THE INFLUENCE OF STUDENTS' MINDSETS ON ENGLISH SCORES DURING ENGLISH LEARNING PROCESS

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Abstract

Mindset plays an important role in the teaching and learning process, which can affect student thinking, student reactions, activities, and personality. Understanding the student mindsets can increase to their teaching and learning process to be more effective and give them a positive effect and improve their English scores. The analysis was conducted to investigate the influences student mindsets on English scores during learning English process in one of Junior High School in Cirebon Regency. The study used a quantitative method with questionnaire and test as data-gathering techniques. The population is eighth grade students in one of the junior high schools in Cirebon. The results of this study focused on the type of mindset that students have during the process of learning English and the results of their English scores. It showed that there is the effect between students' mindsets and English scores as much as 74.9%. The existence of different learning styles in students contribute to this study. Improving the type of mindsets of students during English learning allows in improving English scores or academic achievement as well as the quality of English language skills more broadly than just looking at student learning outcomes. Educational institutions should take these findings into account and improve the English learning and teaching process accordingly.
Keywords: Student Mindsets; Senior High School Students; English language learning; English Scores

Abstrak

Pola pikir berperan penting dalam proses belajar mengajar, yang dapat mempengaruhi pemikiran siswa, reaksi siswa, aktivitas, dan kepribadian. Memahami pola pikir siswa dapat meningkatkan proses belajar mengajar mereka menjadi lebih efektif dan memberi mereka efek positif serta meningkatkan nilai bahasa Inggris mereka. Analisis dilakukan untuk mengetahui pengaruh pola pikir siswa terhadap nilai bahasa Inggris selama proses pembelajaran bahasa Inggris di salah satu Sekolah Menengah Pertama di Kabupaten Cirebon. Penelitian ini menggunakan metode kuantitatif dengan kuesioner dan dokumentasi sebagai teknik pengumpulan data. Populasinya adalah siswa kelas delapan di salah satu sekolah menengah pertama di Cirebon. Hasil penelitian ini difokuskan pada jenis pola pikir yang dimiliki siswa selama proses belajar bahasa Inggris dan hasil nilai bahasa Inggrisnya. Hasil penelitian menunjukkan bahwa terdapat pengaruh antara pola pikir siswa dengan nilai bahasa Inggris sebanyak 74,9%. Adanya gaya belajar yang berbeda pada siswa berkontribusi pada penelitian ini. Meningkatkan jenis pola pikir siswa selama belajar bahasa Inggris memungkinkan dalam meningkatkan nilai bahasa Inggris atau prestasi akademik serta kualitas kemampuan bahasa Inggris secara lebih luas daripada hanya melihat hasil belajar siswa. Lembaga pendidikan harus mempertimbangkan temuan ini dan meningkatkan proses pembelajaran dan pengajaran bahasa Inggris yang sesuai.
Kata Kunci: *Pola Pikir Siswa; Siswa Sekolah Menengah Atas; Pembelajaran bahasa Inggris; Nilai Bahasa Inggris*

INTRODUCTION

Students have different mindsets in teaching and learning English which influences their quality (Ocampo, 2017). Mindsets are particularly important in the way people think, because

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mindsets play an important role in determining the goals of language learners and creating responses, actions, and autonomy for their cognitive abilities, especially when learning English (Lou & Noels, 2019). Investigating students' mindsets is very essential to know and increase the quality of students and also their learning outcomes during the learning English process. Understanding student's mindsets can help students and teachers to improve their teaching and learning styles and also increase academic achievement. So, when students and teachers understand mindsets, they can pay more attention to their teaching and learning styles to make the teaching and learning process more effective and have a positive effect and improve the quality of learning and their English achievement.

Despite being taught in formal education, not many people are proficient in the language. Based on statistics from the 2023 EF EPI (English Proficiency Index), Indonesia ranks 79th out of 113 nations. These data findings indicate that Indonesia is a nation with a low level of English proficiency, which may make it challenging for students to pick up the language. English is still rarely used in many environments in Indonesia. Most of them use regional languages and Indonesian. When students enter school, not all schools hold English subjects, especially at the elementary school level. Most schools provide English subjects at the junior high school level (Al-khalil, 2017). So, they find it very difficult to learn a new language. However, some students are already familiar with English. For instance, the school environment is the beginning of their learning English. Mindsets have been incorporated in empirical research as another important motivational belief that can help students make a significant difference in their EFL/ESL learning (Dewi & Nawawi, 2022).

