

**The Interplay of Language Mindset, Motivation, and English Achievement:**

**A Study in English Department at Hasanuddin University,**

**Makassar of Indonesia**

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**POST GRADUATE PROGRAM OF ENGLISH LANGUAGE STUDIES**

**FACULTY OF CULTURAL SCIENCES**

**HASANUDDIN UNIVERSITY**

**MAKASSAR**

**2023**

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Thesis

As one of the requirements for achieving Master Degree

English Language Studies

Written and submitted by

MARNINGSIH SADIK

F022211016

To

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**THESIS**

**THE INTERPLAY OF LANGUAGE MINDSET, MOTIVATION, AND  
STUDENTS' ACHIVEMENT: A STUDY IN ENGLISH DEPARTMENT AT  
HASANUDDIN UNIVERSITY, MAKASSAR OF INDONESIA**

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States truthfully that this thesis was the result of my own work, and it is not the work of others. If it is proven later that either some of entire part of this thesis is the work of others, I am willing to accept any sanctions for my dishonesty.

Makassar, 09 Maret 2023



Marningsih Sadik

## ACKNOWLEDGEMENT



Praise be to Allah, the Lord of the universe, I sincerely would like to present my deepest gratitude for the endless blessing and guidance to finally reach the end point of my Master Degree journey at English Language Studies, Faculty of Cultural Sciences, Universitas Hasanuddin, Makassar. Also, this completion would not be successfully achieved without the kind assistance and presence of some significant others both intentionally or unintentionally that have genuinely accompanied me to get through the whole-long processes reaching this most expected end line.

Unforgettably, I herewith would like to present my genuine thank to my supervisors, Dr. Abidin Pammu and Dra. Nasmilah, M. Hum, Ph.D who had thoughtfully guided me with their sincere encouragement, advice, and patience in supervising and improving my thesis. I believe I would have not completed this thesis without their endless kindness and motivation during the whole processes. On top of that, million thanks I would also present to my examiners, Dra. Ria Rosdiana Jubhari, M.A., Ph.D, Dr. Sukmawaty, M.Hum, and Dr. Harlina Sahib, M.Hum for the keenness to input insightful comments, suggestion, and correction for the better improvement of my thesis.

Special gratitude acknowledgement would also be granted to the Rector of Universitas Hasanuddin, Prof. Dr. Ir. Jamaluddin Jompa, M.Sc, the Dean of Faculty of Cultural Sciences, Prof. Dr. Akin Duli, MA, and Dr. Harlina Sahib, M.Hum as the Head of English Language Studies Program. Also, I would like also to heartfelt thank to the lecturers of ELS program who had willingly shared their valuable knowledge and priceless experiences during my time as being college student. With all one's heart, I admit that the knowledge and experiences they shared are irreplaceable that can direct me head to another brighter place of my future's path.

To my special someone up there in her forever living space, my only one love, my guidance angel, my life, the most waited someone to meet in after life, my mother, Haspiah Sadik, I have made it, we made it twice; I finally could make your dream come true. Of course, I need you here to see me like in person, to stand by my side on my graduation frame with the most beautiful "kebaya" on, it is hurtful as well having twice grads without you by my side, but anyway I believe you must be

countlessly happier up there. I am doing greatest if you could see me, I did, am, will always survive on my own feeds, your love and companionship will stay in me forever. It has been years since the most aching grief of your leaving, but I will keep moving forward unstoppably I promise. Also, my lovely family, particularly my sweetest brother (Wahyu Luasi) my nephew (Firman) and my Nieces (Iha and Nur), thank you for your kind supports and cheers, I dedicate all these achievement for you, the only hearts remaining I still have. I profoundly promise to all of you, I will be always your safe place to look into, standing on your back to support you keep going whenever needed.

Furthermore, to my loveliest boss at office, Oriental Consultant Global (OCG) for the reconstruction of Palu IV Bridges project in Central Sulawesi, Takahashi San, allow me send you my deepest gratitude for all your kindness, understanding, supports, sincere guidance, livelier vibes, fatherly touch, homy feelings, and all irreplaceable learnings you have either directly or indirectly given to me. Also, to Yasuhara San, the greatest Bridge expert on project, for the loveliest and liveliest vibes you brough during your three-month period at project, short yet memorable. Thank you also to all members of OCG that have worked unstoppably hard; hand in hand to keep the project on target, and most importantly to my Trail Run Partners, thanks for the cheers and laughers, and BAKA things we together made, waiting for another more challenging adventure. Another blissful yet random appreciation to contractors for the project, specially to the girl squad, Windy, Mba Eka, Inggrit, and Ema for the warm and cheerful moments we created. Thank you all.

Last but not least, to all my classmates of ELS batch 2021 yielding to Education, Linguistics, and Literature that I cannot mention one by one, I hereby attach my purest appreciation for the helps and togetherness we have been through since the very first day of our meeting in class. Those memories will always be merged in me forever to be later reminisced on some finest day of us. I will definitely see you another next stop, on top. Besides, I through this personal statement would kindly like to convey my deepest gratitude to my senor whose the kindest and biggest heart ever, Kak Andi, the one who was behind the scene of my thesis journey; the one who made my ways so much easier, helping me deal with all the needs to reach the end point of my final endeavour. I hope nothing but everything for you kak in the future.

To the last least, to my dearest and strongest self, the only pride of mine, thank you indeed for your all-endless efforts throughout the trials and errors in facing your bitter-sweet life. I sincerely appreciate your strong willingness to always improve yourself to be the better you amid the rocky pathways. I know it is not easy to face along this life granted to you; yet of all those troubles, you still want to stand on your weak but somehow strong little feet. I am being the proudest of being you. Last word probably, I would like to say that life is not always about goals you are heading up to, it is instead about process that makes you grow to be better inch per inch in everyday life's adventures. Be you, be me, and be us. Cheers!

