth mindset on *success of others factor*, while their counterparts, pre-service teachers of FEOIU demonstrated more growth mindset on *challenges* factor. These results informed that those pre-service teachers from both teacher education programs welcome challenges, obstacles, efforts, and success of others as opportunities to improve themselves in learning English as a foreign language. They had a predisposition to perceive other

factors—criticisms and their own ability as beneficial factors to the English learning process. In other words, they saw them as factors to improve rather than to prove their ability in learning English.

The tendency towards growth mindset indicated by the respondents' response in the questionnaire may be influenced by the reality that most of those pre-service teachers are new to the undergraduate study and were still enthusiastic and optimistic in pursuing knowledge in the university level. They were not really exposed yet to the courses challenges. Most of them might have good experience in learning English at their secondary schools and look forward to undergoing similar experience at the undergraduate study. Also a possible account for this tendency for pre-service teachers of FTTESU is that they were inspired when they see other students' succeed in English language class as shown in item 5 (the highest mean), while their counterparts pre-service teacher of FEOIU did not mind making mistakes in the English language class because they can learn from their mistakes as shown in item 7 (the highest mean).

The results of this study are in line with the findings of previous studies that also measured students' growth mindsets (see Blackwell et al., 2007; Puvacharonkul & Wilang, 2019; West et al., 2016; Zeng, Hou & Peng, 2016). The results showed the highest mean of pre-service teachers' responses from FTTESU (M=4.24) is in item 5 (*When other students succeed in our English language classes, I feel inspired*), while in the highest mean of pre-service teachers' responses from FEOIU (M=4.41) is in item 8 (*Feeling challenged in learning English makes me want to try harder*). The results also showed that the lowest mean of pre-service teachers' responses from FTTESU and FEOIU (M=2.40 and M2.06 respectively) is in item 6 (*I usually quit when something gets difficult in the English language class*). The big difference between the highest and lowest means may indicate that the more respondents see their abilities as malleable which means that the greater growth mindset they possess (Dweck, 2017).

The findings from FGD are in line with the ones from the questionnaire. The results from the questionnaire show that both the pre-service teachers from FTTESU and FEOIU have neutral mindsets with the tendency to growth mindsets. The results from the FGD confirm this tendency. It was found that the pre-service teachers from FTTESU demonstrated more growth mindset on success of others factor. They were inspired by others' success. This tendency implies that although they were limited in English skills (as also shown by the findings of documentation), as shown that they met many challenges in learning English, they are trying to do many efforts to understand and master English.

These efforts are triggered by many conditions and one of them is because they were inspired by others' success in learning English. It was also found that the pre-service teachers from FEOIU demonstrated more growth mindset on challenges. Although they struggled studying English with limited condition of learning such as big class, lacked of learning sources but they were motivated to learn and were ready to face many challenges in studying English.

Related to the obstacles that the pre-service teachers had, it is apparent that pre-service teachers from FTTESU were inhibited by their lack of motivation and interest in learning English, while the counterparts at FEOIU were obstructed by learning atmosphere in learning English. Pre-service teachers from FTTESU motivation in learning English was low because of their laziness to learn and have a try because they saw that English is not their major. Although they did not have problems dealing with facilities and learning sources like their counterparts at FEOIU had, those motivation and interest that matter. This condition resulted in moody learning most of them had. That is why they had such obstacles in learning English because their mindsets seem fixed in this factor. On the other hand pre-service teacher at FEOIU were suffered from learning atmosphere as obstacles they had. They found that there was no comfortable place to learn English at the university such as facilities good for learning English, self-access centre, supporting language lab, free access internet as students in other developed countries have. They hardly also found learning media such as LCD projector was limited. Conducive classroom to learn English was very limited; just ordinary room for all subjects. This condition is understood since their country is developing country.

When crosschecked with the findings from interview, lecturers of English who taught those participants confirmed the findings from FGD. In other words, what have been reported by the pre-service teachers of both institutions was acknowledged by these lecturers. In short, the findings from the questionnaire, FGD, and interview support each other that is, non-English major pre-service teachers' are neutral with more tendency to growth mindset.

CHAPTER 5

CONCLUSIONS OF THE STUDY

As has been aforementioned in chapter 1 of this report, the objectives of this study were to (1) to find out the current mindsets of the pre-service teachers at the Faculty of Teacher Training and Education, Sriwijaya University, Indonesia and the Faculty of Education, Omdurman Islamic University, Sudan toward fixed, neutral, or growth mindset in learning English as a foreign language; (2) to find out the lecturers' perspectives on pre-service teachers' mindsets in English as a foreign language learning at the Faculty of Teacher Training and Education, Sriwijaya University, Indonesia and the Faculty of Education, Omdurman Islamic University, Sudan; (3) to find out the pre-service teachers' achievement in learning English as a foreign language at the Faculty of Teacher Training and Education, Sriwijaya University, Indonesia and the Faculty of Education, Omdurman Islamic University, Sudan, and (4) to explore the pre-service teachers' responses to challenges, obstacles, efforts, criticisms, success of others, and own ability in learning English as a foreign language at the Faculty of Teacher Training and Education, Sriwijaya University, Indonesia and the Faculty of Education, Omdurman Islamic University, Sudan.

Based on the findings from the questionnaire, it was revealed that both pre-service teachers at the Faculty of Teacher Training and Education, Sriwijaya University and their counterparts at the Faculty of Education, Omdurman Islamic University in majority have the neutral mindset with a tendency toward the growth mindset. Of the six factors, pre-service teachers of the Faculty of Teacher Training and Education, Sriwijaya University have growth mindset in Success of Others factor, while their counterparts from Faculty of Education, Omdurman Islamic University have growth mindset in Challenges factor.

Based on the findings from the documentation, it was found that of 511 respondents from the Faculty of Teacher Training and Education, Sriwijaya University, there were 159 (31%) pre-service teachers obtained A score, 334 (65.6%) got B score, and 18 (3.5%) got C score. Of the 150 respondents from the Faculty of Education, Omdurman Islamic University, there were 31 (20.7%) pre-service teachers obtained A score, 11 (7.3%) got B score, 83 (55.3%) got C score, 3 (2%) got D score, and 22 (14.7%) got E score. In short, the English achievement of these pre-service teachers is categorized as mostly average to few good achievements.

Based on the findings from focus group discussion and interview, it was apparent that non-English major pre-service teachers from the Faculty of Teacher Training and

Education, Sriwijaya University and Faculty of Education, Omdurman Islamic University faced challenges and had obstacles in learning English at the university. Most of them did some efforts to improve their English performance, yet they experienced criticisms addressed to them. Mostly criticisms were given by classmates but they tried to handle the critics and tried to tolerate them, instead. In response to others' success in learning English, pre-service teachers were inspired by the success of others. Most of them were happy with others' success and liked to learn from them. They were not feeling threatened by the success of others in learning English, but were inspired and motivated to do their best to catch up with others' success. These findings from focus group discussion were confirmed by the findings from interview with lecturers of English who taught those pre-service teachers at both institutions.

In response to the above conclusion, some suggestions are offered. First, the Faculty of Teacher Training and Education, Sriwijaya University needs to provide extra credits in terms of faculty compulsory English because so far their challenges in learning English was limited English proficiency. It was due to that they only had two credits of English as a university compulsory subject. Two credit hours of English subject at the university were not sufficient to make them master English. By providing at least two more credits as the faculty compulsory subject would be helpful to upgrade their English competence. It would be better if there are another two credits English as a department compulsory subject. In addition, the faculty should also provide moral supports to non-English major pre-service teachers in learning English at the faculty because most of the obstacles they had were related to lack of motivation and interest in learning English. Second, the Faculty of Education, Omdurman Islamic University needs to provide good condition of learning to pre-service teachers because the challenges that the pre-service teachers faced were related to limited condition of learning such as big class and limited learning sources. In addition, the faculty should also support the learning atmosphere of learning English at the faculty by providing what the pre-service teachers need to have. So far pre-service teachers found the learning atmosphere was not conducive enough to learn English such as no comfortable place to learn English, no self-access centre, supporting language lab, free access internet were provided.

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APPENDIX 1 *Curriculum Vitae of Principal and Members of Researcher*

1. Principal Researcher

A. Personal Identity

1	Nama Lengkap & Gelar	Dr. Soni Mirizon, M. A.
2	Jenis Kelamin	Laki-laki
3	Jabatan Fungsional	Lektor Kepala
4	NIP	196711041993031002
5	NIDN	0014116701
6	Tempat/Tanggal lahir	Prabumulih, 4 November 1967
7	E-mail	smirizon@unsri.ac.id
8	Nomor Handphone	081278000706
9	Alamat Kantor	Jl. Raya Palembang-Prabumulih Km 32 Inderalaya OganIlir Sumsel
10	Nomor telepon/Fax	0711-580058
11	Lulusan yang telah dihasilkan	S1 = lebih dari 300 orang S2 = lebih dari 50 orang
12	Mata Kuliah diampu	Teaching and Learning Strategies
		Language Testing
		Educational Research
		Critical Issues in Education
		Research Methods in Language and Literature
		Language Teaching and Learning Evaluation

B. Education

2.1 Program	S1	S2	S3
2.2 Institution	FKIP Unsri	Department of Language and Linguistics, University of Essex, UK	School of Education, Flinders University, Australia
2.3 Field of Study	English Education	Applied Linguistics	Doctor of Education
2.4 Year of entry	1986	1997	2010
2.5 Year of grad.	1991	1999	2014
2.6 Title of thesis/ dissertation	The Remedial Teaching of Subject-Verb Agreement at SMAN 4 Plg	<i>Wh</i> -movement in the Acquisition of a Second Language: An Empirical Study of Native Indonesian Speakers	Integrated Content and Language Instruction in a Teacher Education Program in Indonesia
2.7 Advisers/ Promoters	Dra. Suwarni N. Drs. Zainin Wahab	Prof. Roger D. Hawkins	Prof. Ben A. Wadham Prof. David D. Curtis