The question is whether students' mindsets can indeed affect students' English scores. Zhang et al., (2017) Growth-mindsets have been demonstrated through growth mindset interventions that students' academic achievement can increase and that mindsets can be altered. Developmental mindsets are very important in helping students improve habits as well as competencies in the English learning process (Jacovidis, et al, 2020). Many educators and students are not aware of the kind of mindsets they have that allow students to improve their English language skills and grades. The study is beneficial for English teachers at the secondary school level and parents. It highlights the influence of the students' mindsets in learning English on their learning outcomes (Mueller, 2019). Unlike many researchers, this study analyzed the influence of students' mindsets on their English scores. This study highlights how students ' mindsets affect their English scores, and how much students can still develop the mindset they have.

Recent studies have shown that the mindset of students and academic science have a relationship between the two, Zhang et al. (2017). The study found that students ' mindset is influenced by their academic performance. While the research written by Ryan (2020), this research discusses mindset, perseverance, and learning. It was found in this study that mindset, Self-Control, and perseverance affect academic achievement. Lou and Noels (2019) discuss the growth mindset in foreign language and second language education. They found that students with a fixed mindset were more likely to have performance goals aimed at validating their abilities to themselves and others through their performance (e.g., test scores). Based on previous studies, this study aims to analyze and measure how high students' mindsets can affect students ' English scores.

LITERATURE REVIEW

Learning at school occurs effectively when the teacher organizes a relationship between students and the learning environment to achieve goals (Syarifah, 2020). Some students may feel they need more confidence in the English language skills they have because it is their foreign language. They feel nervous when asked to communicate using English in class. Finally, failing to achieve their learning goals, for example, is like the results of their English scores on exams.

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Student Mindsets During Learning English

Mindset itself is divided into two types, namely growth mindset and fixed mindset (Dweck, 2006). Students with a fixed mindset believe that their abilities or intelligence cannot be changed, while students with a growth mindset believe that their abilities or intelligence can be changed (Chen et al., 2021). Therefore, developing students ' mindsets during the language learning process plays an important role in achieving success in achieving their learning goals or at least getting high English scores with their own results (Lou & Noels, 2019). Characteristics of mindset in language learning can be identified based on several criteria. These are categorized into seven different indicators, they are:

1. It is thought that with more experience and effort in the face of increasingly challenging obstacles, a person's potential and psychological qualities can develop (Dweck, 2006).
2. Growth mindset can help students improve their achievement scores and test scores significantly despite facing stereotypes about their abilities (Lou & Noels, 2019).
3. Students who have a growth mindset have a more stable and controlled intelligence (Aditomo, 2019).
4. Mindsets can be changed, and students ' academic performance can be improved (Zhang et all., 2017).
5. Students with fixed mindsets have the belief that one's abilities and intelligence are determined from birth and cannot be changed (Lou & Noels, 2021).
6. Students who have a fixed mindset will shy away from challenges and potential failures (Wilang, 2021).
7. The fixed mindset views failure as a traumatic experience (Dweck, 2006).

The idea of mindsets has been more prevalent in classrooms around the world in recent years. More precisely, the idea of a growth mindset has engulfed the education sector. Unfortunately, in Indonesia, there are still many people who are not aware of the importance of mindsets to the educational process of children. Because there are differences between the environment and the way students learn, there are differences in students ' mindsets during English learning which results in differences in English test scores. Willang (2021), students who have a fixed mindset might shy away from difficulties and possible failure. The idea that a person's aptitude and intelligence are predetermined from birth is known as a fixed mindset (Lou & Noels, 2021). They contend that a person's moral character, personality, and level of intelligence are fixed at birth and cannot be altered. According to Mutia, et. al, (2022), as for the benefits of literacy, there will be differences in mindsets, such as:

A person can fully utilize the facility to develop the mindset they have. It is intended to provide a wealth of experience to learners during their English learning journey. Over time, students should become more familiar with the advantages and disadvantages of their English skills during the English learning process by utilizing a variety of facilities provided at school and outside of school, including books, dictionaries, smartphones, and the Internet.