Finally, this thesis is presented to English Language Studies of Hasanuddin University. Hopefully, this thesis can provide benefits to practitioners of education, especially in English education, and can be utilized as a reference for further research.

Makassar, 26 February 2023

Marningsih Sadik

## ABSTRACT

**MARNINGSIH SADIK.** *The Interplay of Language Mindset, Motivation, and English Achievement: A Study in English Department at Hasanuddin University, Makassar of Indonesia.* (Supervised by Abidin Pammu and Nasmilah).

This study aims to scrutinize the potential interplays between language mindset, motivation, and English achievement particularly regarding the prospective contribution of language mindset and motivation on English achievement. The method employed a mixed-method approach triangulating quantitative and qualitative data. This study integrated three instruments, i.e., questionnaire adapted from Language Mindset Inventory (LMI), Gardner's Attitude/Motivation Test Battery (AMTB), English achievement from TOEFL ITP Score, and Interview. Those instruments were administered to a total of 44 participants selected from English department of Hasanuddin University year 2021. Based on the data programed in SPSS 25, it indicates that language mindset and motivation are moderately correlated ( $r=0.363$ ) and show a negative correlation with English achievement. This reveals that language mindset ( $-0.219$ ) and motivation ( $-0.163$ ) in fact appear to be insignificantly influential toward English achievement. This finding was validated in the interview positing that language mindset and motivation are a state of mind situationally influenced by one's environments; that in truth mindset and goals without actual-relevant action will remain ineffective. This current finding can be benefited by academic practitioners, especially those moving in educational psychology, and language learners ideating that being positive or having a growth mindset or motivation cannot guarantee success without the companionship of relevant action. Besides, researchers can also further explore the strong state of language mindset in language learning; there might be other potential factors that affect language mindset formation.

*Keywords: Correlation, Language Mindset, Motivational Orientation, English Achievement*



## ABSTRAK

**MARNINGSIH SADIK.** *Interplay of Language Mindset, Motivation, dan Prestasi Bahasa Inggris (Studi di Jurusan Bahasa Inggris Universitas Hasanuddin, Makassar, Indonesia)* (Dibimbing Oleh Abidin Pammu dan Nasmilah).

Penelitian ini bertujuan untuk mengidentifikasi potensi interaksi timbal balik antar pola pikir Bahasa, motivasi, dan pencapaian Bahasa Inggris. Metode campuran digunakan dengan mengintegrasikan data kuantitatif dan kualitatif dianalisis menggunakan pendekatan triangulasi. Data diperoleh dari kuesioner *language mindset inventory* (LMI) dan Gardner's *Attitude/ Motivation Test Battery* (AMTB), pencapaian bahasa inggris dari skor TOEFL ITP, dan wawancara yang distribusi kepada 44 peserta Jurusan Bahasa Inggris Universitas Hasanuddin tahun ajaran 2021. Berdasarkan hasil pemrograman menggunakan SPSS 25, data menunjukkan pola pikir Bahasa dan motivasi berkorelasi sedang ( $r=0,363$ ) dan berkorelasi negatif dengan pencapaian Bahasa Inggris. Hal ini mengindikasikan bahwa pola pikir Bahasa ( $-0,219$ ) dan motivasi ( $-0,163$ ) tidak mempengaruhi rentang pencapaian dalam pembelajaran Bahasa Inggris. Korelasi yang tidak signifikan dikuatkan dengan bukti wawancara yang menyatakan bahwa pola pikir bahasa dan motivasi dianggap sebagai keadaan pikiran bersifat situasional dipengaruhi oleh lingkungan seseorang. Temuan ini memberikan pemahaman baru utamanya terhadap praktisi akademik yang bergerak di bidang psikologi pendidikan dan pelajar bahasa bahwa memiliki pola pikir bertumbuh atau motivasi tidak dapat menjamin kesuksesan bahasa tanpa tindakan nyata. Selain itu, peneliti juga dapat melakukan penelitian secara mendalam terkait pola pikir bahasa dalam pembelajaran Bahasa; bahwasannya aspek pola pikir Bahasa tidak dapat berdiri sendiri, terdapat kemungkinan faktor lain yang berpotensi mempengaruhi pembentukannya.

**Kata kunci:** Hubungan Korelasi, Pola Pikir Bahasa, Orientasi Motivasi, Pencapaian Bahasa Inggris

## TABLE OF CONTENTS

	Page
COVER PAGE.....	i
TITLE PAGE .....	ii
APPROVAL SHEET.....	iii
A STATEMENT OF THESIS AUTHENTICITY.....	iv
ACKNOWLEDGEMENT.....	v
ABSTRACT.....	viii
ABSTRAK.....	ix
TABLE OF CONTENTS .....	x
 <b>CHAPTER I INTRODUCTION</b>	
1.1 Background.....	1
1.2 Research Question.....	5
1.3 Research Objective .....	6
1.4 Significance of the Research.....	6
1.5 Scope of the Research.....	7
 <b>CHAPTER II LITERATURE REVIEW</b>	
2.1 Previous Researchers.....	8
2.2 Theoretical Background.....	12
2.2.1 Mindset .....	12
2.2.2 Language Mindset.....	14
2.2.3 The Types of Language Mindset .....	16
2.2.4 Motivation.....	17
2.2.5 Motivational Theoretical Framework in SLA.....	18
2.3 Conceptual Framework .....	23

### **CHAPTER III RESEARCH METHODOLOGY**

3.1	Research Design.....	24
3.2	Sources of Data .....	24
3.2.1	Participants .....	24
3.2.2	Research Instrument.....	25
3.3	Research Procedure .....	26
3.4	Technique of Analysing Data.....	28

### **CHAPTER IV FINDINGS AND DISCUSSION**

4.1	Findings .....	33
4.1.1	Motivational Orientations .....	33
4.1.2	Language Mindset.....	38
4.1.3	English Achievement.....	43
4.2	Discussion.....	46

