

**THE CORRELATION AMONG MINDSET, FOREIGN  
LANGUAGE ANXIETY AND ENGLISH ACHIEVEMENT OF  
MATHEMATICS AND NATURAL SCIENCES EDUCATION  
DEPARTMENT STUDENTS OF FKIP UNSRI**

**A THESIS**

**By**

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**ENGLISH EDUCATION STUDY PROGRAM**

**LANGUAGE AND ARTS EDUCATION DEPARTMENT**



**FACULTY OF TEACHER TRAINING AND EDUCATION**

**SRIWIJAYA UNIVERSITY**

**INDRALAYA**

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2021**

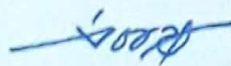
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## DECLARATION

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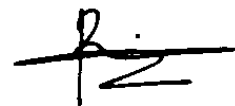
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## **DEDICATION**

This thesis is dedicated to:

- My parents; Bapak Makmun Harisun and Ibu Sidarwati Burmawi who always become my biggest support system in every matter. Thank you for every single thing you have strived for. May Allah grant you with Jannah in hereafter life.
- My beloved brother and sister; Ridho Mukaroma and Resta Astri Royani.

## **MOTTO**

“Time of difficulty tests our faith, our fortitude, and our strength. During this time, the level of our Imaan becomes manifest”

*(Yasmin Mogahed)*

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Bahasa Unsri**
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**ABSTRACT**

*This study aimed at finding out: 1) whether or not there was correlation between mindset and English achievement, 2) whether or not there was correlation between foreign language anxiety and English achievement, and 3) whether or not there was correlation between the predictor variables (mindset and foreign language anxiety) and the criterion variable (English achievement). The samples of this study were 245 students of the Mathematics and Natural Sciences Education Department of FKIP Unsri in academic year 2020/2021. They were selected by using purposive sampling technique. The instruments used in this study were English Language Mindset Survey (ELMS), Foreign Language Anxiety Scale (FLCAS), and English Score Documentation. The data were analyzed by using Spearman Rank Correlation Coefficient. The results of this study showed that there was no correlation between mindset and English achievement, there was a significant correlation between foreign language anxiety and English achievement ( $r = -0.256$ ,  $p\text{-value} = 0.000$ ), and there was a significant correlation between predictor variables and criterion variable ( $r = 0.258$ ,  $p\text{-value} = 0.000$ ). It was also found that students of the Mathematics and Natural Sciences Education Department of FKIP Unsri had neutral mindset, moderate foreign language anxiety, and good English achievement.*

**Keywords:** *Correlation, Mindset, Foreign Language Anxiety, and English Achievement*

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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 The Background of the Study**

English has been universally acknowledged as the lingua franca of the world and has contributed an important role in some countries. This importance is highlighted by Pennycook (2017), saying that “English is used as an official or semi-official language in over 60 countries, and has a prominent place in a further 20 countries” (p. 8). One of the countries which prioritizes English is Indonesia. Although English is not widely used in Indonesian society, it is considered the most important foreign language that should be taught to students at schools and universities (Lauder, 2010).

Adopting English as the most important foreign language that should be taught to students is indispensable to the fact that English proficiency becomes a necessity in this global era. As a result, English subject in Indonesia is introduced as a compulsory subject for students at secondary and tertiary levels of education (Sulistiyo, 2015). It means English is taught to students starting from seventh to twelfth grade, and further to the students in higher education level. Moreover, in higher education, English subject is taught to students of any majors. This is because the aim of teaching English in higher education is to equip the learners with the English knowledge that helps them comprehend texts written in English for academic purposes and specific expertise in accord with their disciplines (Rokhyati, 2013).

As one of the compulsory subjects that students at higher education level must accomplish, students have to take English language class regardless of whether they like it or not. Yet, such enrollment in foreign language class sometimes can be challenging and intimidating for some students because English

subject is not chosen because of their interests or preferences. As a result, they may find barriers while learning English as a foreign language.

Previous studies have identified that one of the most common barriers to learning a foreign language is foreign language anxiety (Altunel, 2019; Horwitz et al., 1986; MacIntyre & Gardner, 1994; Na, 2007). According to Horwitz et al. (1986), foreign language anxiety is “a distinct complex of self-perception, beliefs, feelings, and behaviors related to classroom language learning arising from uniqueness of the language learning experience” (p. 284). To state it in another way, foreign language anxiety is the feeling of apprehension and tension that students may feel while learning a foreign language. This anxiety may occur due to students being overwhelmed by the exposure to new materials related to the foreign language which are distinct from their native language.

