

**THE CORRELATION BETWEEN GROWTH MINDSET AND SCORE OF
ENGLISH LANGUAGE PROFICIENCY TEST IN THE ENGLISH
DEPARTMENT OF UNP
A THESIS**

*Submitted as Partial Fulfillment of the Replacement to Obtain Bachelor of
Education (B.Ed.) in English Language Education*



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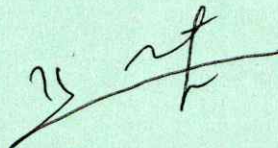
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ABSTRACT

Putri, Melisa (2023). Correlation between growth mindset and score of English proficiency test in the English department of UNP.

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. So it can 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.

Keywords: *Correlation, growth mindset, score of English proficiency*

ABSTRAK

Putri, Melisa (2023). Korelasi antara pola pikir pertumbuhan dan skor tes kemampuan bahasa Inggris di jurusan Bahasa Inggris UNP.

Penelitian ini bertujuan untuk mengetahui korelasi antara Growth mindset dan skor english proficiency, seperti TOEFL, IELTS, English score, duolingo, dan lain-lain. Penelitian ini merupakan penelitian korelasi dengan menggunakan pendekatan kuantitatif. Penelitian ini menggunakan angket sebagai instrument penelitian. Angket terdiri dari 15 pernyataan dengan 6 alternatif jawaban yang berkaitan dengan growth mindset. Jumlah responden dalam penelitian ini sebanyak 50 siswa yang berasal dari Departemen Bahasa Inggris di UNP yang dipilih dengan menggunakan metode purposive sampling. Berdasarkan hasil penelitian ditemukan bahwa level growth mindset siswa berada pada level yang tinggi, Mayoritas nilai English profisiensi siswa berada pada level A2 (Elementary level) dan B1 (Intermediate level), nilai koefisien korelasi sebesar 0,030 yang mana lebih besar dari 0.05. Maka dapat disimpulkan bahwa terdapat korelasi positif antara Growth mindset dan skor english proficiency dengan koefisien korelasi berada pada tingkat hubungan yang lemah.

Kata kunci: Korelasi, pola pikir bertumbuh, skor kemampuan bahasa Inggris

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Finally, the writer realizes that this thesis is not perfect yet. However, the writer hopes this thesis can be useful for himself and all people. Furthermore, any entity and comments are acceptable for improving this thesis from the weaknesses.

Padang, November 2023

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Living in the era of globalization requires us to have skills that can help us to continue to compete, one of the abilities that must be possessed is having English language skills. English language skills are very important because English language skills can increase our competitiveness, so we are considered to have good knowledge and are more competent. English language skills are also needed in the world of work and education. When we want to work in international companies, we are required to have English language proficiency certification results. Currently, there are many tests that can be taken to measure English proficiency, such as TOEFL, IELTS, TOIC, English Score, Duolingo test and etc.

English proficiency is a very important thing that must be possessed in the era of globalization, especially in the world of work and education, 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.

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.

From the results of preliminary interviews conducted with several students in the English Department, many students only view the English proficiency test as one of the mandatory tests as a requirement for graduation. The inappropriate mindset of students towards English proficiency tests makes them unwilling to try to improve their English skills, even they prefer to cheat in English proficiency tests such as using impostor to replace them in the exam, even falsifying English proficiency scores. This is also confirmed by the data in UPT which states that there are still many students who get low scores in the English proficiency test, even students majoring in English.

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 plays an important role in students' motivation and attitude to learning. This is supported by Syarifah

et al in their research entitled "The relationship between mindset and learning motivation of students in elementary schools in Depok" which states that mindset and motivation have a significant correlation between mindset and the motivation (Syarifah et al., 2023).

Mindset is a person's perception of himself, his abilities, and his potential to develop and achieve goals. Mindset consists of a series of assumptions, methods, or records that are firmly held by an individual or group (Gunawan and Irwan, 2013). There are 2 types of mindsets, namely fixed and growth mindset (Dweck, 2006). Students who have a growth mindset are highly motivated to continuously improve their English because they believe in the potential to improve. They remain unfazed even when they receive low scores in English proficiency tests, as they understand that effort plays a bigger role than just proficiency. On the other side, students who hold a fixed mindset may lack the determination to enhance their English proficiency. Instead of investing the necessary effort to improve, they might resort to cheating, influenced by their perception of inadequate English proficiency.

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).

Mindset will affect one's attitude towards something. A growth mindset and fixed have a close relationship with students' attitudes in dealing with failure in the English language proficiency test. Learners who embrace a growth mindset will not give up when faced with failure on the English proficiency test. Instead, they view it as a valuable opportunity to persistently enhance their English language skills. They believed abilities could still be improved and developed with some effort, practice, and mistakes that are used as lessons, so they will be more motivated to continue developing English language skills. For students with a fixed mindset, when they fail the English proficiency test they will easily give up and despair. Such students may experience a sense of inadequacy in their English language skills, convinced that their proficiency level is comparatively low. They tend not to want to repeat the English proficiency test, instead, they commit fraud to get a good English proficiency score.

From the research above, it can be presumed that growth mindset can also affect English proficiency, as far as I am concerned, there is still limited literature discussing this topic. Therefore, the researcher is interested in conducting a study entitled " The correlation between growth mindset and score of English proficiency test in the English department of UNP"

B. Identification of the problem

Based on the above background, it can be summarized that having English proficiency is very important for students, but there are still many students who get low scores on the English proficiency test. Motivation and learning attitude are factors that have a very big influence on the results of students' English proficiency tests. People who have growth mindsets will be more motivated and will have a

good attitude to learning, making it more likely that they will score high on an English proficiency test.

C. Limitation of the problem

The limitation of the problem of this research is that it focuses on whether the relationship between growth mindset and English proficiency test scores is correlated. By determining the problem limitation, the research would be easier to investigate the correlation between Growth Mindset and scores of English proficiency tests.

D. Research Questions

The researcher formulates the problem as follows:

1. How is the level of learners growth mindset at English Department of Universitas Negeri Padang?
2. How is the level of learners English proficiency at English Department of Universitas Negeri Padang?
3. Is there any correlation between growth mindset and the scores of the English language proficiency test?

E. Purpose of the research

The purposes of this study are as follows:

1. To see how the level of growth mindset of students at English Department of Universitas Negeri Padang is
2. To see how the level of students' English proficiency at English Department of Universitas Negeri Padang is

3. To see if there is a correlation between a growth mindset and score of English proficiency test.

F. Significance of the research

a. For students

The findings of this study are expected for the students to realize the importance of the mindset they have on the achievements they get because the mindset they have will affect their motivation and attitude, in the context of this study their attitude towards the English proficiency test.

b. For lecturers

The findings of this study are expected to be used by lecturers to convince students that the importance of growth mindset in the learning process and help students develop a growth mindset.

c. For other researchers

The outcomes of this study hold the potential to benefit fellow researchers by serving as a valuable reference for their investigations on similar topics. The insights gained regarding the relationship between growth mindset and English proficiency test scores can serve as fundamental knowledge to advance their own research.

G. Definition of key term

1. Growth Mindset

Growth mindset is a mindset which people believe that all the abilities and intelligence they have can be improved.

2. English language proficiency test

Tests that are designed to evaluate an individual's level of proficiency in the English language such as TOEFL, IELTS, TOEIC and etc.