### **CHAPTER V CONCLUSION AND SUGGESTION**

5.1	Conclusion .....	64
5.2	Suggestion .....	65

<b>BIBLIOGRAPHY .....</b>	<b>67</b>
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<b>APPENDICES .....</b>	<b>73</b>
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# CHAPTER I

## INTRODUCTION

### 1.1. Background

Studies on uncovering factors promoting success in EFL have been decades conducted. Copious fascinating findings were discovered that contributed both theoretical and practical advantages to help design policy or applicable strategies to attain great success in English learning. Those studies mostly to some degree extend to the internal areas which cover psychological aspects. This is confirmed by Elizondo (2013) that learners with lower or higher language proficiency generally acclaimed themselves to have internal problems or psychological issues. In a similar vein, Beharu (2018:1) postulated that success and failure in achieving goals are determined by psychological factors which majorly involve the individual itself. Whereas concerning the language learning domain, he stated that psychological traits contribute to the ability to rise normal function throughout the learning process, including the facets of motivation, confidence, belief, anxiety, and so forth which are very impactful to the achievement gain, promoting either failure or success in language learning.

Previous studies have profoundly identified over the years that the outstanding issues these days related to psychological states happen to motivation and language mindset as both are proven positively correlated. Yeager et al (2019) in Lou and Noels (2019:537) proposed that language mindset is a psychological concept that has greatly impacted motivation. Liu (2021) similarly stated that these emotional states are very influential in foreign language learning states. Besides, regarding their roles in facilitating language learning success, they are considered critical to students' achievement gains (e.g., Lou et al., 2017; Blackwell et al., 2007; Ozdemir et al., 2021; and Eren et al., 2020).

Students' motivation on learning English to a certain extent determines learning results. According to Dornyei (2002), motivation yields the students' enthusiasm, commitment and persistence which become the key factors to influence successes and failures in doing something, for example, learning English. It is considered that students with high motivation are keen to be

engaged and persistent in reaching particular purposes (Wolters, cited in Hoi Kwan Ning & Kevin Downing, 2010:682). They are generally captured to have more eagerness and willingness to devote their time to learning the target language. Motivation itself in language acquisition has been long dissected by many scholars in some areas, for example, the Theory of Self-determination suggests that people are motivated to grow and to change through psychological fulfilment, and the Theory of Achievement Motivation which concerns the expectancy result of success and failure gains, or Theory of Self-worth proposing that personal value and worth become the main root of motivated people to sustain their lives.

Gardner and Lambert (1972) introduced the motivation theory which is mostly focused on two motivation constructs, termed integrative and instrumental motivation. Integrative motivation refers to an individual's keenness to legitimately be involved in society including the culture where the language is used; while Instrumental motivation covers a particular purpose of one individual which mainly relates to future motives such as getting a prestigious job, pursuing study, or passing a course (Sadik, 2021). The main different features of these two kinds of motivation are placed in the former intention of learning a language either to involve the speaking communities or to accomplish specialized desires or goals; both promote the same stimulation to obtain the aforementioned aims. Moreover, studies in these contexts have proved throughout the years that these two types of motivation have equally significant impacts on language learning outcomes (e.g., Hong & Malini Ganapathy, 2017; Altasan, 2016; and Zanghar, 2012) and have been widely accepted in the language acquisition field. There is evidence showing integrative is more impactful than instrumental or in return which is theoretically dependent on numerous factors such as social or cultural factors occupying one place.

Another theory comes from Deci & Ryan (1985) introducing the concept of Self-determination theory that one person's motivation is gained from internal and external factors, theoretically termed Intrinsic and Extrinsic Motivation. Principally, these two motivations picture the same image as the previously mentioned motivation types. Intrinsic motivation generates one's eagerness to experience life satisfaction which comes from the within, for

example learning a new language due to self-interest in the language which later results in satisfaction; on the contrary, extrinsic motivation covers behaviour that is generated from external purpose such as a desire to be recognized by society or to receive rewards as the result of doing something. Concerning the two definitions above, it can be assumed that intrinsic goes along with integrative motivation, and extrinsic one is similar to instrumental motivation. Additionally, they have years dedicated to language acquisition failures or successes. Some scholars found integrative or intrinsic promotes greater English achievement, whereas others suggested extrinsic or instrumental to significantly correlate with the student's success in English.

Meanwhile, in line with the immovable finding of motivation, language mindset as recently introduced to EFL's context (Ryan & Mercer, 2012) also plays another prominent role in promoting students' achievement (e.g., Zeng et al., 2016; Blackwell et al., 2007). Mindset according to Lou et al (2019:537) refers to beliefs on one's abilities, such as personality and intellectual attributes, are mutable that can be cultivated along with efforts and strategies (i.e., a growth mindset/incremental theory) or immutable hardly to be improved through relevant activities (i.e., a fixed mindset/entity theory). Of the two classifications, most findings appraised that a growth mindset showed a more significant correlation to language success.

Corresponding to the motivation, in truth language mindset also promotes learners to be actively engaged in learning activities which subsequently predicts high achievement of the language focused on (Lou et al, 2021). They evidenced that students with the growth mindset were consistently more engaged in learning activities and achieved grades with flying colours. The same finding was also proposed by Blackwell et al (2007) and Dweck (2006) that growth-minded students were captured to have more engagement than fixed-minded students. Although the learning materials or activities are quite engaging, without the state of self-belief about one's ability to enhance their language competence, the result might be unsatisfying and the learners might find their learning processes pointless. They furthered that these immovable cases occurred due to the positive traits generated by the growth mindset that led students to keep themselves on target regardless of factors that might hinder them to achieve a goal. Delost (2017) proposed that being grown in

mindset impacts behavioural reactions to establish preferable strategies for problem-coping mechanisms towards challenges.