Test scores and student achievement can be significantly improved by using a growth mindset (Lou & Noels, 2019). The idea that one's abilities can be developed through work, experience, and training is the cornerstone of a growth mindset. This way of thinking can inspire people to go beyond what they can do now, to grow, and to conquer obstacles in their path. Students who have a fixed mindset may avoid difficulties and possible failures (Wilang, 2021). The idea that a person's talents and intelligence are predetermined from birth is known as a fixed mindset (Lou & Noels, 2021). They argue that the moral character, personality, and level of intelligence of a person are fixed from birth and cannot be changed.

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RESEARCH METHODOLOGY

This research used a quantitative method. The design used ex-post facto. Ex-post facto is a research method in which the independent variable has occurred or has been implemented (without any treatment) (Jason et al., 2016). So, the purpose of ex post facto research is to see the effects of a phenomenon and test the causal relationship of the data after all the events collected have finished taking place. In this educational study, the researchers used questionnaires for students in High School to collect information on the type of mindset that at all times had while learning English in school. Then, students were assigned 35 questionnaires.

Closed-ended questionnaires were employed to collect the data. The questionnaire contains a list of written questions that will be given to respondents to obtain information about the factors influencing students' mindsets in learning English. This questionnaire will be distributed to students online through GoogleForms. The questionnaire is written in Bahasa Indonesia to make it easier for students to fill in the questionnaire. The questionnaire consists of 35 closed questions and is scored using a Likert scale. The levels used are strongly agree (SA), agree (A), disagree (D), strongly disagree (SD). The measure used to measure this level is for positive statements with a score of 3, 2, 1, 0. Also, the test is used to find data about variables in the form of notes, transcripts, books and so on.

The test is used to find out data about the students' English proficiency scores of grade VIII in one of the junior high schools in Cirebon district. This data was taken from the archive of midterm test scores owned by the 8th-grade English teacher at the school being studied. This stage is done to determine the influence of mindsets that students have on the results of students ' English test scores. At this stage of the study, the researchers identify how much influence students' mindsets have on student learning outcomes. This study uses validity and reliability techniques to ensure that the questionnaire. This research employed validity and reliability techniques to confirm that the questionnaire is both valid and reliable for implementation. In addition to that, a regression test was used to measure the influences of students' mindsets and their English scores.

FINDINGS AND DISCUSSION

Findings
Students' mindsets frequency distribution

In this section, the researchers found that each student had different students' mindsets, such as strongly growth mindsets, growth mindsets with some fixed ideas, fixed mindsets with some growth ideas and strongly fixed mindsets in class VIII using a questionnaire using the students' mindset frequency distribution table, which is displayed in Table 1.

Table 1. Students' Mindsets Frequency Distribution

Mindsets	N	%
Strongly growth mindset (SGM)	13	21.3%
Growth mindset with some fixed ideas (GMWF)	24	39.3%
Fixed mindset with some growth ideas (FMWG)	21	34.4%
Strongly fixed mindset (SFM)	3	4.9%
Total	61	100%

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Table 1 shows that more than half of the students have a mindset between a growth mindset with some fixed ideas (39.3%) and a fixed mindset with some growth ideas (34.3%) mixed in the classroom while learning English. While in the second rank, some students have strongly growth mindsets (21.3%) and the smallest number of mindsets category of students is strongly fixed mindset (4.9%). The report states that more than 70% of students who have a growth mindset with some fixed ideas and students who have a fixed mindset with some growth ideas still have big potential to further develop their mindsets while learning English, while students who have a strongly growth mindset in the classroom allow that they are the best students in the class during learning English, and the least category of students is students who have a strongly fixed mindset where they have little potential to develop their mindset but can still be changed.

The Influence of Students' Mindsets on English Scores

To minimize calculation errors, researchers used SPSS assistance and obtained the results presented in Table 2.

Table 2. Normality Test

Variable	Sig.		Conclusion
Student' Mindsets	0.200	0.05	Test distribution is normal
English Scores	0.200	0.05	Test distribution is normal

The table explains that both variables are normally distributed. Based on the aforementioned criteria for drawing conclusions from the Kolmogorov-Smirnov normality test, it is evident that the Sig. Value is greater than 0.05, indicating that the data is normally distributed. Thus, the assumption of normality requirement in the regression model has been met.