C. Research Experience in the Last Five Years

No	Year	Research Title	Funding	
			Source	Total (Rupiah)
1.	2019	Preparing Teachers for the 21 st Century Education: Pre-service Teachers' Perspectives, Responses, Challenges, and Opportunities in the Implementation of 21 st Century Education in Indonesia and Sudan	PNBP FKIP Universitas Sriwijaya 2019	200.000.000,-

2.	2019	Literasi Asesmen Guru Bahasa Inggris terhadap <i>Higher Order Thinking Skills (HOTS)</i> dan Ke- mampuannya dalam Mengkonstruksi Soal Tes <i>HOTS</i> serta Kemampuan Peserta Didik dalam Menjawab Soal Tes <i>HOTS</i>	PNBP Universitas Sriwijaya 2019	47.500.000,-
3.	2019	<i>English-Medium Instruction (EMI)</i> dalam Pembelajaran Konten di Universitas: Kebijakan, Dukungan, Tantangan, dan Praktek Implementasinya	PNBP Universitas Sriwijaya 2019	43.600.000,-
4.	2018	Preparing Teachers for the 21 st Century Education: A Comparative Study of the Implementation of Pre-service Teacher Training at Sriwijaya University, Indonesia and Omdurman Islamic University, Sudan	PNBP FKIP Universitas Sriwijaya 2018	200.000.000,-
5.	2018	Menakar dan Mengembangkan Keterampilan Membaca, Berbicara, dan Berfikir Kritis Siswa/Mahasiswa Kejuruan (<i>Assessing and Developing Reading, Speaking, and Critical Thinking Skills of Vocational Students</i>)	PNBP FKIP Universitas Sriwijaya 2018	75.000.000,-
6.	2018	Kebijakan <i>English Medium Instruction</i> dalam Pembelajaran Konten di Sekolah Menengah: Keyakinan, Praktek, dan Manajemen Guru	PNBP FKIP Universitas Sriwijaya 2018	37.000.000,-
7.	2018	Ketidakjujuran Akademik dalam Pembelajaran Bahasa Inggris di Sekolah Menengah Atas di Palembang: Apa, Mengapa, dan Bagaimana?	PNBP FKIP Universitas Sriwijaya 2018	37.000.000,-
8.	2017	Kemampuan Literasi Bahasa Inggris Siswa Kelas 10 SMA Negeri di Kota Palembang berdasarkan <i>PISA Reading Literacy Test 2009</i>	PNBP FKIP Universitas Sriwijaya 2017	70.000.000,-
9.	2017	Ketidakjujuran Akademik, Faktor-Faktor Personal, dan Prestasi Belajar Bahasa Inggris Siswa SMA di Kota Palembang	PNBP Universitas Sriwijaya 2017	60.000.000,-
10.	2017	Implementasi beberapa Strategi Pengajaran Bahasa Inggris berbasis Kelas, Lokasi Sekolah, dan Jender di Sekolah Menengah Pertama di Kota Palembang (Tahun Kedua)	PNBP Universitas Sriwijaya 2017	235.000.000,-
11.	2016	Implementasi beberapa Strategi Pengajaran Bahasa Inggris berbasis Kelas, Lokasi Sekolah, dan Jender di Sekolah Menengah Pertama di Kota Palembang (Tahun Pertama)	PNBP Universitas Sriwijaya 2016	175.000.000,-
12.	2016	Pre-service Teacher Training in Indonesia and Egypt: A Comparative Study of the Faculty of Teacher Training and Education, Sriwijaya University, Indonesia and the Faculty of Highest Education, Cairo University, Egypt	PNBP FKIP Universitas Sriwijaya 2016	200.000.000,-

13.	2016	Analisis Hasil UKG Bahasa Inggris SMA Kota Palembang: Antara Kom-petensi dan Profesionalisme Guru	PNBP Unsri 2016	19.000.000,-
14.	2015	Analisis Hasil UKG Bahasa Inggris SMP Kota Palembang Tahun 2015	Dirjen GTK Kemendikbud 2015	20.000.000,-
15.	2015	Kemampuan Guru Menganalisis dan Memberikan Umpan Balik tentang Kesalahan Berbahasa Inggris Wacana Tulis Siswa SMA	PNBP FKIP Universitas Sriwijaya 2015	40.000.000,-

D. Public Services in the Last Five Years

No	Year	Public Service Title	Funding	
			Source	Total (Juta Rupiah)
1.	Sept. – Okt. 2019	Pelatihan Penulisan Artikel untuk Jurnal Ilmiah Bagi Guru-Guru Bahasa Inggris SMP & SMA di Kota Pangkal Pinang, Bangka Belitung	PNBP FKIP Sriwijaya University	12.500.000,-
2.	Sept. – Okt. 2019	Pelatihan Penulisan Proposal Penelitian Tindakan Kelas (PTK) bagi Guru-Guru Bahasa Inggris SMP & SMA di Kota Pangkal Pinang, Bangka Belitung	PNBP FKIP Sriwijaya University	9.375.000,-
3.	April – Okt. 2018	Pelatihan Penulisan Proposal Penelitian Tindakan Kelas (PTK) bagi Guru-Guru Bahasa di SMP Srijaya Negara Palembang	PNBP FKIP Sriwijaya University	9.375.000,-
4.	Okt. sd. Des. 2017	Pendidikan dan Pelatihan Profesi Guru (PLPG) Tahap 2 sd. Tahap 5	Dirjen GTK Kemendikbud	-
5.	Sept. sd. Des. 2016	Pendidikan dan Pelatihan Profesi Guru (PLPG) Tahap 1 sd. Tahap 5	Dirjen GTK Kemendikbud	-
6.	Okt. 2015	Penyuluhan tentang Penggunaan Strategi Respon Pembaca pada Guru SMP Kec. Inderalaya, OI	PNBP FKIP Sriwijaya University	10.000.000
7.	Agt. sd. Nov. 2015	Pendidikan dan Pelatihan Profesi Guru (PLPG) Tahap 1 sd. Tahap 6	Dirjen GTK Kemendikbud	-

E. Publication in the Last Five Years

No	Year	Title	Publication Media (Journal Title)
1.	2019	Integrated Content and Language Instruction: Lecturers' Views and Classroom Instructional Practices	<i>Australian Journal of Teacher Education</i> , 44(3), 42-60. http://dx.doi.org/10.14221/ajte.2018v44n3.3 Terindeks Q2 Scopus
2.	2019	What Could the Big6 Strategy Do to Students' English and Information Literacies?	<i>Studies in Linguistics and Literature</i> , 3(1), 30-45. www.scholink.org/ojs/index.php/sll
3.	2019	English Needs Analysis : A Case Study of Protocol Department in Palembang City	<i>International Journal of Advanced Science and</i>

		Mayor Office	<i>Technology</i> , 28 (10), 207-217 (ISSN: 2005-4238 IJAST).
4.	2019	Interlanguage Analysis of Syntactic and Diction Errors Found in Theses Written by Magister Students	<i>International Journal of Indonesian Education and Teaching</i> , 3(1), 102-116.
5.	2018	PISA Reading Literacy Performance and Its Correlation with Engagement in Reading Activity and Reading Interest	Proceedings of <i>International Seminar and Annual Meeting BKS-PTN</i> , 2019
6.	2018	An Analysis on Students' Perception toward Their Speaking Anxiety of English Education Study Program at Sriwijaya University	Proceedings of <i>International Seminar and Annual Meeting BKS-PTN</i> , 2019
7.	2018	Students' Specific Comprehension Skills based on Locations, Grades, and Gender	<i>Indonesian Journal of Applied Linguistics</i> , 7(3), 538-548. http://ejournal.upi.edu/index.php/IJAL/issue/view/990 Terindeks Q2 Scopus
8.	2017	Improving Students' Narrative Writing Achievement through Reader's Theatre Strategy	<i>The Journal of English Literacy Education</i> , 4(2), 155-170.
9.	2016	Enhancing the Tenth Graders' Reading Comprehension Achievement through KWL Strategy with Twin-Text at a Senior High School in Palembang	Proceeding of 2 nd <i>Sriwijaya University Learning and Education International Conference</i> , 2016
10.	2016	Teaching of Mathematics and Science in English at the University in Indonesia: Lecturers' and Students' Attitudes to the Initiative (Salah Satu Bab dalam Buku yang Berjudul <i>Publishing Higher Degree Research</i>)	Sense Publisher, The Netherlands
11.	2016	Survival English: A Story of Immigrants in Australia	Proceeding 5 th <i>SRS TEFLIN National Conference</i> , 2016.
12.	2015	The Implementation of Peer Editing Technique to Improve Students' Writing Achievement	<i>The Journal of English Literacy Education</i> , 2(2), 48-57.