On the contrary, a fixed mindset suggests dissimilar roles. Students with this mindset are proven to have low performance in learning activities. In a language learning setting, the belief of not being able to improve language ability under some contributing factors could prohibit the students to master the target language. Dweck (2008) found that fixed-minded students are less interested and inattentive in engaging themselves with the learning processes. They have no autonomous learning and they will just do things asked for. This certain behaviour surely leads them to be unsuccessful language learners (e.g., Lou & Noels, 2017). In further, some findings propose that a fixed mindset produces students with less motivation in language learning.

Based on the previous explanation, either language mindset or motivation is equally found significant in endorsing students' language achievement. These two psychological aspects of English learning play interchangeable roles. They even have a quite similar definition to some degree that motivation and language mindset are assumed as belief. Motivation according to Pintrich (2003) is synthesized as a person's belief that motivation discovers the belief of students in their capabilities to achieve their goal which helps them sustain their learning process for learning success. Hassanzadeh et al (2020:4) echoed a similar concept of the potential relation of motivation and language mindsets that language mindset keeps a role to escalate one's motivation to bestow efforts to get academic success which is manifested through the engagement of academic behaviours. Besides, a study recently conducted by Lou & Noels (2017) presents that language mindsets significantly relate to individuals' motivations for language learning, engagement in classes, and, in turn, their academic achievement; it is even affirmed that language mindsets have been addressed to play a role in motivational processes for language learning (Lou & Noels, 2016).

Motivation becomes the main reason boosting the whys of doing a certain thing, while language mindset defines another force of the belief in oneself to be able to reach their goal. Though one is highly motivated, the belief of incapability to reach the learning goal is the potential to result in low learning achievement, or in reverse that even though one strongly keeps a positive

mindset, without goals manifested through motivation, the goals are hardly possible to be achieved. In other words, these two factors might work simultaneously which bestow prominent effects on each other.

Therefore, it is strongly assumed that motivation and language mindset are the potentials to play interconnection with each other to facilitate success in language learning. However, until recently, attempts to unravel the interconnection between these two aspects are still minor (e.g., Dinçer et al., Lou & Noels, cited in Hassanzadeh et al, 2020:3). Past researchers on motivation and language mindset have only mainly focused on single directional effect or causal relationship with the language achievement whereas considering the aforementioned facts of the indistinguishable roles of these two psychological facets to the English achievement, these two aspects might work simultaneously in facilitating the students' achievement in EFL context.

Therefore, this present study aims to provide further exploration of these two psychological factors, motivation and language mindsets, to ascertain whether they are reciprocally related in endorsing English achievement. Besides examining the mutual relations, this study enlarges the study scope to juxtapose the main investigated factors, language mindset and motivation on the dependent variable, which is the student's achievement in English. The evidence could produce major practical importance to establish potential benefits for related parties to scaffold preferable learning techniques to fasten English mastery.

## **1.2. Research Questions**

Regarding the background outlined, the following are four main issues that will be explored through this research:

1. How does language mindset affect the English achievement of students in English Department?
2. How does motivation affect the English achievement of students in English Department?
3. How do language mindset and motivation interplay in affecting English achievement of students in English Department?



4. How do the students perceive their language mindset, motivation, and the impact on their English achievement?

### **1.3. Research Objectives**

Based on the four research questions pointed out above, the study objectives are as follows:

1. To unravel the impact of language mindset on English achievement of students in English Department.
2. To discover the impact of motivation on the English achievement of students in English Department.
3. To scrutinize the interplay of language mindset, motivation, and language achievement of students in English Department.
4. To explore students' perception of their language mindset, motivation, and the impact on their English achievement.

### **1.4. Significance Of the Research**

This current research is expected to provide uses in the academic sphere or wider scopes both theoretically and practically.

Theoretically, since the research concerned with investigating the interplay of motivation and language mindset is considered a few or even there has been no such research conducted, the finding from this study can provide another significant new insight to academicians both educators and educational psychologists, particularly in the EFL context. Besides, the findings are also expected to strengthen the previous reveals that motivation and language mindset are a means of facilitating success in language learning.

Meanwhile, regarding the practical significance, it is expected that the findings from this study can direct EFL teachers to design new strategies to scaffold students' motivation and to improve their mindsets in the form of learning English. On the student's side, the results can let them identify the barriers to detecting their English achievement; they need to work on their motivation and language mindset to ease them reach their goal. Shortly, all these expected implications are mainly for supporting the English teaching and

learning process; to then speed up achieving the expected outcomes, that is to become a fluent English speaker.

### **1.5. Scope of Research**

This study was focused on exploring the two psychological facets, motivation and language mindsets, and to what extent they interconnect with each other in facilitating English achievement. Language mindset itself is categorized into two major types, i.e., growth mindset/incremental belief and fixed mindset/entity belief. These two main parts were further classified into three scopes scrutinized in this current study, including General Language Intelligence (GLB), Second Language Aptitude (L2B), and Age Sensitivity in Language Learning (ASB). These aspects were juxtaposed with motivation examining two aspects, Integrative and Instrumental Motivation. These two variables were then processed using credible measurements to discover the interplay between the examined variables. Besides, to enrich the data result, the identification of causal relations between those two independent variables and the English achievement of students in English Department were also enlarged through this study.

This study employed widely used sources, yielding from validated questionnaires related to the focused studies, interviews, to English achievement viewed from the previously achieved TOEFL score by hiring participants with criteria captured in detail in the methodology chapter.