Such anxious feelings toward a foreign language can influence students in learning a foreign language and may impede their learning process. Eventually, it may also cause them to get poor achievement. Thus, as Horwitz et al. (1986) asserted, foreign language anxiety plays an important role in determining the failure or success of the students. In addition, Aida (1994) also stated that, foreign language anxiety was one of the critical elements that significantly impacted the foreign language learning. These findings concluded that foreign language anxiety has been becoming an academic challenge that can hinder students from gaining success in learning a foreign language. Therefore, students who feel anxious while learning a foreign language need to have a proper strategy to manage this challenge.

Research suggested that students’ responses to the academic challenges were likely caused by their implicit theories about the nature of human competencies (Dweck & Leggett, 1988). These implicit theories are also well known as mindset. Mindset refers to the implicit beliefs about whether personal attributes (e.g., intelligence, talent, or ability) are fixed or improvable. The belief that individuals’ attributes are fixed or unchangeable is known as fixed mindset. People who hold this mindset tend to avoid challenges or opportunities along the learning process. People with this mindset are also inclined to hide their mistakes

instead of correcting them (Nussbaum & Dweck, 2008). Contrarily, the belief of individuals' attributes can be developed is known as growth mindset. People with this mindset tend to be more adaptive to the challenges, difficulties, and failures since they believe those are parts of the learning process that help them progress better. In a study conducted by Dweck (2006), it is mentioned that what people believe about their intelligence can substantially affect their achievement, anxiety level, and resiliency. In addition, a study conducted by Smith and Capuzzi (2019) reported that the students that received the intervention about mindset were becoming more growth-oriented, and this was found to decrease students' anxiety and increase their course grade. Hence, it is worth mentioning that mindset has an impact not only on students' anxiety, but also on students' achievement as well.

In literature, the investigation between mindset and anxiety has already been numerously explored in various learning contexts. However, in the context of foreign language learning, there is fairly limited study found in examining whether mindset has an impact on foreign language anxiety except a study entitled "A Study on the Relationship between Mindset and Foreign Language Anxiety", conducted by Altunel (2019). Yet, the finding of her study contradicted the aforementioned studies because she found there was no significant relationship between mindset and foreign language anxiety. Therefore, the writer of this study was also interested to find out the link between mindset and foreign language anxiety and to find out if these variables have impact on students' achievement by conducting a study entitled "The Correlation among Mindset, Foreign Language Anxiety, and English Achievement of Mathematics and Natural Sciences Education Department Students of FKIP Unsri".

The reason why the writer chose the students of Mathematics and Natural Sciences Education Department students of FKIP Unsri was that unlike the students studying in Language and Arts Department who were considered to be more dominant in linguistic intelligence, they were considered more dominant in logical-mathematical and naturalistic intelligence. According to Asassfeh (2014), these types of intelligence are likely to intersect. Thus, the writer assumed that learning a foreign language would be more problematic for those who were



enrolled in Mathematics and Natural Sciences Education Department rather than those enrolled in Language and Arts Department. Furthermore, the consideration of choosing the first academic year students was because, in Sriwijaya University, English is taught to the students in the first academic year. Therefore, it would be more relevant to take them as samples of this study.

## **1.2 The Problems of the Study**

Based on the background above, the problems of this study were formulated into the following questions:

- 1) Is there any significant correlation between Mindset and English Achievement of Mathematics and Natural Sciences Education Department students of FKIP Unsri?
- 2) Is there any significant correlation between Foreign Language Anxiety and English Achievement of Mathematics and Natural Sciences Education Department students of FKIP Unsri?
- 3) Is there any significant correlation between the predictor variables (Mindset and Foreign Language Anxiety) and the criterion variable (English Achievement) of Mathematics and Natural Sciences Education Department students of FKIP Unsri?

## **1.3 The Objectives of the Study**

Based on the problems above, the present study was aimed at finding out:

- 1) whether or not there is a significant correlation between Mindset and English Achievement of Mathematics and Natural Sciences Education Department students of FKIP Unsri,
- 2) whether or not there is a significant correlation between Foreign Language Anxiety and English Achievement of Mathematics and Natural Sciences Education Department students of FKIP Unsri, and
- 3) whether or not there is a significant correlation between the predictor variables (Mindset and Foreign Language Anxiety) and the criterion variable

(English Achievement) of Mathematics and Natural Sciences Education  
Department students of FKIP Unsri

#### **1.4 The Significance of the Study**

It is expected that that this study would be beneficial for the students, teachers/lecturers, and other researchers who are eager to find out the relationship among mindset, foreign language anxiety, and English achievement. For the students, it is expected that the result of this study would make them more aware of which mindset they tend to hold during the process of teaching and learning English and more aware of the importance of holding growth mindset for reducing their foreign language anxiety as well as for improving their English achievement. For the teachers/lecturers, it is expected that the results of this study could give valid information about the role of students' mindset and students' anxiety in affecting students' achievement. For other researchers, this study is expected to be useful for their further research, in case they want to conduct similar studies about mindset, foreign language anxiety, and English achievement of the Mathematics and Natural Sciences Education Department students or other students from any education majors.

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