Such a hypothesis test is to examine whether there is a relationship between students' mindsets and English scores while learning English at school will be displayed in Table 3.

Table 3. Hypothesis Test

Variable	Sig.		r value	r table
Students' Mindsets English Scores	0.00	0.05	0.873	0.252

Based on the significant value of Sig. (2-tailed): from the output Table 3, it is known that the Sig. (2-tailed) between students' mindsets (X) and English scores (Y) is 0.00 <0.05, which means there is a significant correlation between the students' mindsets variable and English scores.

The calculation results above clarifies that all prerequisite tests for regression analysis are fulfilled. So that researchers can perform simple regression analysis. The calculation of the regression test is assisted by SPSS version 26. The following are the results of the simple regression test displayed in Table 4:

Table 4. Regression Test

Independent Variable	Koefisien B
(constant)	11.905
Students' Mindsets	0.799

a = the constant number of unstandardized coefficients. In this case, the value is 11,905. This number is a constant number which means that if there are no students' mindsets (X) then the consistent value of students' English scores (Y) is 11.905.

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b = the regression coefficient number. The value is 0.799. This number implies that for every 1% increase in the level of students' mindsets (X), then English scores (Y) will increase by 0.799. Because the regression coefficient value is positive (+), it can be said that students' mindsets (X) have a positive effect on English scores (Y). so, the regression equation is Y = 11.999 + 0.796 X.

To find out the magnitude of the influence of students' mindsets (X) on English scores (Y) in simple linear regression analysis, we can be guided by the R square or R2 value found in the SPSS output Model Summary section will be displayed in Table 5.

Table 5. Model Summary

Model	R Square
1	0.749

From the output above, it is known that the R Square value is 0.749. This value means that students' mindsets (X) on English scores (Y) is 74.9% while 25.1% of English scores are influenced by other variables not studied, for example, motivation, interest, talent, and intelligence. Referring to the discussion above, it can be concluded that "students' mindsets (X) have a positive effect on English scores (Y)" with a total effect of 74.9%. This positive effect means that the better the students' mindsets are, the more their English scores will increase, while the worse the students' mindsets are, the more their English scores will decrease.

The results showed that students who have a strong growth mindset, where they always give an effort during English classes at school, are the same as the results of interviews with students who have that category.

> *"I always try to learn English easily for prepared when I graduate from school, I also want to communicate with foreigners and make my parents proud, so I often get used to learning English informally through reading memes or short stories on the internet"* (S27, SGM)

> *"I really like English because this can be for the future because English is used in all countries so almost everyone uses English therefore, I like to make notes on google drive because I also like to be busy participating in olympics too, so I have to keep chasing the material so as not to miss lessons"* (S28, SGM).

This proves that students who have a strong growth mindset have a very high ambition to always give an effort during the process of learning English at school, even at home. Students who have a strong growth mindset also often have a reason they always give effort because they know that English is an international language. This makes them always try to get a better future because they have prepared themselves from an early age to learn English seriously. Although few of these results show that there are still students who have a strongly fixed mindset who still always want to give effort while learning English to get high English scores, this proves that everyone's mindset is still very capable of being developed when someone does have the desire to develop.

However, during English learning, not all students always try to study hard to get high scores, there are as many students who are still lazy during English learning. More than half of these numbers are owned by students who have a fixed mindset with some growth ideas and students who have a strong growth mindset, this means that they are often lazy during English learning because they find it difficult to understand the material often, they just try to listen to the teacher's explanation by giving a little effort to understand it by opening the translate help without wanting to spend more time to understand each material. This is evident in the results of interviews with students.

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"The way I learned during class is by reading only when there is an English, but I often despair if I get a small value" (S16, FMWG)
"I rarely take the time to study outside of class hours because I'm tired, so my efforts while learning English, are more to translate every word to understand it. but sometimes I feel hopeless when I get a small value when I've tried" (S41, SFM).

"I want to get high grades and be able to speak English a little bit, my efforts to understand the material are just listening, and if given assignments, sometimes I do it with friends" (S35, SFM).

Most of them are still concerned about the results or their test scores after learning English, but most of them just want good results but just want to spend no more effort, it is possible that they will do cheating activities during the Test against their friends to get a good enough score.