F. Speakers in Conferences in the Last Five Years

No	Seminar	Article Title	Place & Time
1.	40 th Thailand TESOL International Conference	Higher Order Thinking Skills (HOTS): Students' Understanding and Ability in Responding to HOTS Test Items	Bangkok, Thailand, 30 Januari - 1 Februari 2020
2.	66 th TEFLIN International Conference	English Medium Instruction in Teaching Content Subjects: Teachers' and Students' Voices from Within	Universitas Negeri Medan, Medan, 8-9 Agustus 2019
3.	3 rd Sriwijaya University Learning and Education International Conference (SULE-IC)	Motivation, academic dishonesty, and English achievement of senior high school students in Palembang: Is there any correlation?	Universitas Sriwijaya, Palembang, 9 November 2018

4.	SEMIRATA Ke 5 BKS-PTN Wilayah Barat Bidang Bahasa	PISA Reading Literacy Performance and Its Correlation with Engagement in Reading Activity and Reading Interest	Universitas Sriwijaya, Palembang, Oktober 2018
5.	65 th TEFLIN International Conference	Teachers' of English Assessment Literacy: Unveiling What Teachers Know and Do	Universitas Negeri Makassar, Makassar, 12-14 Juli 2018
6.	1 st ASEAN ELT International Conference	Secondary School Students' English Literacy Achievement based on PISA Reading Literacy Test 2009	Universiti Putra Malaysia, Melaka, 15-17 Maret 2018
7.	8 th International Conference on Language, Education, Humanities, and Innovation (ICLEHI)	Academic Dishonesty and Personal Factors in relation to English Achievement of Secondary School Students	27-28 November 2017, Ho Chi Minh City, Vietnam
7.	Global Active Learning Summit (GALS)	What could the Big6 Strategy do for Students' English and Informational Literacies?	3-5 Agustus 2017, Tokyo, Japan
8.	15 th AsiaTEFL & 64 th TEFLIN International Conference	Partnership with Librarians: A Strategy to Improve Secondary School Students' English Literacy	13-15 July 2017, Jogyakarta, Indonesia
9.	3 rd ICEDU, International Conference on Education	Pre-service Teacher Training Programs in Indonesia and Egypt: A Comparative Study	20-22 April 2017, Kuala Lumpur, Malaysia
10.	52 nd RELC International Conference	State Junior High School Students' Comprehension Based on Specific Skills Assessments	13-15 March 2017, RELC, Singapore
11.	13 th CamTESOL International Conference	The Analysis of Teachers' of English Competency Test Result: Teacher Competence and Professional Development	18-19 February 2017, Phnom Penh, Cambodia
12.	Australian Association for Research in Education (AARE) 2016 International Conference on Education	Students' Specific Comprehension Skills in English Based on School Locations, Grades, and Gender	27 Nov-1 Dec 2016, Melbourne, Australia
13.	5 th SRS TEFLIN	Survival English: A Story of Immigrants in Australia	27 February 2016, Sriwijaya University
14.	4 th SRS TEFLIN	Studying Content in English in a Bilingual Class: Opportunities and Challenges	7 February 2015, Sriwijaya University
15.	Rhizomes VIII International Post-graduate Conference on Language and Linguistics in 2014	Students Perceptions and Experiences on Bilingual Education at an Indonesian University	10-11 February 2014, The University of Queensland, Australia
16.	AARE 2013 International Conference on Education	A Policy of Internationalising Schools: A Story from Indonesia	1-5 Desember 2013, Adelaide, Australia

G. Books Written in the Last Five Years

No	Year	Book Title	Number of Page	Publisher
1.	2020	Advanced English Grammar	120 pages	Penerbit Universitas Sriwijaya
2.	2019	Intermediate English Grammar	112 pages	Penerbit Universitas Sriwijaya
3.	2017	Syntax, The Structure of Sentences: An Introduction to English Syntax Course	103 pages	Penerbit Universitas Sriwijaya
4.	2017	Catatan Perjalanan Mengenal Negeri Fir'aun (<i>A Note of a Journey Visiting the Pharaoh's Land</i>)	206 pages	Universitas Sriwijaya Press
5.	2016	Teaching of Mathematics and Science in English at the University in Indonesia: Lecturers' and Students' Attitudes to the Initiative (Salah satu bab dalam buku yang berjudul <i>Publishing Higher Degree Research</i>)	250 pages	Sense Publishers, The Netherlands
6.	2007	Pengembangan Materi Pembelajaran Bahasa Indonesia Sekolah Dasar (Salah satu bab di bahan ajar cetak berjudul <i>Pembelajaran Bahasa Indonesia</i>)	300 pages	Dikti, Depdiknas, Indonesia

H. Intellectual Property Right in the last 5-10 years

Year	Title	Year	Genre	No P/ID
1.				

I. Experience in Formulating Public Policy in the last 5 years

No	Year	Title/ Theme	Place	Community Respons
1.				

J. Awards in the last 10 years

No	Awards	Institution	Year
1.	<i>Satyalencana Karya Satya 20 Tahun</i> Award from the President of the Republic Indonesia	Sriwijaya University	2019

I certify that the data stated in this curriculum vitae is correct. If one day it is found that the data is not correct, I am ready to get any sanction based on the law prescribed.

Palembang, 21 February 2020



Dr. Soni Mirizon, M.A.

2. Member of Researcher 1

A. Personal Identity

1	Full Name with Degree	Prof. Sofendi, M.A., Ph.D.
2	Gender	Male
3	Functional Position	Professor
4	Social Security Number (NIP)	196009071987031002
5	NIDN	0007096003
6	Place and Date of Birth	Palembang, September 7, 1960
7	E-mail	sofendi@yahoo.com
8	Cellular Phone	+62811780711
9	Office Address	Jln. Raya Palembang-Prabumulih Km 32 Inderalaya Ogan Ilir Sumsel
10	Telephone number/Fax	0711-580058
11	Number of graduates under advisory	S1 = more than 400 students S2 = more than 100 students
12	Subjects Taught	English for Specific Purposes Curriculum Analysis Second Language Acquisition / Language Acquisition Methods of Research in Language and Literature Language Teaching and Learning Evaluation

B. Education

Program	Undergraduate (S1)	Graduate: Master's (S2)	Graduate: Doctorate (S3)
University	FKIP Unsri	Warwick University, England	London University, England
Department	English Education	English for Specific Purposes	Education
Year of Entry	1981	1989	1995
Year of Graduation	1985	1990	1998
Title of Thesis & Dissertation	Pronunciation Mistakes in Pronouncing the English Sounds Made by Musi Language Speaking Students of SMA Negeri Sekayu	A Critical Appraisal of Microteaching in the English Study Program, Faculty of Teacher Training and Education, University of Sriwijaya, Palembang, Indonesia	The Effects of Group work on Mathematics Attainment in Indonesian Primary Schools, 1998
Advisors	Dr. Nangsari Ahmad Dra. Sutari Harifin, M.A.	Ms. Lorraine Lawrence	Prof. Dr. Kathy Sylva Iram Siraj-Blatchford, Ph.D.

C. Research Experience in the Last 5 Years

No	Year	Research Title	Funding	
			Source	Total (Rupiah)
1.	2019	Preparing Teachers for the 21 st Century Education: Pre-service Teachers' Perspectives, Responses, Challenges, and Opportunities in the Implementation of 21 st Century Education in Indonesia and Sudan	PNBP FKIP Universitas Sriwijaya 2019	200.000.000,-

2.	2018	Preparing Teachers for the 21 st Century Education: A Comparative Study of the Implementation of Pre-service Teacher Training at Sriwijaya University, Indonesia and Omdurman Islamic University, Sudan	DIPA FKIP UNSRI	200.000.000,-
3.	2016	Pre-service Teacher Training in Indonesia and Egypt (A Comparative Study of the Faculty of Teacher Training and Education, Sriwijaya University, Indonesia and the Faculty of Highest Education, Cairo University, Egypt)	DIPA FKIP UNSRI	200.000.000,-
4.	2016	Students' Perception of Parent Involvement in Elementary Education: A Study in Philippine and Indonesia	DIPA FKIP UNSRI	200.000.000,-
5.	2015	Social Studies: Higher Education Curricula and Their Implementations in Indonesia and Japan (A Comparative Studies in Faculty of Teacher Training and Education, Sriwijaya University and Faculty of Education in Kochi University)	DIPA FKIP UNSRI	200.000.000,-
6.	2015	Students' Literacy Quality in National Language: Functional Reading Achievement and Attitude Towards and Interest in Reading (continued)	DIPA FKIP UNSRI	200.000.000,-
7.	2014	Students' Literacy Quality in National Language: Functional Reading Achievement and Attitude Towards and Interest in Reading	DIPA FKIP UNSRI	200.000.000,-

D. Public Services in the last 5 years

No	Year	Community Service Title	Funding	
			Source	Total (Rupiah)
1.	2017	Pelatihan Penulisan Proposal PTK bagi Guru-guru Bahasa Tingkat SMP di Kecamatan Inderalaya, Kabupaten Ogan Ilir, Sumatera Selatan	DIPA FKIP UNSRI	10.000.000,-
2	2009	Pelatihan Pemantapan Penulisan Proposal Hibah Kompetitif (Pelatih)	Lemlit	
3	2009	Pelatihan Penulisan Proposal Hibah Kompetitif (Pelatih)	Lemlit	
4	2009	Pelatihan Penulisan Proposal Penelitian Dosen Muda Universitas PGRI Palembang (Pelatih)	Puslit PGRI	
5	2009	Public Speaking (Instruktur)	Depkumham	
6	2006	Pelatihan Penulisan Karya Ilmiah dalam kegiatan Demand Driven bagi guru-guru SMP kota Prabumulih	Block Grant Diknas Sumsel	
7	2006	Pelatihan Penulisan Karya Ilmiah (Disajikan dalam Semiloka Penulisan Karya Ilmiah Jurusan Ilmu Pendidikan FKIP Unsri)	FKIP	
8.	2007	Workshop on Promoting Writing Skill by Applying Reader Response Approach, Konferensi Nasional LB Unsri dan RELO	Lembaga Bahasa	