## CHAPTER II

### LITERATURE REVIEW

#### 2.1. Previous Research

Recently introduced to the EFL fields, language mindset has been long considered as another prominent factor that contributes to EFL achievement. Cited in Eren and Rakıcioğlu-Söylemez (2020) as discovered by Lou, Masuda, & Li, 2017, language mindsets play a very potential role in promoting ELF success. Mindset can lead an individual to behave or act a certain thing that is in line with how they perceive their ability in accomplishing a certain thing. Simply, those who believe that they are capable enough in achieving their goals will be led to success. Language mindset itself is categorized into two key branches, fixed mindset, and growth mindset. Fixed mindset refers to the belief that a person's propensities (intelligence) are inborn that cannot be cultivated which is as well as known as entity belief; growth mindset on the other hand covers the belief stating that someone's traits can be altered not innately gifted. These two types of mindsets have emerged in the study of language, the EFL field in particular; several studies have evidenced that both language mindsets play significant roles in defining EFL achievement.

For example, a study conducted by Eren and Rakıcioğlu-Söylemez (2020) examined some psychological aspects including language mindset, perceived instrumentality, and engagement in English performance. The data shows that the incremental or most commonly known as growth mindset positively correlated with the other instruments, including engagement and perceived instrumentality immediately led to the students' graded performance in English. While the data of entity beliefs majorly promoted negative correlation it could be perceived that this type of language mindset may be specifically potential to degrade students' performance. This happens due to the stand of a growth mindset that regardless of factors that might hinder achieving a goal, those with this particular mindset will figure out many ways to keep on target. The same finding also goes to a study conducted by Blackwell et al (2007) revealing that incremental belief is very contributing to students' academic performance.

Furthermore, Ozdemir & Papi (2021) researched language mindset examining the L2 mindset as a source of L2 speaking anxiety and self-confidence. They revealed that a fixed L2 mindset strongly predicated the L2 students' speaking anxiety; whereas the L2 growth mindset did contribute to a rise in self-confidence. The reasons root the same as the previous concept that language beliefs motivate different results in emotions. Those two different L2 mindsets according to Ozdemir & Papi (2021:11) occupy two distinct semantic roles which cover success, failure, mistakes, challenges, or even talent in reaching an individual's certain goal. Lou and Noels (2017), in addition, found that language learners with a growth mindset tended to set learning goals and showed mastery-oriented response patterns in the face of challenging situations. Those with a fixed mindset, in contradiction, tended to pursue performance goals and maladaptive performance-oriented response patterns in failure situations.

Bai and Wang (2020) conducted a study that categorically investigated growth mindset regarding its role towards students' self-regulated learning (SRL) which in this study referred to monitoring, effort regulation, and goal setting and planning over the other psychological facets, i.e., self-efficacy and intrinsic values (an interest or perceived enjoyment about students' beliefs that the task is interesting). They discovered that growth mindset was a stronger predictor of SRL than self-efficacy and intrinsic value.

To sum up, all these findings denote that language mindsets foster significant contributions to ESL students' performance which simultaneously support the initial discovery suggested by Dweck (1999) about Language mindset. He proposed that mindsets played an immensely crucial role in helping individuals view themselves as related to the malleability of their abilities. Dweck (1999), furthermore, confirmed that those who are engaged in growth mindset believe they can alter their intelligence through practices and perceive the problems as challenges to help them grow whereas individuals who favor having a fixed mindset keep a belief that their abilities cannot be improved although they have endeavored strategies as much possible as they can; they tend to avoid challenge and see problems as threats that can make them look incompetent. Additionally, in terms of adapting learning styles, these two mindsets are different. It is proved that a growth mindset tends to be more

adaptive to the learning goal, fixed mindset, on the opposite, prefers adapting performance goal. Even so, another relevant study (e.g., Bahník & Vranka, 2017) found that language mindset did not directly correlate to academic achievement.

Motivation on the other hand has been long stably proved to be a prevalent factor that promotes significant impact on L2 learning. Ryan cited in Lamb et al (2019:3) stated that motivation has been involved in second or foreign language learning to some degree endorsing an understanding of why people want to learn or do not want to learn another language. Up to now, there has been no study that fails to prove the significant role of motivation in predicting students' achievement in learning a new language. Motivation is acknowledged through its growing classification i.e., intrinsic and extrinsic motivation or others termed as instrumental and integrative motivation have been long investigated. Some discovered that intrinsic and integrative motivation is prevalently acknowledged to have significant roles in predicting the success of students' L2 performance (e.g., Şenay Kırkağaç, and Hüseyin Öz: 2017; Elizabeth and Ouda Teda Ena: 2019) and found the others (i.e., extrinsic and instrumental motivation) less positively significant to promote students' performance. However, next reveals the result of the study investigating motivation specific to the types and vice versa. Some studies exhibited that intrinsic motivation contributes more to students' achievement than extrinsic one (e.g., Elizabeth and Ena: 2019). Later, it is proposed that the types of motivation cannot be generalized to only work firmly on a certain individual, the role varies, and both intrinsic and extrinsic motivation have an equal contribution which depends on the situation, including cultural matters, to a particular area. This is linear to Brown (2000) saying that these classifications of motivation cannot be interpreted to only be applied one to one person because one person can be instrumentally and integratively motivated at the same time depending on the situation and condition that occur around the person's environment.

Connecting to the present study, investigation of the interplay between motivation and language mindset on their role in affecting students' English achievement seems understudied; most of the research only suggests casual relations between the independent variables (e.g., Motivation and Language

Mindset), and English achievement as the dependent variable. Although there have been such studies investigating mutual or reciprocal relations, they are just focused on seeing motivation or language mindset is reciprocally correlated with academic achievement.

For example, Hoi Kwan Ning; Kevin Downing (2010) examined the reciprocal relation between motivation and self-regulated learning toward academic achievement. The idea is rooted in the same concept that most of the research previously done only focused on casual single effects in which motivational constructs are modeled as predictors of self-regulatory strategies. The results identified significant reciprocal effects whereby students' self-regulation predicted their subsequent motivation. In short, motivation and self-regulated learning are mutually related. Another research on reciprocal relations is conducted by Liu et al (2017). They probed the bi-directional relation between motivation and math achievement through a prior assumption that motivation can escalate math success and that great math gain affects motivation in a way. The data revealed that test-taking motivation and achievement were bi-directional influences in that grade 10 mathematics scores greatly predicted grade 12 test-taking motivation and that test-taking motivation predicted subsequent mathematics scores with a smaller effect.

