



The Correlation between Growth Mindset and Score of English Language Proficiency Test in the English Department of UNP

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Abstract

This study aims to determine the correlation between growth mindset and English proficiency scores, such as TOEFL, IELTS, English score, duolingo, and others. This research is a correlation study using a quantitative approach. This study used a questionnaire as a research instrument. The questionnaire consists of 15 statements with 6 alternative answers related to growth mindset. The number of respondents in this study were 50 students from the English Department at UNP who were selected using purposive sampling method. Based on the results of the study, it was found that the level of students' growth mindset was at a high level, the majority of students' English proficiency scores were at the A2 (Elementary level) and B1 (Intermediate level) levels, the correlation coefficient value was 0.030 which was greater than 0.05. It could be concluded that there is a positive correlation between growth mindset and English proficiency scores with the correlation coefficient being at a weak level of correlation.

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INTRODUCTION

English proficiency is a very important thing that must be possessed during the globalization era, especially for working and educating, but unfortunately the English language skills of Indonesian people are still relatively low. Based on data from the world education institution EF English First on the English proficiency index or EF English Proficiency Index (EF EPI), Indonesia is ranked 81th out of 111 countries that are not native English speakers. This makes it difficult for Indonesians to compete in the world of work and face current academic challenges.

Nowadays, many universities have made regulations that require students to have English proficiency certification as one of the requirements needed for graduation. One of the universities that applies regulations that require students to have English language skills is Universitas Negeri Padang (UNP). Based on the UNP academic guidebook set on July 1, 2011, TOEFL is a requirement for graduation for UNP students. The regulation was made so that the university can ensure that its graduates are ready to compete in an increasingly globally connected professional environment.

There are many factors that affect English proficiency, among others, lack of mastery of vocabulary, lack of mastery of grammar, having a low interest in learning and an unsupportive environment, motivation and concentration while learning also affect (Putri, 2018) This is supported by Zuhro who finds that what affects learning outcomes is 31% derived from learning motivation, 34% derived from learning attitudes, 5% derived from teaching methods and 30% influenced by other variables such as physiological, psychological, and environmental factors (Zuhro, 2016).

From the research above, it can be seen that motivation and learning attitude greatly affect students' English learning achievement. Mindset has an important role to the student's motivation and attitude to learning. This is supported by Syarifah et al with their research called "The relationship between mindset and learning motivation of students in elementary schools in Depok" which states that have a significant correlation between the mindset and the motivation (Syarifah et al., 2023).

It can be assumed that Most people possessing the growth mindset are expected to get good results in English proficiency tests. By having growth mindset, they will have motivation and a positive learning attitude, so they will always try to improve their English proficiency, and not commit fraud to get good results in the English proficiency test. This is supported by Bai & Wang who state that the growth mindset not only affects student persistence and resilience but also has an influence on student achievement (Bai & Wang, 2023).

METHOD

The study used quantitative research. This research is quantitative because the research will be based on numbers. Correlation research refers to research that measures the extent of the association among variables. In this study, researcher used 2 variables, which are an independent variable and a dependent variable. Growth mindset is the independent variable while the proficiency test score is the dependent variable. The researcher focuses on measuring the correlation between growth mindset and English proficiency score.

The study population were students of English Department at UNP. Part of the existing population is called the sample (Arikunto, 2013). The researcher used purposive sampling. Purposive sampling is a sampling method in which a researcher deliberately chooses subjects or cases with certain characteristics or characteristics related to the research objectives (Bryman, 2012). One of the criteria that must be owned by the sample is to have taken the English proficiency test, therefore the sample in this study is more final year students.

The study used a questionnaire to determine whether students had growth or fixed mindsets. This questionnaire contains 15 questions in the form of a Linkert scale. 5 questions that indicate Growth Mindset and 10 questions that indicate Fix Mindset. The questions from the questionnaire are actually taken from Carol Dweck's theory but have been modified and made into a mindset quiz by Emily. The instrument is attached in Appendix 1. This questionnaire is completed with questions on the results of the English proficiency score that has been carried out by the respondent.

RESULTS AND DISCUSSION

Research Finding (tentative)

The study involved 50 students from the English department and the following results were obtained:

Finding 1

Table 1. Table of the level of learners' growth mindset

Score	Growth mindset level	Frequency	Percentage
72-90	strong	24	48%
53-71	Fair	24	48%
34-52	weak	2	4%
15-33	Very weak	0	0
Amount		50	100%

The data in table 1 shows that 48% of students have a strong growth mindset, and another 48% have a fair growth mindset, and 4% of students have a weak growth mindset.

Finding 2

Table 2. Table of The Level of Learners' English Proficiency

CEFR	TOEFL Interval	Frequency	Percentage
A1	310-336	1	2
A2	337-460	25	50
B1	461-543	19	38
B2	544-627	5	10
Amount		50	100

The data in table 2 shows that students' English proficiency is still very low, this can be seen from 25 of students who are still at the A2 (elementary) level and there is even 1 student who is still at the beginner level (A1), 19 students are at the Intermediate level (B1), and only 5 of students are at the Upper intermediate level (B2).

Finding 3

Table 3 Correlation test

Correlations

		growth mindset	scores of ept
growth mindset	Pearson Correlation	1	.308*
	Sig. (2-tailed)		.030
	N	50	50
scores of ept	Pearson Correlation	.308*	1
	Sig. (2-tailed)	.030	
	N	50	50

*. Correlation is significant at the 0.05 level (2-tailed).

Based on the data from the table above, it shows that the value of Sig (2-tailed) is 0.030. This shows a positive correlation between growth mindset and English

proficiency scores. However, the Pearson correlation value is 0.308 which means that growth mindset and English proficiency scores are at a low level of correlation.

Discussion

Based on the results of the correlation test conducted, it was found that the correlation coefficient (pearson correlation) was 0.308. This means there is a positive correlation between growth mindset and the score of English proficiency. Based on the correlation coefficient table adopted from Babin and Zimund (2016) the correlation coefficient from 0.2 to 0.4 means that the value of the correlation between 2 variables is weak. This means that there is a correlation between growth mindset and English proficiency score but the correlation between the 2 variables is weak.

This means that the level of growth mindset possessed by students has a weak influence on the results of the English proficiency test. Weak correlation between two variables indicates that there are other factors that also influence the correlation between two variables (Shaughnessy et al, 2007).

The results of this study are relevant to research conducted by Hu, Kaur, & Lu (2022) This study used grit and foreign language enjoyment as mediating variables in examining the correlation between growth mindset and English language performance and obtained the results there is a significant correlation between growth mindset and English performance.

Statistically it is stated that the larger the sample, the better the results (Alwi, 2015). The number of respondents will affect the statistical results of the study, the respondents in this study amounted to 50 students so that the correlation was weak while the research conducted by Hu, Kaur, & Lu (2022) the number of respondents in the study was 388 students so that there was a significant correlation. This is supported by the statement of Holland and Wainer (1993) which states that statistical testing will show significance if the sample size is large. In addition, the English proficiency score which consists of several types of tests such as IELTS, TOEFL, Duolingo, and EnglishScore so that researchers must convert these scores into similar scores may affect the statistical test results.

CONCLUSION

From the research that has been conducted, the researcher has made the following conclusions: The growth mindset level of students in the English department is at a high level. Most students' English proficiency level is at the elementary level (A2), there are still few students whose English proficiency is at the upper intermediate level (B2). Growth mindset and English proficiency have a weak correlation based on the results of correlation tests conducted using SPSS

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