E. Publication in the Last 5 years

No.	Year	Title	Publication Media (Journal Title)
1.	2018		Indonesian Journal of Applied Linguistics, Vol.7 No.1, May 2018
2.	2013	The EFL Acquisition Orders of Tense-Aspect of the Students	Jurnal Pendidikan Progresif, ISSN 2087-9849 Vol.3 No.1, April 2013, FKIP Lampung
3.	2012	Analisis Penguasaan Bahasa Inggris Mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Universitas Sriwijaya Kampus Palembang	, Jurnal Pendidikan Progresif, ISSN 2087-9849, No 1, Vol. 2, April 2012, FKIP Unila
4.	2011	English Mastery of Students of Engineering Faculty, Sriwijaya University Academic Year 2010/2011	Jurnal Holistics Hospitaslity and Linguistics, ISSN 2085-4021 Vol.13, No.5, Juni 2011
5.	2007	English Teaching at Primary School Teacher Training Program Faculty of Teacher Training and Education Sriwijaya University	Jurnal Edukatif, ISSN 0216-2385 Th.4, No.1, Oktober 2007
6.	2006	Teaching Students Study Skills to Gain Independence in Reading Comprehension	Jurnal Lingua, ISSN 1411-2388, Vol.8, No.1, Desember 2006
7.	2005	The Students' Perception Towards the Teaching of English at the Non-English Departments, Faculty of Teacher Training and Education, Sriwijaya University, Indralaya, Indonesia,	Jurnal Vidya Karya, ISSN 0215-9619 Th. XXIII, No.2, Oktober 2005
8.	2003	Pengajaran Bahasa Inggris di Jurusan Pendidikan Matematika dan Ilmu Pengetahuan Alam Fakultas Keguruan dan Ilmu Pendidikan Universitas Sriwijaya	Jurnal Lingua Bahasa dan Sastra FKIP Unsri, ISSN 1411-2388, Vol. 5, No.1, Desember 2003

F. Experience in Seminar in the last 5 years

No	Seminar	Article Title	Time and Place
1.	1 st SULE-IC 2014 (international seminar)	Facts and Hopes about the Students' English Mastery at Mathematics and Natural Sciences Department, Faculty of Teacher Training and Education, Sriwijaya University, Indonesia	16-18 May 2014, Aryadhuta Hotel, Palembang
2.	The 23rd HISKI Conference on Literature	Penerapan Strategi Respons Pembaca dan Respons Simbol Visual dalam Matakuliah Literacy Appreciation untuk Pengembangan Budaya Literasi	6-9 November 2013, Lambung Mangkurat University, Banjarmasin
3.	Seminar Nasional	Optimalisasi Kualitas Kegiatan Pembelajaran di dalam Kelas	Tahun 2012
4.	Seminar Nasional BKS-PTN Bidang Bhs. dan Seni	Tantangan dan Peluang Pembentukan Karakter Mahasiswa FKIP-Unsri Angkatan 2010/2011 Berdasarkan Kemampuan Bahasa Inggris	5-6 Juli 2011, Medan
5.	Seminar Nasional Mengembangkan	Penguasaan Bahasa Inggris Mahasiswa Fakultas Keguruan dan Ilmu	9 Januari 2010, Palembang

	Pemb. Bahasa dan Sastra Aktif, Inovatif, Kreatif, Efektif, Menyenangkan & Mengasikkan	Pendidikan Universitas Sriwijaya	
6.	Internasional Forkibastra	Errors Made by the Second Year Studens of SMP Srijaya Negara Palembang in Using the English Comparisons Of Adjectives	1-2 Juni 2010, Palembang
7.	57th TEFLIN International Conference	The Students' Perceptions towards the Teaching of English at the Public Health Science Department, Faculty of Public Health Sciences Sriwiaya University	1 -3 Nov. 2010
8.	Seminar Nasional Bidang Bahasa dan Sastra	The Relevance of Indonesian Cultures of English Language Teaching in Indonesia: Zone of Proximal Develoment	28 Oktober 2009, Palembang
9.	Seminar dan Rapat Tahunan ke-5 BKS-PTN Wilayah Barat Bidang Bahasa	Constructing a Standardized Test	22-23 Juli 2009, Swarna Dwipa Palembang
10.	Seminar dan Rapat Tahunan ke-4 BKS-PTN Wilayah Barat Bidang Bahasa	Tujuan Pengajaran Bahasa Inggris di Universitas Sriwijaya	14-15 Juli 2008, Hotel Mutiara Nerdeka, Pekan Baru

G. Books Written in the last 5 years

No.	Year	Title	ISBN	Publisher
1	2015	Webbing Strategy	64	Simetris
2	2014	Cooperative Group Learning Strategy	70	Simetris
3	2014	Microteaching	978-602-1160-01-5	Simetris
4	2014	Reading Comprehension: Self-concept and Motivation	978-602-1160-02-2	Simetris
5	2013	Cooperative Group Learning Strategy	978-602-18914-9-0	Simetris
6	2013	IEPC Reading Strategy	978-602-18914-9-0	Simetris
7	2012	English for Academic Purpose: for the Students of Sosial Sciences	979-587-426-8	Nuryz
8	2012	English for Academic Purpose: for the Students of Natural Sciences	979-587-425-X	Nuryz
9	2011	English 300: for Unsri Students	978-979-18565-7-7	Nuryz
10	2011	English 200: for Unsri Students	978-979-18565-6-0	Nuryz
11	2010	English for Academic Purposes: for the Students of Natural Sciences	978-602-8647-06-9	Nuryz
12	2010	English for Academic Purposes: for the Students of Sosial Sciences	978-602-8647-05-2	Nuryz
13	2009	English One: Book Four	978-602-8647-04-5	Nuryz

14	2009	English One: Book Three	978-602-8647-03-8	Nuryz
15	2009	English One: Book Two	978-602-8647-02-1	Nuryz
16	2009	English One: Book One	978-602-8647-01-4	Nuryz
17	2009	English for General Purposes: for the Students of Social Sciences	978-979-18565-0-8	Nuryz
18	2008	English for General Purposes: for the Students of Natural Sciences	978-979-18565-1-5	Nuryz
19	2008	English for General Purposes: for the Students of Social Sciences	978-979-18565-0-8	Nuryz
20	2008	English 400: for Unsri Students	978-979-18565-4-6	Nuryz
21	2008	English 300: for Unsri Students	978-979-18565-3-9	Nuryz
22	2008	English 200: for Unsri Students	978-979-18565-2-2	Nuryz

H. Intellectual Property Right in the last 5-10 years

Year	Title	Year	Genre	No P/ID
1.				
2.				

I. Experience in Formulating Public Policy in the last 5 years

No	Year	Title/ Theme	Place	Community Respons
1.	2017	Revitalisasi Kurikulum LPTK	LPTK di Indonesia	
2.				

J. Awards in the last 10 years

No	Awards	Institution	Year
1.	SatyaLancana Karya Satya 10 year	Indonesian Presiden	2007
2.	SatyaLancana Karya Satya 20 year	Indonesian Presiden	2010

I certify that the data stated in this curriculum vitae is correct. If one day it is found that the data is not correct, I am ready to get any sanction based on the law prescribed.

Palembang, 21 February 2020



Sofendi

3. Member of Researcher 2

A. Personal Identity

1	Full Name with degree	Drs. Harlin, M.Pd.
2	Sex	Laki-laki
3	Functional position	Asisten Ahli
4	NIP	19640801191021001
5	NIDN	0001086401
6	Place and date of birth	Palembang, 01 Agustus 1964
7	E-mail	harlinfirizal@gmail.com
8	Mobile phone	08197885400
9	Office Address	Jl. Raya Palembang-Prabumulih Km 32 Inderalaya, Ogan Ilir Sumsel
10	Telephone number/Fax	0711-580058
11	Number of graduates under advisory	S1 = lebih dari 300 orang
12	Courses taught	Penelitian Pendidikan Teknik Mesin
		Teknik Pengecoran
		Perlakuan Panas
		Kinematika dan Dinamika
		Las TIK dan MIK
		Kerja Bangku
		Korosi

B. Education

2.1 Program	S1	S2
2.2 Institution	FPTK IKIP Padang	Program Pascasarjana, Universitas Negeri Yogyakarta (UNY)
2.3 Field of Study	Pendidikan Teknik Mesin (PTM)	Pendidikan Teknologi dan Kejuruan (PTK)
2.4 Year of entry	1984	2005
2.5 Year of graduation	1989	2007
2.6 Title of thesis/ dissertation	Hubungan Kreativitas dengan Nilai Praktek Teknologi Fabrikasi Mahasiswa Bidang Keahlian Fabrikasi Angkatan 87 Jurusan Pendidikan Teknik Mesin FPTK IKIP Padang	Perkuliahan Kooperatif dengan Model Jigsaw di Prodi Pendidikan Teknik Mesin JPTK FKIP Unsri
2.7 Advisers/ Promotors	Agamudin, Ph.D. Drs. Syahwari Sani, M.Pd.	Wardan Suyanto, Ph.D.