The next category of lazy students to give effort while learning English are students who have a growth mindset with some fixed ideas, as many as 13.1% this shows that the type of mindset owned by each student does not guarantee that they will fit the definition of the type of mindset itself. Students who have a growth mindset with some fixed ideas often feel lazy when learning English which may be due to other factors that can interfere with them during learning, for example, such as a noisy classroom atmosphere and also friends who allow them to be lazy to do learning.

Discussion
Students' Mindsets While Learning English
This study's results show four types of students' mindsets while learning English at school. From the results, the researchers found that the best mindset during learning English is a growth mindset with some fixed ideas with a presentation value of 39.3%. Then students who have strong growth mindsets are 21.3%. While students who have a fixed mindset with some growth ideas and strongly fixed mindsets are 34.4% and 4.9%. The developmental mindset plays an important role in students ' academic performance or outcomes (Blackwell, 2014, as cited in Wilang, 2021). This is similar to the results of my research which shows that students who have a growth mindset have ambition and good academic results.

Some studies say that students who have a fixed mindset are more receptive to the fact that they are not good at English. Therefore put in less effort when learning English compared to students who have a growth mindset. Huang, Zhang, & Hudson (2019), argue that students who have a fixed mindset, dislike challenges, avoid obstacles, devalue effort, dislike feedback, are threatened by the success of others, and continue to prove and demonstrate their abilities. Similarly, according to research conducted by Ocampo (2017), 81% of Japanese universities majoring in computers were found to have a fixed mindset and found that Japanese students believe that the only thing that prevents them from being fluent in English is because of their own lack of effort. In this study, researchers can conclude that this is because students who have a mindset still believe that they do not have talent in English, so they do not want to try more when learning English.

Similar to the previous study by Mutia, et al. (2022), identifying thought patterns, altering their methods of thinking, adopting a more positive outlook, and appropriately defeating negative thoughts, students can transform their negative thought patterns. The same thing with the results of interviews that researchers have done with each category of mindsets proves that they still have the potential to always develop for the better over time.

In the results of statistical tests, there is a relationship or partial influence between effort and students' mindsets with a p-value of 0.001, this is in line with research conducted by Wilang (2021), which states that students who have a growth mindset will always try, while students with a fixed mindset think that when they cannot complete a task, they will not do it. In this study it was also found that students who have a fixed mindset will feel tired and dizzy when given a material or an English task by their teacher, in contrast to students who have a growth mindset, no matter how

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difficult the task and material given they will always try to complete it. Meanwhile, Dweck (2006), in his book entitled "Mindsets: the New Psychology of Success," states that the potential and psychological attributes of a person can get better at handling problems that are harder and harder with practice and increased effort. Similarly, researchers have found that students who have a growth mindset will always try to face all the challenges during the learning process even to spend time outside of class hours.

Earnest effort will usually result in success, and if not, the effort-takers will at least feel that they have done the best they can (Smilansky, 2016). This is what proves that the more students try to achieve goals during learning, the better the mindset they have. The perceptual escalation of thought as well as body activity toward the accomplishment of a particular objective is referred to as effort. (Inzlicht, 2018). That is why only students who have high ambitions can be consistent in achieving their goals during study. The relationship between External Factors and students' Mindsets

As with internal factors, the external factors show that the six external factors, namely challenges, obstacles, criticism, the success of others, environment, and society, have a relationship with students' mindsets. With all p values less than 0.05. According to Loe and Noels (2019), students can acquire alternative mindsets through intentional, express training and interventions as well as through implicit interactions in the classroom on a daily basis. This means proving that the environment and society greatly influence students' thinking patterns while at school, especially when learning English. Likewise, Ocampo's (2017) research states that the atmosphere of the classroom environment is like friends who embrace failure as part of the English grammar and reading journey as well as a positive attitude towards mistakes. So in addition, students' mindsets can be influenced by several factors such as challenges, obstacles, criticism, the success of others, environment, and society.