As briefly explained, the studies highlighted above are mostly investigating single-directional effects between language mindset and motivation on English achievement; although there have been studies on mutual effects, research on identifying interplaying relations in the EFL field is still underexplored. This issue can be considered a malleable study case to be further explored considering the previous studies on these two facets (e.g Lou et al., 2017 and Lou & Noels, 2016) suggest that in truth motivation and language mindset are closely related; language mindset is proposed to be one of the critical associates of students' motivation for language learning. Besides, it is not only the language mindset defined as beliefs in reaching a goal, but also the motivation (Pinrich: 2003). Therefore, it is presumably assumed motivation and language mindsets are interconnected working simultaneously to impact students' success in English learning. This assumption is aimed to be unraveled through this current study on

investigating the interplay of language mindset, motivation, and Students' English achievement.

## **2.2. Theoretical Background**

### **2.2.1. Mindset**

The term mindset has been long abstracted to psychological study reflecting a certain belief of an individual that according to Robinson (2017) refers to someone's ability, intelligence, and aptitudes towards something that could yield to academic fields, sports, and so forth. In an essence, the mindset here defines two possibilities of those aforementioned psychological traits whether it is a born gift or an attribute that can be developed through practices and efforts. This mindset term was first initiated by an American scholar of Psychology named Carol Dweck with a similar concept as mentioned. Through his writing published in 2006, he proposed distinct categories of mindset, called growth mindset and fixed mindset. Fixed mindset or entity belief is an individual's belief echoing that intelligence is a fixed attribute, whereas growth mindset or incremental belief refers to the belief of one's ability perceived malleable trait that someone's ability can be cultivated along with efforts and practices.

In detail, people with a growth mindset believe, regardless of all hindering factors upon self-improvement, that result has something to do with hard efforts. They value their learning process perceiving that intelligence is not an innate ability; it can be cultivated along with a strong eagerness to change through practice. These growth-minded people tend to always show positive attitudes when encountering problems; they prefer to perceive those problems as opportunities to learn and grow than seeing as an obstacle that could block their way (Dweck, 2006). In the academic setting, the growth-mindset people are more likely orient to master a material learned by applying various learning strategies; these then they believe contribute to developing the brain and could direct them to success (Lou & Noels, 2017).

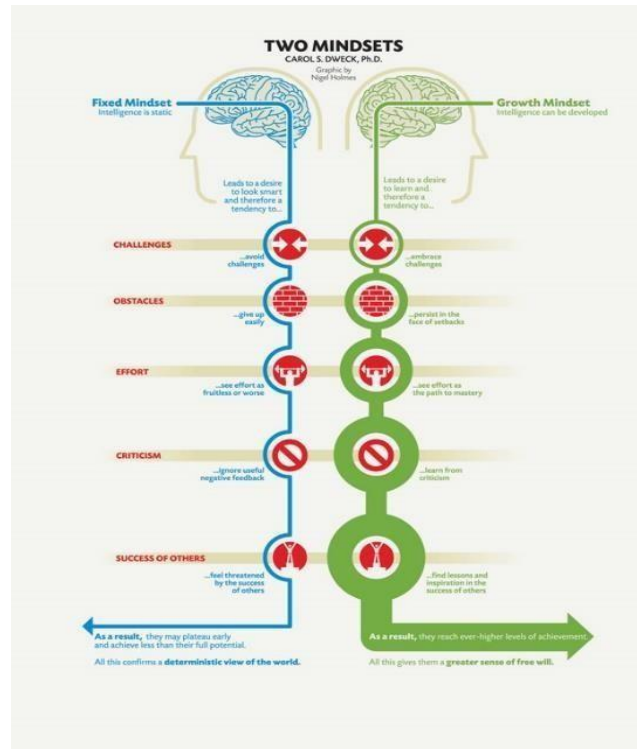
Meanwhile, unlike to growth mindset, a fixed mindset defines the believers to have a solid perception of their intelligence and ability; that attribute is a natural gift that seems hardly able to be changed. People with fixed mindsets do not value efforts, and one's success is affected by their innate talent. They

will always see something from the negative side once they are faced difficulties. The belief of being incapable of doing something in turn hinder their potential to get improved. Likewise, Zintz (2018) explained that a fixed mindset reflects negative emotions about abilities that the people with this mindset potentially dread failures.

In the academic domain, numerous studies have profoundly revealed steady findings of these two types of mindsets that the growth mindset is more associated with successful academic achievement than the fixed mindset (e.g., Blackwell et al., 2007, Yeager & Dweck et al., 2012). These scholars explained the main distribution of growth minds dreads people to be reliant on their goals, efforts they bestow, and learning strategies when experiencing difficulties considered to be effective to keep on target which later promotes great achievement. They strengthened the arguments by saying that students' perseverance is generally built up by a growth mindset that can lead them to long-term achievement. Chuanon et al (2021: 567) clarified that a growth or fixed mindset was also postulated in the study of Neuroscience proposing that a growth mindset is better in handling stress than a fixed mindset due to the adaptive and flexible traits the growth mindset people carry along. They are more focused on improving their capabilities than comparing their performance to others which in turn makes them less anxious (Murphy & Dweck, cited in Chuanon et al., 2021). In short, such mindset functions to help students design achievable goals to later construct appropriate strategies to guide them to reach the outcomes.