C. Research Experience

No	Year	Research Title	Funding	
			Source	Total (Rupiah)
1.	2019	Pengaruh Jenis <i>Coolant</i> terhadap Laju Korosi pada Proses Pembubutan	Hibah Kompetitif FKIP Unsri	50.000.000,-
2.	2019	Pengembangan blended learning mata kuliah perlakuan panas	Hibah Elearning Unsri	10.000.000,-
3.	2018	Pengembangan Modul Mata Kuliah Pengelasan 2 di Program Studi Pendidikan Teknik Mesin FKIP Unsri Universitas Sriwijaya	Hibah Saintek FKIP UNSRI	29.000.000,-

4.	2017	Pengembangan Media Pembelajaran-an Berbasis Modul Cetak pada Mata Kuliah Teknik Pengelasan 1 di Program Studi Pendidikan Teknik Mesin Universitas Sriwijaya	Hibah Pengajaran FKIP UNSRI	10.000.000,-
5.	2016	Penerapan Pendekatan Sainifik Berbasis E-Learning pada Matakuliah Teknologi Mekanik di Program Studi Pendidikan Teknik Mesin FKIP Unsri	Hibah Dosen Muda FKIP UNSRI	15.000.000,-
6.	2015	Analisis Dampak Implementasi Model Blended Learning Pada Mata Kuliah Mekanika Fluida	Hibah Pengajaran FKIP UNSRI	10.000.000,-

D. Public Services in the last 5 years

No	Year	Public Service Activity Title	Funding	
			Source	Total (Rupiah)
1.	2019	Pelatihan Penyusunan Proposal Penelitian Tindakan Kelas dan Penulisan Karya Ilmiah Bagi Guru di SMKN Sumatera Selatan	Hibah Pengabdian pada Masyarakat FKIP	13.750.000,-
2.	2018	Pelatihan las SMAW (Shield Metal Arcwelding) Bagi Pemuda Putus Sekolah RW 04 Kelurahan Simpang Timbangan Kecamatan Inderalaya Utara Kabupaten Ogan Ilir Tahun 2018	Hibah Pengabdian pada masyarakat	9.375.000,-
3.	2017	Pelatihan Las Karbit bagi Pemuda Karang Taruna di Desa Ulak Kerbau Lama Kec. Tanjung Raja Kabupaten Ogan Ilir Tahun 2017	Hibah Pengabdian pada masyarakat	10.000.000,-
4.	2016	Pelatihan Penelitian Tindakan Kelas (PTK) bagi Guru SMK YP Gajah Mada Palembang	Hibah Pengabdian pada masyarakat	10.000.000,-
5.	2015	Pelatihan Pembuatan Media Pembelajaran Video Tutorial Menggunakan Software Camtasia 8.1 Di SMK YP Gajah Mada Palembang	Hibah Pengabdian pada masyarakat	10.000.000,-

E. Publication in the Last 5 years

No	Year	Title	Publication Media (Journal Title)
1.	2019	Pengaruh Jenis <i>Coolant</i> terhadap Laju Korosi pada Proses Pembubutan Pengembangan Modul Mata Kuliah Pengelasan 2 di Program Studi Pendidikan Teknik Mesin FKIP Universitas Sriwijaya	<i>Jurnal Pendidikan Teknik Mesin 2019</i>
2.	2018	Pengembangan Media Pembelajaran Berbasis Modul Cetak pada Mata Kuliah Teknik Pengelasan 1 di Program Studi Pendidikan Teknik Mesin Universitas Sriwijaya	<i>Jurnal Pendidikan Teknik Mesin 2018</i>

3.	2017	Penerapan Pendekatan Saintifik Berbasis E-Learning pada Matakuliah Teknologi Mekanik di Program Studi Pendidikan Teknik Mesin FKIP Unsri	<i>Jurnal Pendidikan Teknik Mesin 2017</i>
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F. Experience in Seminar in the last 5 years

No	Seminar	Article Title	Time and Place
1.	Seminar Nasional Pendidikan Teknik Mesin 2019	Seminar Nasional Pendidikan Teknik Mesin tema : Kompetensi Guru SMK pada Era Revolusi Industri	Magister Managemen, UNSRI Bukit, Palembang, Sumatra Selatan 2019
2.	Seminar Nasional Pendidikan Teknik Mesin 2015	Masyarakat Ekonomi ASEAN (MEA) Pada perspektif Vokasi, tinjauan hasil penelitian mata kuliah elemen mesin di program studi Pendidikan Teknik Msin FKIP UNSRI	Sabtu, 21 November 2015. Palembang

G. Books Written in the last 5 years

No	Year	Book Title	No. of Pages	Publisher
1.	2019	Modul Kinematika dan Dinamika	85 pages	
2.	2018	Modul Pengelasan 2	104 pages	
3.	2018	Modul Kerja Pelat	76 pages	
4.	2018	Modul Proyek Akhir	134 pages	
5.	2016	Jobsheet Teknologi Pembentukan Dasar Teknik Peneyolderan	20 pages	

I certify that the data stated in this curriculum vitae is correct. If one day it is found that the data is not correct, I am ready to get any sanction based on the law prescribed.

Palembang, 21 February 2020



Harlin

4. Member of Researcher 3

A. Personal Identity

1	Full Name with Degree	Prof. Abdelrahim Ahmed Salim
2	Gender	Male
3	Functional Position	Professor
4	Social Security Number (NIP)	NA
5	NIDN	NA
6	Place and Date of Birth	An-Nuhud, Sudan, January 1956
7	E-mail	abdelrahim12366@yahoo.com
8	Cellular Phone	+249901235246
9	Office Address	Omdurman, Elthawra, Hara 20 House 1064
10	Telephone number/Fax	+249901235246
11	Number of graduates under advisory	150 PhD candidates
12	Subjects Taught	Curriculum and methods of teaching science
		Environmental education
		Cross curriculum themes
		Islamization of general education curriculum

B. Education

Program	Undergraduate (S1)	Graduate: Master's (S2)	Graduate: Doctorate (S3)
University	University of Juba	University of Khartoum	University of Hull
Department	Bachelor in Education (Chemistry/Biology)	M Ed. in Education (Curriculum studies)	Ph.D. in Education (Science and Environmental Education)
Year of Entry	1977	1983	1990
Year of Graduation	1981	1985	1994

C. Publication in the Last 5 years

No.	Year	Title	Publication Media (Journal Title)
1.	2017	Analysis of Internal Efficiency in Utilization of Human Resources in OIU,	Proceedings of the International Conference on Education, Feb 21-22 Feb (2017), Al-Ain , UAE
2.	2017	Strategies of electronic learning in Hussein Bin Tilal University, Jordan, staff point of view, OIU educational journal (2017) Omdurman, Sudan (in collaboration with Manal Abdurahman EL-Ateely)	Educational Studies Journal, Issue (35) National Center for Curriculum and Educational Research, Bakhterruda, Sudan.
3.	2017	Strategies of blended learning in Hussein Bin Tilal University, Jordan, from the staff point of view, OIU	Educational Journal (2017) Omdurman,
4.	2016	Security awareness in basic education curriculum, evaluative, developmental study	Family Studies Journal, 4 th issue 2016
5.	2016	Contract teachers' final report, Sudan	Proceedings of the UNESCO International Conference on Contract Teachers, Addis Ababa, Ethiopia

D. Experience in Seminar in the last 5 years

No	Seminar	Status	Time and Place
1.	Designing academic programs and mechanisms of evaluation, workshop	Speaker	Arab Universities Union Oman 2017
2	Education and comprehensive development, the role of education in alleviating poverty severity, Sinnar as a capital of culture workshop, national educational days, ISESCO	Speaker	Police House Khartoum July 2017
3.	The Educational System in Sudan 3 rd Educational Conference	Speaker	Khartoum, Sudan 2012
4.	The multiplicity of subjects at secondary education level- the problems and solutions 8 th educational conference	Speaker	Khartoum, Sudan 2012
5.	The Philosophy and Aims of Sudanese Education, 3 rd Educational Conference	Speaker	Khartoum, Sudan 2012

E. Books Written in the last 5 years

No.	Year	Title
1	1997	Editor of the late Sammani Abdalla Yagoub Biography, U of K Printing Press
2	1985	Author of "Environment in Sudan" Textbook, U of K Printing Press
3	2007	Participant author with Dr. Isameddeen Bireir in writing a resource unit on Environmental Education, Sudan Open University
4	2007	Participant author with Dr. Anwar Ahmed Eissa in designing an Educational Assessment and Evaluation Resource Unit, Sudan Open University Publications

F. Professional Experiences

No	Year	Title/ Theme	Place
1.	2010-Now	Vice Chancellor's Curriculum Advisor	Omdurman Islamic University, Sudan
2.	2007-2010	Director General – National Center for Curriculum and Educational Research. (NCCER)	Omdurman Islamic University, Sudan
3.	2006-2008	Dean of Faculty of Education – Omdurman Islamic University	Omdurman Islamic University, Sudan
4.	2005-2006	Vice Chancellor's Curriculum Advisor Omdurman Islamic University.	Omdurman Islamic University, Sudan
5.	2001-2002	Founder and Head of Postgraduates Unit Western Kordofan University.	Omdurman Islamic University, Sudan

G. Awards in the last 10 years

No	Awards	Institution	Year
1.	Best student in educational sciences	University of Juba	1981
2.	Best student in non-class activities	University of Juba	1981

I certify that the data stated in this curriculum vitae is correct. If one day it is found that the data is not correct, I am ready to get any sanction based on the law prescribed.

Khartoum, Sudan, 29 February 2020

Prof. Abdelrahim Ahmed Salim

5. Member of Researcher 4

A. Personal Identity

1	Full Name with Degree	Prof. Amin Ibrahim
2	Gender	
3	Functional Position	
4	Social Security Number (NIP)	
5	NIDN	
6	Place and Date of Birth	
7	E-mail	
8	Cellular Phone	
9	Office Address	
10	Telephone number/Fax	
11	Number of graduates under advisory	
12	Subjects Taught	

B. Education

Program	Undergraduate (S1)	Graduate: Master's (S2)	Graduate: Doctorate (S3)
University			
Department			
Year of Entry			
Year of Graduation			
Title of Thesis & Dissertation			
Advisors			

C. Research Experience in 5 Years

No	Year	Research Title	Funding	
			Source	Total (Rupiah)
1.				
2				
3				

D. Public Services in the last 5 years

No	Year	Community Service Title	Funding	
			Source	Total (Million Rupiah)
1.				
2				

E. Publication in the Last 5 years

No.	Year	Title	Publication Media (Journal Title)
1.			
2.			
3.			

F. Experience in Seminar in the last 5 years

No	Seminar	Status	Time and Place
1.			
2			
3.			
4.			
5.			

G. Books Written in the last 5 years

No.	Year	Title	Number of Pages	Place of Publication/ Publisher/ISBN
1				
2				

H. Intellectual Property Right in the last 5-10 years

Year	Title	Year	Genre	No P/ID
1.				
2.				

I. Experience in Formulating Public Policy in the last 5 years

No	Year	Title/ Theme	Place	Community Respons
1.				
2.				

