

# CHAPTER I

## INTRODUCTION

In this chapter, the Introduction consists of research background, identification of the problem, limitation of the problem, research questions, aims of the research, and significance of the research.

### 1.1 Research Background

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 the mindsets plays an important role in determining the goals of language learners, and creates responses, actions and autonomy for their cognitive abilities, especially when learning English (Lou & Noels, 2019). In modern research, mindsets implies a characteristic of a language teacher, a teacher, or concerns their intelligence (Chen et al., 2021). Mindsets seemed like a tricky concept to learn English. The state of mind is created to explain everything that we see and feel. Mindsets changes behavior and leads to events (Zhang et al., 2017). Changes in mindsets sometimes happen to everyone, especially to people who always experience it, because they realize the slightest change in mindsets, even if they feel positive or euphoric. The concept of a growth mindset aligns well with the emansipative curriculum, which is designed for the age of Society 5.0. (Rizal, 2023). This era emphasizes digital connectivity and using technology to solve social and environmental problems. By fostering a growth mindset, the Emansipative curriculum can equip students with the skills they need to thrive in Society 5.0, such as adaptability, perseverance, and creative thinking.

Mindsets itself are divided into 2 types, namely growth mindsets and fixed mindsets (Dweck, 2006). A growth mindset is determined to grow based on the idea that it can become stronger and improve the work of intelligence, determination and strength, while simultaneously developing the mind-intelligence in front of it (Dweck et al., 2014). On the other hand, mindsets are a set of beliefs or how people think, act and explain their behavior. However, mindsets can change at any time along with the efforts made by a person

(Mas'uda et al., 2023). When someone has a growth mindset, they can change to a fixed mindset anytime, and someone with a fixed mindsets, they can become someone who has a growth mindset along with the efforts and things they do. Personality, intelligence, behavior, and other aspects of mindsets play an important role in shaping motivation and behavior in various fields and life situations, including classroom and long-term learning, group relationships, and well-being (Lee et all., 2018).

People with a fixed language mindset believe that language learning is innate and therefore cannot be improved by effort (Jacovidis et al., 2020). On the other hand, Proponents of growth mindsets theory believe that the ability to learn a native language can be improved through effort. Psychological and social factors have a general impact and affect student academic performance (Crum, 2017). Changing the mindsets and the quality of the relationship between the patient and the attending physician, such as empathy and understanding, can lead to real physiological improvements, regardless of the outcome of treatment. So did Wang et al. (2020) showed that the growth trend correlated positively with academic success. They showed the mediating effect of thinking and showed barriers to self-confidence in the relationship between trends and academic performance. Zhang et al. (2016) students with progressive views claim to have received fairly high grades or achieved good academic results, deeper perceptual level, higher task value, more adaptive learning, greater interest in classroom activities, boost self-confidence, higher psychological well-being and engagement.

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 comes in at number 79 out of 113 nations. These data's findings indicate that Indonesia is a nation with a low level of English proficiency, which may make it challenging for pupils 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 elementary school level. Most schools provide English subjects at junior high school level (Al-khalil, 2017). So they

find it very difficult to learn a new language. However, there are also students who are already familiar with English. For instance, the school environment is the beginning of their learning English. As presented, mindsets are the big important motivation course is another look at what English teachers can help students achieve great success.

Recent studies have shown that students mindsets and academic science have a relationship between it, Zhang et al. (2017). This study found that a student's mindsets are influenced for their academic achievement. While the study written by Ryan (2018) This research discusses mindsets, perseverance, and learning. It was found in this research that mindsets, self-control, and persistence affect academic achievement. Lou & Noels (2019) discuss growth mindsets in foreign and second language education. They found that Students with fixed mindsets are more likely to have performance goals that aim to validate their abilities to themselves and others through their performance (e.g., test scores). Based on Wilang (2021) it was found there are several factors that influence students' mindsets toward the six factors. Of all six factors are challenges, obstacles, effort, criticism, success of others, and general viewpoint on own ability. Last, another study from Mueller (2019) used literature review method, discussing how mindsets' impact learning. state that when students begin to make connections between their mindsets they will grow as learners. Because the growth mindset has a good effect on student English scores.

Based on the study above, this research entitled “Factors Influencing Student’s Mindsets in Learning English Language” this research discusses what factors can influence student’s mindsets during teaching and learning process. Mindsets have made it a difficult task to learn English. (Dweck, 2006). This topic is chosen because student’s mindsets are very important to know and increase the quality of student learning outcomes. Understanding student’s mindsets can help students and teachers to improve their teaching and learning styles and also increase academic achievement (Wilang, 2021). So when the students and teachers understand about mindsets it can pay more attention to their teaching and learning styles to make the teaching and learning process more effective and give them a positive effect and improve their quality.

## **1.2 Identification of The Phenomena**

The mindsets of students are taken into consideration during the teaching and learning process in a significant portion of Indonesian education. A lot of problems of mindsets in students' personal life and the fact that they are academically cool, strongly affect not being able to succeed in class (Hannah Hyo Jung Kim, 2018). The outcomes of students' learning are valued by many educators and parents more than the effort of doing something. Several problem with students' mindsets can be identified based on the study's background:

1. There are the differences student's mindsets
2. There are the differences in academic achievement between students
3. Students' quality
4. Lack of effort by students during teaching and learning process
5. Students without confidence

Based on the problem above, the researcher will evaluate their students' mindsets also the effect from their English score and factors that influence the mindsets, so students are aware of their own mindsets and can learn how to develop their own mindsets. Additionally, students can further increase their efforts in the teaching and learning process to improve their quality.

## **1.3 Limitation of The Phenomena**

Referring to the research formulation and objectives that have been stated previously, and to avoid misinterpretation of the research results, the researcher considers it necessary to provide limitations/state the focus of the research. In this research, the researchers will focus on factors that influence students' mindsets and the effect from the teaching and learning English language process in the school environment. The data sources for this research will be limited to students in grades 8F and 8G at one of Junior High Schools in Cirebon. This research hoped that students will be more aware of the factors that influence their mindsets and the concept of mindsets to improve their quality during the learning and teaching process.

## **1.4 Research Questions**

Based on the background of this research, this research answers the following questions:

1. What are the most dominant factors that influence students' mindsets in the English learning process?
2. Is there any significant effect on the students' mindsets for English scores?
3. Are there any factors that influence students' mindsets in the English learning process?

### **1.5 Aims of The Research**

These qualitative research aims to:

1. To investigate the most dominant factors that influence students' mindsets in learning English.
2. To investigate the significant effect of students' mindsets for English scores.

### **1.6 Significance of The Research**

#### **1.6.1 Theoretical of the Research**

Readers will find the most dominant factors that influence students' mindsets. Investigating this aspect is necessary so that educators and parents can better appreciate students' efforts and increase students' quality in teaching and learning English language process. In conclusion, this research will be an alternative source and guide for further research in the future.

#### **1.6.2 Practical of the Research**

This study will help teachers to understand the most dominant factors that influence students' mindsets during learning English and their effect on English scores, for students can help to know the factors that must be developed and limited to improve their mindsets in the English learning process. And at the end for further studies to know what are the most dominant factors that can influence students' mindsets in the learning English process of students in school.