Below is the overall preview of fixed and growth mindset as framed by Carol S. Dweck, Ph.D.:





## 2.2.2. Language Mindsets

According to the over years developed theories, the mindset has recently been introduced to the language acquisition field, which is subsequently termed language mindset. Notably, there had been lay or implicit theories before the language mindset was introduced to the EFL setting and most of them came from the same idealism that human psychology keeps a prominent role in endorsing new language ability. In further, those existing theories serve to exhibit that a certain psychological capacity has the power to define one's progress in learning a new language. For example, the theory of language intelligence and language aptitude aid people to explain the level of language proficiency of an individual varying from one another which then leads to diversity in cultivating preferable language learning activities. Through this theory, learners can predict any future circumstances to help them design a way out to keep going with the former goal which is language learning success. Lou & Noels in their book entitled *Language Mindsets, Meaning-Making, and Motivation*, p. 538, articulated that those designed theories are a paradigm used to help people to revive, construct, or alter their learning experience into an insightful belief system of their language ability development.

To some developing literature, mindset and other lay theories with the same paradigm are sometimes utilized in a vice versa manner. However, according to Nosek & Banaji (2002) cited in Lou & Noels (2016) that the lay theories, also well-noticed as implicit theories often refer to the attitude of unconsciousness which is hardly voiced out or reflected. These theories are perceived as less able to explain phenomena widely comprehensively. To fill the gap, mindsets were then introduced which are perceived as able to explicitly conceptualize one's idea upon reflection (Poon & Koehler, 2006). Therefore, to avoid possible confusion caused by the prior theories, the term "mindset" should be more reliable to explore an individual's psychological state toward learning a new language.

The language mindset holds no major difference from the root definition of the mindset. Lou and Noels (2019) stated that mindset applies the belief in human traits, including intelligence, language aptitude, and personality; which is also classified into two main concepts, which they termed pre-determined attribute (fixed mindset/entity belief as formed mentioned) or malleable properties (growth mindset/incremental belief). It covers whether a capacity can be developed or not. They furthered language mindsets serve as domain particular belief regarding the malleability and intractability of an ability to learn a new language. This also is in line with Ryan & Mercer (2012) promoting that language mindset is students' belief in their ability in improving language skills. Thus, it can be inferred that mindset is considered pervasive to be extracted to language playing a very important contribution to language learning success.

The study of language mindset, especially research in EFL, has broadened the understanding of the dynamicity of how an individual develops his/her language ability. It promotes another prominent perspective of the contributing factor of improving the new language. From the prior perspective, Lou (2014) proposed that a language mindset promotes s approach to be applied while engaging in learning activities; the approach is highly determined by the two different types of mindsets. Students with different mindsets will hire different learning issues as well which guide them to employ different learning styles.

Studies exploring the state of language mindset were conducted by Noels and Lou (2015) who discovered that students with malleable/growth mindsets have more possibility to increase their language skills and are reported to have more confidence to master the language disregarding their current language level competency. These students tend to endorse mastery goals throughout their learning process. On the other hand, students with a fixed mindset were found to have a lower possibility of improving their language ability due to a higher level of anxiety. In general, disregarding language achievement, the mindset has also been explored to investigate its effect on academic achievement. As done by Blackwell et al 2007 and Paunesku et al 2015, all found that of two brackets of mindset, growth, and fixed mindset, the growth mindset would rather promote high academic achievement than a fixed mindset. This occurs due to the former belief covered by those mindsets that the growth mindset perceives effort as a driving force to head toward the goal achievement, whereas the fixed mindset tends to be discouraging viewing that effort does not have a significant role in defining their goal achievement; whenever mistakes happen, it shows lack ability which in turn cause the individual with this mindset to avoid challenging that they deem potential to fail them.

### **2.2.3. The types of Language Mindset**

Lou & Noels (2017) generated from the language mindset theories developed by Dweck (1999) and recent research findings on language mindset conducted by Mercer & Ryan (2010) build up a framework of the language mindset dividing them into three related but distinct aspects. The first type refers to general language intelligence (GLB), which is a belief of whether an individual's language intelligence is an innate gift or a trait that can be cultivated, shortly termed immovable or malleable. Lou and Noels said that this concept of GLB is in line with Dweck's theory of mindset on intelligence. The next is second language aptitude (L2B) delineates someone's belief in her/his capacity that can be cultivated. This particular mindset makes the believer keep improving along with the applied strategies. The last mindset regards age sensitivity beliefs about learning the language (ASB) capturing whether age has a significant role to contribute the ability to master a certain language that is further fixed or malleable all around the lifetime.

#### **2.2.4. Motivation**

Motivation has been renowned as the growing body of psychological studies with several developing frameworks. The former belief works on the concept of behaviorism which according to this idea, motivation is associated with a reward system that becomes the fundamental reason why certain individual approaches certain move. The later framework shift to cognition which was first developed by Piaget; according to this theory, motivation is scaffolded from the belief of unconsciousness in striving for a goal to achieve that is more complex which relies on the differential development of certain mental state of an individual (Oxford & Shearin, 1994:23). The main shifting strived depicted by these two different motivational concepts is from the idea of what covering the behaviouristic framework to the answer of why which refers to the cognition. Influenced by these two theories, the terms of instrumentality, extrinsic and intrinsic values then become the basic construct of the following motivation theories.

Connecting to the language learning context, motivation becomes a fundamental force drive of why someone wants to learn a new language, while another does not want to. Students who have high-quality motivation tend to see themselves as having autonomy, relatedness, and competence during the learning activity, whereas others who experience frustration, neglect, and less interest during the instruction are associated with low-quality motivation student (Reeve, 2012:151).