J. Awards in the last 10 years

No	Awards	Institution	Year
1.			
2.			

I certify that the data stated in this curriculum vitae is correct. If one day it is found that the data is not correct, I am ready to get any sanction based on the law prescribed.

Khartoum, Sudan, 29 February 2020

Prof. Amin Ibrahim

6. Member of Researcher 5

A. Personal Identity

1	Full Name with Degree	Chintya Maharani
2	Student Number	06011181722008
3	Gender	Female
4	Place and Date of Birth	Pulau Borang, 8 Juni 1999
5	E-mail	Chimahrni202@gmail.com
6	Cellular Phone	082281196157
7	Office Address	Fkip Unsri Kampus Indralaya, Ogan Ilir 36362

B. Education

Program	Undergraduate (S1)	Graduate: Master's (S2)	Graduate: Doctorate (S3)
University	FKIP Universitas Sriwijaya		
Department	English Education		
Year of Entry	1997		
Year of Graduation			
Title of Thesis & Dissertation			
Advisors			

C. Research Experience in 5 Years

No	Year	Research Title	Funding	
			Source	Total (Rupiah)
1.				
2				

D. Public Services in the last 5 years

No	Year	Community Service Title	Funding	
			Source	Total (Million Rupiah)
1.				
2				

I certify that the data stated in this curriculum vitae is correct. If one day it is found that the data is not correct, I am ready to get any sanction based on the law prescribed.

Palembang, 29 February 2020

Chintya Maharani

7. Member of Researcher 6

A. Personal Identity

1	Full Name with Degree	Risa Rimadona
2	Student Number	06011181722040
3	Gender	Female
4	Place and Date of Birth	Sunur, 23 December 1999
5	E-mail	risarimadona@gmail.com
6	Cellular Phone	082374500399
7	Office Address	Fkip Unsri Kampus Indralaya, Ogan Ilir 36362

B. Education

Program	Undergraduate (S1)	Graduate: Master's (S2)	Graduate: Doctorate (S3)
University	FKIP Universitas Sriwijaya		
Department	English Education		
Year of Entry	1997		
Year of Graduation			
Title of Thesis & Dissertation			
Advisors			

C. Research Experience in 5 Years

No	Year	Research Title	Funding	
			Source	Total (Rupiah)
1.				
2				

D. Public Services in the last 5 years

No	Year	Community Service Title	Funding	
			Source	Total (Million Rupiah)
1.				
2				

I certify that the data stated in this curriculum vitae is correct. If one day it is found that the data is not correct, I am ready to get any sanction based on the law prescribed.

Palembang, 29 February 2020

Risa Rimadona

8. Member of Researcher 7

A. Personal Identity

1	Full Name with Degree	Yustika Dewi
2	Student Number	06011181722063
3	Gender	Female
4	Place and Date of Birth	Palembang, 5 November 1999
5	E-mail	Dwiystk777@gmail.com
6	Cellular Phone	081949288774
7	Office Address	Fkip Unsri Kampus Indralaya, Ogan Ilir 36362

B. Education

Program	Undergraduate (S1)	Graduate: Master's (S2)	Graduate: Doctorate (S3)
University	FKIP Universitas Sriwijaya		
Department	English Education		
Year of Entry	1997		
Year of Graduation			
Title of Thesis & Dissertation			
Advisors			

C. Research Experience in 5 Years

No	Year	Research Title	Funding	
			Source	Total (Rupiah)
1.				
2				

D. Public Services in the last 5 years

No	Year	Community Service Title	Funding	
			Source	Total (Million Rupiah)
1.				
2				

I certify that the data stated in this curriculum vitae is correct. If one day it is found that the data is not correct, I am ready to get any sanction based on the law prescribed.

Palembang, 29 February 2020

Yustika Dewi

APPENDIX 2: Questionnaire



QUESTIONNAIRE

This questionnaire aims at obtaining information about *English Learning Mindset*. Your answer is highly appreciated and will be kept confidential. It will take approximately 15 minutes to answer this questionnaire. Your answer is highly required. This questionnaire consists of two parts:

- I. Background information
- II. Questionnaire

PART I: BACKGROUND INFORMATION

INSTRUCTIONS:

Please tick (✓) the appropriate response. Please write comments in the space provided.

- A] Gender: Male Female
- B] In which study program/department are you studying at this Faculty? _____
- C] How long have you been studying at this Faculty? _____
- D] Your English Score obtained at current university (in the range of **0 – 100**)? _____

PART II: QUESTIONNAIRE

INSTRUCTIONS:

Please read the following items and rank each one in order of your agreement with the provided information using *tick* (✓). There are no right or wrong answers. Just choose the ones that have applied to you most of the time. Do NOT mention your name on this questionnaire.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1. I can do things differently in the English language class, but the important parts of who I am can't really be changed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. When other students do better than me in the English Language class, it makes me feel inferior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I can always change basic things about the kind of person I am when I learn English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. In the English language class, I like to try things that are hard.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. When other students succeed in our English language class, I feel inspired.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 6. I usually quit when something gets difficult in the English language class. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. I don't mind making mistakes in the English language class because I can learn. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Feeling challenged in learning English makes me want to try harder. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. If I have to work hard during the English language class, it means I'm not smart. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. In studying English, I rarely take criticism as personal attacks. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. In the English language classroom, I dislike negative feedbacks on my performance even if they will help me improve. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. The more difficult the English language tasks is, the more motivated I become to put in effort. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

APPENDIX 3: *Focus Group Discussion Guide*

FOCUS GROUP DISCUSSION GUIDE

Categories of Questions	List of Questions
Opening	<i>Assalamu'alaikum</i> , thank you for your willingness to take part in this focus group discussion. This FGD is a part of data collection of a research that we are conducting this year. In this research we are interested in gathering some information related to the <i>Students' Mindset in Learning English</i> at the Faculty of Education, Omdurman Islamic University.
Introductory	<ol style="list-style-type: none">1. Background questions<ol style="list-style-type: none">a. What is your major in this teacher education program?b. How long have you been studying as students in this teacher education program?
Key	<ol style="list-style-type: none">2. Do you learn English at this university?3. In learning English at this university, do you meet challenges? Do you like the challenges? How do you face the challenges?4. Have you had any obstacles in learning English at this university? When you have obstacles, do you confront or avoid them?5. What efforts have done in learning English at this university?6. Have you had any critics address to you in learning English at this university? How do you handle them? Do you tolerate or not tolerate them?7. How do you see others' success in learning English? Are you inspired or threatened by the success of others?8. How do you see yourself about your own ability in learning English? Do you tend to prove your own ability or try to improve your own ability?
Ending	<ol style="list-style-type: none">9. Do you have any other comments that you would like to make?

APPENDIX 4: *Interview guide*

INTERVIEW GUIDE

Categories of Questions	List of Questions
Opening	1. <i>Assalamu 'alaikum</i> , thank you for your willingness to take part in this interview. This interview is a part of data collection of a research that we are conducting this year. In this research we are interested in gathering some information related to the <i>Students' English Learning Mindset</i> at the Faculty of Education, Omdurman Islamic University.
Introductory	2. Background questions a. What is your educational background? b. How long have you been working as a lecturer? c. How long have you been teaching in this teacher education program?
Key	3. Do your students learn English at this university? 4. In learning English at this university, do your students meet challenges? Do you think they like the challenges? How do you think they face the challenges? 5. Do you think that your students had any obstacles in learning English at this university? When they have obstacles, do they confront or avoid them? 6. What efforts have your students done in learning English at this university? 7. Do you think that your students had any critics address to them in learning English at this university? How do they handle them? Do they tolerate or not tolerate the critics? 8. How do your students see others' success in learning English? Are they inspired or threatened by the success of others? 9. How do your students see themselves about they own ability in learning English? Do they tend to prove their own ability or try to improve their own ability?
Ending	10. Do you have any other comments that you would like to make?

APPENDIX 5: Surat Tugas as Invited Speaker 4th SULE-IC 2020



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS SRIWIJAYA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Raya Palembang-Prabumulih Indralaya Ogan Ilir 30662
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SURATTUGAS

Nomor : 0440/UN9.FKIP/TU.ST/2020

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Sriwijaya menugaskan Saudara di bawah ini:

No	Nama/NIP	Pangkat/Gol/Jabatan	Keterangan
1	Prof. Sofendi, M.A., Ph.D. NIP 196009071987031002	Pembina Utama Madya/IV-d Guru Besar	Keynote Speaker
2	Dr. Hartono, M.A. NIP 196710171993011001	Pembina TK.I/IV-b Lektor Kepala	Invited Speaker
3	Dr. Soni Mirizon, M.A. NIP 196711041993031002	Pembina/IV-a Lektor Kepala	Invited Speaker
4	Dr. Yosef, M.A. NIP 196203231988031005	Penata Tk.I/III-d Lektor	Invited Speaker
5	Dra. Umi Chotimah, M.Pd., Ph.D. NIP 196312211989112001	Pembina TK.I/IV-b Lektor Kepala	Invited Speaker

Sebagai Keynote Speaker dan Invited Speaker 4th *Sriwijaya University Learning and Education – International Conference (the 4th SULE – IC)* yang akan dilaksanakan pada :

Hari : Sabtu s.d. Senin
Tanggal : 24 s.d. 26 Oktober 2020
Pukul : 08.00 WIB s.d. Selesai
Tempat : Zoom Meeting


Surat tugas ini diterbitkan berdasarkan surat permohonan dari International Conference 2020 Nomor : 1405/UN9.FKIP/TU.SB5/2020 tanggal 8 Oktober 2020.

Demikianlah, agar tugas ini dapat dilaksanakan dengan sebaik-baiknya dan penuh tanggung jawab.