The Influences of Students' Mindsets on English Scores

After conducting a regression test on the results of the students' mindsets and English scores data, it was found that 74.9% of students' English scores were influenced by Students ' Mindsets, this is the same as research conducted by Lou & Noels (2019) Growth mindsets have the potential to dramatically raise test scores and student accomplishment. According to a study by Blackwell et al., 2007 (as cited in Wilang, 2021), top achievers benefit from adopting a development attitude even in the face of negative perceptions about their skills. The foundation of a growth mindset is the conviction that one's skills can be acquired by work, education, and experience. These ways of thinking can inspire people to go beyond what they can do now, to grow, and to conquer obstacles in their path. It has been demonstrated through growth mindset interventions that students' academic success can increase and that attitudes can be altered (Zhang et al., 2017). Previous research indicates that a significant factor influencing pupils' English test outcomes is their thinking.

CONCLUSION

Conclusion

The result of this study proves that the hypothesis is accepted with a value of Sig. (2-tailed): between students' mindsets (X) and English scores (Y) is 0.00 <0.05, which means there is a significant correlation between the students' mindsets variable and English scores. And the result of a regression test showed that the effect of students' mindsets on English scores was 74.9%. This proves that students' mindsets are very influential on the learning process at school. The results of this study show that the majority of students who have growth mindsets have high English scores, but it is possible that students who have fixed mindsets can also get high English scores when they try to get it. This shows that students' mindsets are still very able to always be developed according to their determination.

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Suggestion

The researchers suggest that EFL teachers are more aware of the development of students 'mindsets during English learning and better appreciate students' learning efforts to motivate students. Knowledge mindsets are beneficial for EFL students in improving their habits to continue to develop in improving English language skills. The teacher must motivate students to the test results that have been obtained by students so as not to feel hopeless. Future research should focus on collecting data from students on the factors that can affect students' mindsets during the English learning process.

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APPENDIX

The data of students' mindsets scores and English scores				
No.	Name	Mindsets scores	Categorizes of mindsets	English score
1.	Student 1	105	SGM	82

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2.	Student 2	45	FMWG	46
3.	Student 3	62	GMWF	64
4.	Student 4	48	FMWG	34
5.	Student 5	81	SGM	78
6.	Student 6	72	GMWF	68
7.	Student 7	74	GMWF	74
8.	Student 8	95	SGM	82
9.	Student 9	61	GMWF	64
10.	Student 10	21	SFM	18
11.	Student 11	51	GMWF	60
12.	Student 12	64	GMWF	80
13.	Student 13	67	GMWF	72
14.	Student 14	61	GMWF	68
15.	Student 15	33	FMWG	30
16.	Student 16	39	FMWG	50
17.	Student 17	30	FMWG	32
18.	Student 18	71	GMWF	62
19.	Student 19	49	FMWG	72
20.	Student 20	81	SGM	78
21.	Student 21	42	FMWG	44
22.	Student 22	67	GMWF	74
23.	Student 23	65	GMWF	78
24.	Student 24	105	SGM	86
25.	Student 25	68	GMWF	58
26.	Student 26	58	GMWF	80
27.	Student 27	80	SGM	80
28.	Student 28	84	SGM	78
29.	Student 29	71	GMWF	60
30.	Student 30	61	GMWF	72
31.	Student 31	83	SGM	80
32.	Student 32	35	FMWG	36
33.	Student 33	23	SFM	22
34.	Student 34	42	FMWG	32
35.	Student 35	44	FMWG	56
36.	Student 36	48	FMWG	26
37.	Student 37	80	SGM	82
38.	Student 38	73	GMWF	80
39.	Student 39	25	SFM	24
40.	Student 40	50	FMWG	44
41.	Student 41	86	SGM	84
42.	Student 42	71	GMWF	58
43.	Student 43	69	GMWF	56
44.	Student 44	45	FMWG	72
45.	Student 45	33	FMWG	40
46.	Student 46	78	SGM	70
47.	Student 47	63	GMWF	64
48.	Student 48	85	SGM	74
49.	Student 49	38	FMWG	50
50.	Student 50	77	GMWF	72

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51.	Student 51	84	SGM	78
52.	Student 52	36	FMWG	48
53.	Student 53	67	GMWF	66
54.	Student 54	48	FMWG	54
55.	Student 55	57	GMWF	52
56.	Student 56	17	SFM	28
57.	Student 57	67	GMWF	60
58.	Student 58	47	FMWG	40
59.	Student 59	61	GMWF	68
60.	Student 60	39	FMWG	32
61.	Student 61	44	FMWG	48

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