

**THE CORRELATION AMONG MINDSET, PERSONAL AND
SOCIAL RESPONSIBILITY, AND ENGLISH ACHIEVEMENT
OF EDUCATIONAL SCIENCES DEPARTMENT STUDENTS
OF FKIP SRIWIJAYA UNIVERSITY**

A THESIS

BY

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ENGLISH EDUCATION STUDY PROGRAM

LANGUAGE AND ARTS EDUCATION DEPARTMENT



FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

2021

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DEDICATION

This thesis is dedicated to my mother and father. Thank you for your love and support you have given to me. I love you unconditionally.

“I don’t believe you have to be better than everybody else,
I believe you have to be better than you thought you could be”

(NEP, 2017)

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THE CORRELATIONS AMONG MINDSET, PERSONAL AND SOCIAL RESPONSIBILITY, AND ENGLISH MASTERY OF EDUCATIONAL SCIENCES DEPARTMENT STUDENTS OF FKIP SRIWIJAYA UNIVERSITY

ABSTRACT

This quantitative study aims to find out whether or not there is a significant correlation between mindset and English achievement; correlation between personal-social responsibility and English achievement; and correlation among mindset, personal-social responsibility, and English achievement. The sample of this study was 286 students of Educational Sciences Department of FKIP Sriwijaya University in academic year 2020/2021. The instruments of this study were English Language Mindset Survey (ELMS), Personal and Social Responsibility Questionnaire (PSRQ), and English Score Documentation. In analyzing the data, this study used Pearson Product Moment Correlation. The result of this study showed that there was no correlation between mindset and English achievement; there was no correlation between personal-social responsibility and English achievement; and there was no correlation among mindset, personal-social responsibility, and English achievement. It also highlighted that students of Educational Sciences Department have Neutral mindset, high personal and social responsibility, and good English achievement.

Keywords: Mindset, Personal and Social Responsibility, and English Achievement.

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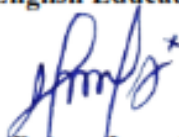
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CHAPTER I

INTRODUCTION

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

1.1 Background of the Study

In this global era, English plays an essential role in the pursuit of knowledge. As a result, many countries that use English as their foreign language have implemented English in their education systems. The fact that English is one of the International languages makes it available almost everywhere. Many things such as automotive, food, smartphone, and other electronic devices use English to guide the users. People also use English to communicate with other speakers from different countries (Harmer, 2017). Due to its development, mastering English is an ability that people must possess worldwide, including university students.

For non-English major students, it is not easy to learn English. Students face many problems when they learn English because their mother tongues have some different language systems such as different style of writing and different pronunciations as well. Sometimes, they are confused while listening to the lecturer or even speaking English in the class. Besides that, the other problems such as the lack of vocabulary and different social-cultural background also appear while learning English. Because of those problems, many students think that English is a complex subject to learn.

The problem that students face while learning English has made a mindset that can influence their learning process. Mindset means the perception of how people feel about something. According to Dweck et al. (1995, as cited in Cimpian et al., 2007), a student's mindset can be a fixed or growth. For example, students with a fixed mindset think that failure limits their abilities and knowledge. Such student sticks to what they knows and never tries to take their challenges. On the other hand, students with a growth mindset think that failure challenges them to grow and try new things.

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

Some studies proved that students' mindset, specifically growth mindset, support their academic achievement. A study from Aronson et al. (2002) revealed that students with a growth mindset obtained a higher score than a fixed mindset. Besides that, studies conducted by Good et al. (2003) and Blackwell et al. (2007) found that the intervention of the growth mindset to students can help them to raise their score in math class. These finding showed that mindset of students is associated with students' academic achievement (Zhang et al., 2017). In addition, mindset of the students is also stated to play the role of a cause and mediator to their achievement. Students with a growth mindset can predict higher achievement through goal setting, such as performance and learning goals (Ahmavaara & Houston, 2007). Contrary, a fixed mindset plays a role in decreased students' academic achievement (Cury et al., 2008).

Another factor that can affect students' academic achievement is students' responsibility. Responsibility is a term of students' behavior towards something. Students' responsibility can affect their achievement because it is concerned with taking accountability for their actions and the impacts for others (Linley & Maltby, 2009). According to Lickona (1991, as cited in Buğdayci, 2019), responsibility is divided into two domains namely personal and social. The term of condition in which a person is in charge of looking after something individually and must be responsible if something goes wrong is called personal responsibility. Meanwhile, the duty to look after others, the environment, fulfill obligations and participate in creating a better environment is called social responsibility.

In learning activity, students' with high responsibility would have good academic performance. Students with high level of personal responsibility would have slight academic stress but high in life satisfactions which predict to have high academic achievement (Smithikrai, 2013). It means that students with high responsibility would more caring to their decision so they can avoid the negative impact on themselves and others.

In this study, the writer was interested in conducting a study about the correlation among mindset, responsibility, and academic achievement of Educational Sciences Department students of FKIP Sriwijaya University. The writer thinks that the students must have a good mindset and high level of responsibility, in this case personal and social responsibility for learning English. The writer choses Educational Science Department as the sample because this department concentrates on processes and problems related to education, both theory and practice. According to Hortigüela Alcalá et al. (2019), those who become teachers found many pedagogical possibilities from personal-social responsibility and intended to employ the model. This statement concludes that students in the Educational Science Department need to explore their mindset and level of personal-social responsibility toward each subject, in this case is English subject.

Finally, the objectives of this study are to investigate the correlation between students' mindset and English achievement, correlation between students personal-social responsibility and English achievement, and correlation between predictor variables (mindset and personal-social responsibility) and criterion variable (English achievement) of Educational Sciences Department Students of FKIP Sriwijaya University. In relation to those objectives, this study is entitled "The correlation among mindset, personal and social responsibility, and English achievement of Educational Sciences Department students of FKIP Sriwijaya University."

1.2 The Problems of the Study

In relation to the background, the problems of the study are formulated into the following questions.

- 1) Is there any significant correlation between mindset and English achievement of Educational Sciences Department students at FKIP Sriwijaya University?
- 2) Is there any significant correlation between personal-social responsibility and English achievement of Educational Sciences Department students at FKIP Sriwijaya University?
- 3) Is there any significant correlation between predictor variables (mindset and personal-social responsibility) and criterion variable (English achievement) of Educational Sciences Department students at FKIP Sriwijaya University?

1.3 The Objectives of the Study

Based on the problems above, the objectives of the study are to find out:

- 1) Whether there is any significant correlation between mindset and English achievement of Educational Sciences Department students at FKIP Sriwijaya University.
- 2) Whether there is any significant correlation between personal-social responsibility and English achievement of Educational Sciences Department students at FKIP Sriwijaya University.
- 3) Whether there is any significant correlation between predictor variables (mindset and personal-social responsibility) and criterion variable (English achievement) of Educational Sciences Department students at FKIP Sriwijaya University.

1.4 The Significance of the Study

It is expected that the result of this study could provide students, lecturers, researchers and other studies with information about the benefit of knowing the correlation among mindset, personal and social responsibility, and academic achievement in Non-English department students, especially in the Educational Sciences Department. For students, the writer expects that this study will help

students know their mindset and build their personal and social responsibility to improve their academic achievement. For the lecturers, the writer expects that this study can give information to the lecturer in designing their teaching strategies, promoting the students' mindset, and develop personal and social responsibility. Finally, for researchers and other studies, the writer expects that this study can be a helpful reference to any further research related to students' mindset, personal and social responsibility, and academic achievement in the context of non-English department students.

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