Dikeluarkan di: Indralaya
Padatanggal : 9 Oktober 2020

Dekan,




Prof. Sofendi, M.A., Ph.D.
NIP 196009071987031002

Investigating Non-English Pre-Service Teachers' Mindsets in Learning English as a Foreign Language

Soni Mirizon

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ABSTRACT

The notion of mindset in psychology has been adopted in diverse fields including education. However, there has been limited study that measured mindset in English language teaching area. This study was aimed at investigating non-English major pre-service teachers' mindset in learning English as a foreign language. An English Language Mindset Survey (ELMS) adapted by Puvacharonkul and Wilang (2019) was used to collect the data. It consisted of six factors with 5 Likert scale responses. It has very good reliability with the Cronbach's Alpha 0.95. The ELMS was distributed to more than 600 non-English major pre-service teachers in two teacher education programs in Palembang, Indonesia and Khartoum, Sudan. The results show that growth mindset of non-English major pre-service teachers from a teacher education program in Palembang, Indonesia is high when their classmates succeed in the English class (M=4.24) and from a teacher education program in Khartoum, Sudan is high when they felt challenged in learning English (M=4.13). The growth mindset of pre-service teachers from both teacher education programs is low when they met obstacles in terms of meeting difficulty in learning English (M=2.40 and 2.06 respectively). Among factors of ELMS, the students are neutral-minded in other factors.

Keywords: *English learning, mindset, non-English major, pre-service teacher*

INTRODUCTION

In this globalized world where technology plays crucial role in human beings life, foreign language mastery is needed to support their daily or official activities. Yet still not many people find learning a foreign language is their prior need. In academic life, poor foreign language skills might be caused by various factors. Researchers have been studying possible obstacles and challenges second language learners have encountered. Pedagogues have long been involved in offering and practicing innovative strategies to assist teachers and learners in foreign language learning. Psychologists have also been active in searching for predictors of academic achievement such as intelligence, motivation, interest, etc.

Mindset is one of the strong predictors that learners adopt in learning a foreign language. Robinson (2017) argues that mindset is a set of attitudes and beliefs about abilities, such as intelligence. In specific, Dweck (2008) classified mindsets into two different types as fixed and growth mindsets. She also proposes that someone's achievement and success may be affected by the way he thinks about himself and his life. In other

words, mindset can be determinant factor in someone's success or failure.

One of the mindset someone may have is a fixed mindset. Someone with this kind of mindset usually wants to appear smart and tend to get rid of challenges (Dweck, 2008). This kind of person thinks that his intelligence cannot be grown or adjusted due to his belief in natural talent. He disbelieves that hard work and practice can make a difference. Extremely, he believes that making mistakes is a part of someone's failure. Ragan (2016) points out that someone with a fixed mindset expects simple and effortless life that excludes any struggle. He feels secure in his comfort zone to appear perfect.

On the other hand, someone with a growth mindset values mistakes and accepts challenges due to his desire to learn from experience. Growth mindset person accepts any change and growth which come with mistake or challenge (Dweck, 2008). This kind of person believes that process and effort are crucial and can determine the result. Dweck (2008, p. 98) wrote, "Those with the growth mindset found success in doing their best, in learning and improving. Those with the growth mindset found setbacks motivating. They're

informative. They're a wake-up call". In line with this, Ragan (2016) argues that someone learns a lot from experiencing his abilities, although with hardship, and full of challenge. A growth mindset is about how someone is able to achieve at high levels.

In relation to these two kinds of mindsets, everyone has a choice in which mindset to adopt. Ragan (2016) claims that most people choose a fixed mindset because the stories and labels addressed to each other. This label is usually taken for granted. In line with this, Yeager and Dweck (2012) reported that students do not expect such label to respond spiritedly when meeting challenges. They need a mindset that helps to meet the challenges. A mindset that can bring them to achieve their fullest potential. Dweck (2016) proposes that people have a mixture of fixed and growth mindsets. She states that it is necessary to identify what triggers a growth mindset since it allows for higher achievement.

Given the fact that students' mindset plays role in their academic learning including in learning English as a foreign language which will give impact on their performance and success, it is interesting to investigate non English major students' mindset towards learning English whether they have fixed mindset, growth, or may be neutral mindset.

The concept of fixed-and growth-mindset in psychology have been applied in various disciplines including education. However very limited studies have been conducted in applied linguistics, specifically in English language teaching. This current study tries to investigate pre-service teachers' mindset in learning English as a foreign language at two teacher education programs, the Faculty of Teacher Training and Education, Sriwijaya University (FTTESU), Indonesia and the Faculty of Education, Omdurman Islamic University (FEOIU), Sudan. Since the two faculties are dealing with the teaching of English as a foreign language to non-English major, it is necessary to find out how the pre-service teachers' mindset. Moreover, the majority of the pre-service teachers from these two countries are Muslims who fundamentally should put priority on Arabic as the language they must learn and master. Knowing their mindset about English learning would provide necessary finding as English is one of the international language as Arabic is. There may be some similarities and differences in terms of findings. Therefore it is worth investigating to find out the typical characteristics of each. One could learn from the expertise of the other or vice versa. Therefore, each could benefit from the other.

The study was aimed at investigating non-English major pre-service teachers' mindset in learning English as a foreign language. Specifically, the aim was to find out the current mindsets of the non-English major pre-service teachers in two teacher education programs in Palembang Indonesia and Khartoum, Sudan toward fixed, neutral, or growth mindset in learning English as a foreign language.

METHODOLOGY

This article is a part of a study focusing on the pre-service teachers at the two teacher education programs both in Indonesia and Sudan. Specifically, the study investigated the mindset of non-English major pre-service teachers in learning English as a foreign language at FTTESU, Indonesia and FEOIU, Sudan.

The data of this proposed study were obtained through survey questionnaire. Survey was conducted to 511 pre-service teachers of FTTESU and 150 pre-service teachers of FEOIU. An *English Language Mindset Survey* (ELMS) Questionnaire developed by Puvacharonkul and Wilang (2020) was used to collect the data (See Appendix A). This questionnaire has six factors (challenges, obstacles, effort, criticism, success of others, and general viewpoint on own ability) with 5 Likert scale responses (strongly disagree, disagree, neutral, agree, and strongly disagree). It has very good reliability with the Cronbach's Alpha 0.95. The EMLS questionnaire points of the Likert scale responses were classified into three to suit the mindset conditions— from 1.00-2.33 (fixed mindset), from 2.34-3.66 (neutral mindset), and from 3.67-5.00 (growth mindset). To find out the kinds of mindsets of the non-English major pre-service teachers of both teachers education programs in the two countries in learning English as a foreign language the descriptive statistics was used in the data analysis.

RESULTS AND DISCUSSION

Results

Based on the analysis of the data from the EMLS questionnaire, the overall mean (M) for the mindset of the pre-service teacher of FTTESU is 3.30, SD 1.01 (see Table 1). The internal consistency (α) of EMLS calculated using Analysis of Variance yields a high value of 0.95. The following is the results of the means of the six factors of the pre-service teachers of FTTESU.

Table 1. Results of the Individual Means of the Six Factors of the Pre-service Teachers, FTTESU

Factor	Factor Details	M	Mindset Condition
Challenges	Item 4	3.13	Neutral
	Item 8	4.01	Growth
Obstacles	Item 6	2.40	Neutral

	Item 7	3.98	Growth
Effort	Item 9	2.42	Neutral
	Item 12	3.82	Growth
	Item 10	3.36	Neutral
Criticisms	Item 11	2.74	Neutral
	Item 2	3.04	Neutral
Success of others	Item 5	4.24	Growth
	Item 3	3.27	Neutral
General Viewpoint on Own Ability	Item 1	3.23	Neutral

It is found that four items are in growth mindset condition (items 5, 7, 8, 12). These suggest that pre-service teachers from FTTESU assess themselves positively. When looking at the counterpart items in the same categories of these four items, the self-report results and means also have the tendencies toward the growth mindset condition. In contrast, only the item on Criticisms (item 11) tends toward the fixed mindset condition.

These 12 items' means are averaged to six factors shown in Figure 1. At the factor level, results show that one-sixth of participants fall into the growth mindset and the other five-sixth into the neutral mindset. They report being growth-minded only on factors of Success of Others. There is no group where the participants report being fixed-minded.

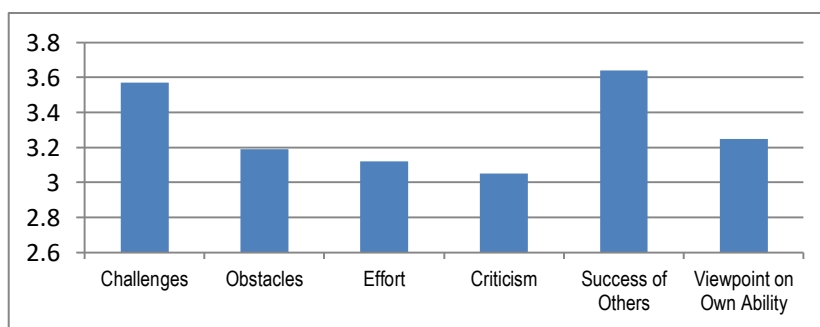


Figure 1 Means of the six factors into fixed, neutral, and growth mindsets of the Pre-service Teachers, FTTESU

On the other hand, the overall mean (M) for the mindset of the pre-service teachers of FEOIU is 3.34, SD 1.01 (see Table 2). The internal

consistency (α) of EMLS calculated using Analysis of Variance yields a high value of 0.95.

Table 2. Results of the Individual Means of the Six Factors of the Pres-service Teachers, FEOIU

Factor	Factor Details	M	Mindset Condition
Challenges	Item 4	3.72	Growth
	Item 8	4.41	Growth
Obstacles	Item 6	2.06	Fixed
	Item 7	4.28	Growth
Effort	Item 9	2.60	Neutral
	Item 12	4.06	Growth
Criticisms	Item 10	2.47	Neutral
	Item 11	3.04	Neutral
Success of others	Item 2	2.78	Neutral
	Item 5	3.67	Growth
General Viewpoint on Own Ability	Item 3	3.24	Neutral
	Item 1	3.67	Growth

Based on the data above, six items are in growth mindset condition (items 1, 4, 5, 7, 8, 12). These suggest that the students assess themselves positively. When looking at the counterpart items in the same categories of these six items, the self-report results and means also have the tendencies toward the growth mindset condition. In contrast, only the item on Obstacles (item 6) tends toward the fixed

mindset condition.

These 12 items' means are averaged to six factors shown in Figure 2. At the factor level, results show that one-sixth of participants fall into the growth mindset and the other five-sixth into the neutral mindset. They report being growth-minded only on factor of Challenges. There is no group where the participants report being fixed-minded.

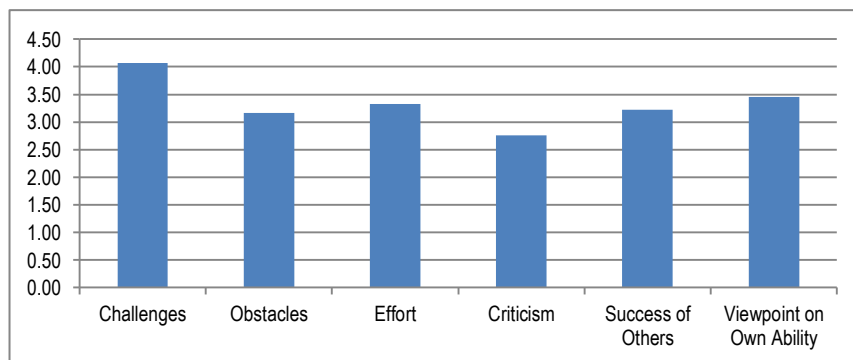


Figure 2 Means of the six factors into fixed, neutral, and growth mindsets of the Pre-service Teachers, FEOIU

When both data are paired it is found that both pre-service teachers of FTTESU and their counterparts of FEOIU in majority have the neutral mindset with a tendency toward the growth mindset. The following Table 3 gives the comparison of the mean score between both groups.

Table 3. Results of the Individual Means of the Six Factors of the Pres-service Teachers of FTTESU and FEOIU

Factor	Factor Details	Mean		Mindset condition
		FTTESU	FEOIU	
Challenges	Item 4	3.13	3.72	Neutral/Growth
	Item 8	4.01	4.41	Growth
Obstacles	Item 6	2.40	2.06	Neutral/Fixed
	Item 7	3.98	4.28	Growth
Effort	Item 9	2.42	2.60	Neutral
	Item 12	3.82	4.06	Growth
Criticisms	Item 10	3.36	2.47	Neutral
	Item 11	2.74	3.04	Neutral
Success of others	Item 2	3.04	2.78	Neutral
	Item 5	4.24	3.67	Growth
General Viewpoint on Own Ability	Item 3	3.27	3.24	Neutral
	Item 1	3.23	3.67	Neutral/Growth

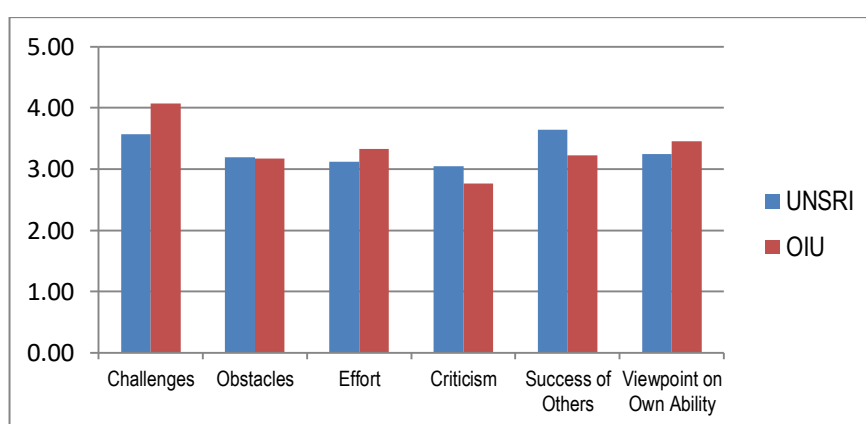


Figure 3. Means of the six factors into fixed, neutral, and growth mindsets, FTTESU and FEOIU

Data from Table 3 and Figure 3 indicate that of the six factors, pre-service teachers of FTTESU have growth mindset in success of others factor, while their counterparts, pre-service teachers of FEOIU in Challenges factor.

Discussion

As it was mentioned earlier, the objective of this study was to find out the current mindsets of the non-English major pre-service teachers in two teacher education programs FTTESU, Indonesia and FEOIU, Sudan toward fixed, neutral, or growth mindset in learning English as a foreign language.

The results of the data analysis revealed that non-English major pre-service teachers from the two teacher education programs in general had growth mindsets on challenges (M=4.01 and 4.04), obstacles (M=3.98 and 4.28), efforts (M=3.82 and 4.06), and success of others (M=4.24 and 3.67) respectively. However, when it is noticed separately pre-service teachers of FTTESU demonstrated more growth mindset on success of others factor, while their counterparts, pre-service teachers of FEOIU demonstrated more growth mindset on challenges factor. These results informed that those pre-service teachers from both teacher education programs welcome challenges, obstacles, efforts, and success of others as opportunities to improve themselves in learning English as a foreign language. They had a predisposition to perceive other factors—criticisms and their own ability as beneficial factors to the English learning process. In other words, they saw them as factors to improve rather than to prove their ability in learning English.

The tendency towards growth mindset indicated by the respondents' response in the questionnaire may be influenced by the reality that most of those pre-service teachers are new to the undergraduate study and were still enthusiastic and optimistic in pursuing knowledge in the university level. They were not really exposed yet to the courses challenges. Most of them might have good experience in learning English at their secondary schools and look forward to undergoing similar experience at the undergraduate study. Also a possible account for this tendency for pre-service teachers of FTTESU is that they were inspired when they see other students' succeed in English language class as shown in item 5 (the highest mean), while their counterparts pre-service teacher of FEOIU did not mind making mistakes in the English language class because they can learn from their mistakes as shown in item 7 (the highest mean).

The results of this study are in line with the findings of previous studies that also measured students' growth mindsets (see Blackwell et al., 2007; Puvacharonkul & Wilang, 2019; West et al., 2016; Zeng, Hou & Peng, 2016). The results showed the highest mean of pre-service teachers' responses from FTTESU (M=4.24) is in item 5 (*When other students succeed in our English language classes, I feel inspired*), while in the highest mean of pre-service teachers' responses from FEOIU (M=4.41) is in item 8 (*Feeling challenged in learning English makes me want to try harder*). The results also showed that the lowest mean of pre-service teachers' responses from FTTESU and FEOIU (M=2.40 and M2.06 respectively) is in item 6 (*I usually quit when something gets difficult in the English language class*). The big difference between the highest and lowest means may indicate that the more respondents see their abilities as malleable which means that the greater growth mindset they possess (Dweck, 2017).

CONCLUSION

In the investigation of the current mindsets of the non-English major pre-service teachers of FTTESU and FEOIU, it was found that most of the respondents have the neutral mindsets in learning English as a foreign language with strong indication to the growth mindsets. Four of the six factors signify growth mindset, while criticism and general viewpoint on own ability factors tend towards the neutral mindset. Some possible explanations have been argued towards this tendency of the respondents' current mindsets in learning English as a foreign language. This preliminary study recommends that further study is best sought for the more plausible answers in terms of qualitative method as to why the respondents have such a tendency towards growth mindsets in learning English as a foreign language.

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Appendix A. ELMS Questionnaire

English Language Mindset Survey (ELMS) Questionnaire Developed by Puvacharonkul and Wilang (2020)

INSTRUCTIONS:

Please read the following items and rank each one in order of your agreement with the provided information using *tick* (✓). There are no right or wrong answers. Just choose the ones that have applied to you most of the time. Do NOT mention your name on this questionnaire.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
13. I can do things differently in the English language class, but the important parts of who I am can't really be changed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. When other students do better than me in the English Language class, it makes me feel inferior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. I can always change basic things about the kind of person I am when I learn English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. In the English language class, I like to try things that are hard.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. When other students succeed in our English language class, I feel inspired.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. I usually quit when something gets difficult in the English language class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. I don't mind making mistakes in the English language class because I can learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Feeling challenged in learning English makes me want to try harder.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. If I have to work hard during the English language class, it means I'm not smart.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. In studying English, I rarely take criticism as personal attacks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. In the English language classroom, I dislike negative feedbacks on my performance even if they will help me improve.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. The more difficult the English language tasks is, the more motivated I become to put in effort.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

MINISTRY OF EDUCATION AND CULTURE
SRIWIJAYA UNIVERSITY
FACULTY OF TEACHER TRAINING AND EDUCATION

Certificate of Appreciation

No. 1403/UN9.FKIP/TU.SB5/2020

This is to certify that
Dr. Soni Mirizon, M.A.

participated in

The 4th Sriwijaya University Learning and Education International Conference (SULE-IC) 2020
“**Global Learning and Education in Industrial Revolution 4.0 and Society 5.0**”
held by Faculty of Teacher Training and Education, Sriwijaya University, Palembang, Indonesia
on 24th-26th October 2020
as Invited Speaker

Title of Paper:
“**Investigating Non-English Pre-Service Teachers’ Mindset in Learning English as a Foreign Language in Industrial Revolution 4.0**”

Paalembang, 26th October 2020
Conference Chair,


Prof. Sofendi, M.A., Ph.D.


Soni Mirizon, M.A., Ed.D.



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