According to Gardner (1985), motivation in language learning, particularly in the study field of Second Language Acquisition (SLA) depicts one's certain behavior which relates to efforts and desires to acquire or learn a certain language. In an essence, motivation helps define the individual to construct particularly related activities to reach the goal of language mastery. This concept was then further cultivated by Gardner (1985) classifying it into two distinct fields i.e., Instrumental Motivation which is more likely related to achieving a particular goal of doing something, and Integrative Motivation which is a desire to be a member of a certain community where the language learned is spoken. From these two distinguishable perspectives, it can be inferred that motivation is not simply about liking or dislike on something; that being motivated means a like or reversed, rather a motivation is more likely

about a certain desire to reach obtained from whether consciousness or unconsciousness state of mind; as long as there is an effort or desire, an individual can be called as a motivated person.

Within the sphere of L2 motivation study, Dörnyei (2005:89) ideated that motivation is a cumulative force gauging the space from zero to strong. According to him, to attain strength along the way of reaching certain goals, one person must have a null desire to later trigger efforts that engage in dimensional aspects yielding from psychological, social, to cultural aspects; and those processes are accumulated all together to get a better definition of motivation. Along with the study, Dörnyei (2009) cited in Zareian & Jodae (2015:296) suggested a new construct of L2 motivation theories which he divided into three dimensions as follows:

- Ideal L2 Self; measures on reducing discrepancies between ideal and actual selves through learning a second language to reach the goal of being the fluent speaker of the learned language;
- Ought-to Self; capturing the outcome of learning the language that could range to duties, obligations, and responsibilities;
- L2 Learning Experience; which defines a perceived quality of learners in engaging themselves in the learning experience.

#### **2.2.5. Motivational theoretical frameworks in SLA**

Theoretical frameworks of motivation in Second Language Acquisition have been developed over years. Abundant theories are established which somewhat make the role of motivation unclear. Likewise, Dörnyei (2003) pinpointed that the knowledge of motivation in SLA will be a never-ending confusion in which all the concepts having been unraveled remain inconsistent. However, this situation helps other scholars in this field to explore more ideas to strengthen the previous theories. Based on the timelines, Zareian & Jodae (2015:298) pointed out that the theoretical framework of motivation in the early stage starts with the idea of the social model, macro- perspective, and product-oriented approach all of them are mainly rooted in the external expectation; that people are bound to do something due to external stimulates such as getting acknowledged by society, actualizing some specific dreams in the form of products, and so forth.

This situation has been pointed out in the prior parts regarding behavioral aspects. The later concept of motivation shifts to cognitive consideration which refers to the opposite approach to the aforementioned ideas including the process-oriented approach and micro perspective. These aspects are more focused on the situation and context of a certain situation. This kind of situation is then deduced as the shift from what to how a certain action is motivated or from product to process orientation which subsequently directs to affects the learning process in L2. In an effect, there have been motivational theories enriching this field that will be in detail explained in the following sections.

### **1. Gardner's socio-educational Model**

The model of social education was first proposed by Gardner (1975) which has been through multiple redefinitions over decades but it is noted that the main construct remains the same. This model is developed as an attempt to determine the whole process of acquiring a second language which systematically serves to present the influential factors that promote language achievement. Gardner (2005) acclaimed that this model covers two facets i.e., individual scales (e.g., attitude toward learning situations, self-belief of a certain situation, intention, etc) and external components determining the certain condition of social intensity. In further, Gardner divided his mode into two distinct categories termed Integrative and instrumental motivation.

#### **- Integrative motivation**

According to Gardner (1985), integrative motivation includes orientation (i.e. a class of reasons for learning a second language), and motivation (i.e. attitudes toward learning the language, desire, and motivational intensity). This kind of motivation orients to a learner's desire to integrate him/her into the community in which the language is spoken; values and cultural issues become the main consideration to be part of the language. In the same vein, Crookes and Schmidt (1991) pointed out that integrative motivation holds positive states towards the target language community to get integrated with them too less and meet and interact with the members of the groups. This has indulged the main construct of this motivation by Gardner that includes the measures of integrative orientation, attitudes toward the target language, and interest in the language learned.

In the domain of L2 teaching and learning, integrative motivation broadly encompasses learners' background, interest, concern, and engagement in the learning activities not only inside the classroom but also outside the environment; to what extent the learners endorse themselves to part of the target language acquisition process. For Dörnyei (2005), integrative motivation in a broader sense entitles positive psychology upon the target language community under an interest to interact with the member and share values with them through the language. This implies the considerations of being part of the cultural community, values, identities, and way of life.

### **- Instrumental motivation**

According to Gardner (2001), instrumental motivation is more concentrated on learning outcomes or benefits that are generated from external sources. It covers the underpinning reasons to learn a new language such as to reach a perfect career, get a job, or be well educated through the language bond. Dörnyei (2005:6) linearly defines this situation as perceived pragmatic benefits of L2 proficiency" (p.6). Connecting to the SLA setting, Dörnyei (2005) further defined instrumentality as ideal language self-classified into two types: promotion and prevention. In detail, promotion is related to the focus of learning a certain language for provisional development; whereas prevention motives the instrumental focus on learning an L2 to avoid failure. All in all, instrumental motivation is different from integrative motivation. The distinctive difference can be seen in the reasons behind doing certain things; integrative orientation refers to internal desires while instrumentality is more about the product.

## **2. Self-determination Theory**

Together with the shift of motivation from behavior to cognitive aspects, several prominent scholars in this period developed the theory of Self-determination theory. According to Deci and Ryan (2008), Self-determination theory "addresses such basic issues as personality development, self-regulation, universal psychological needs, life goal and aspiration, energy and vitality, non-conscious processes, the relationship of culture to motivation and the impact of social environment on motivation, affect, behavior, and wellbeing" (p.183). Besides, Noel (2001) constructed this theory by an understanding postulating that autonomous learning is well-

defined by those whose high level of self-determination leads them to expected achievement. Motivation in self-determination theory is divided into two types, called intrinsic and extrinsic motivation which will be more elaborated in the following part.

#### **- Intrinsic Motivation**

Intrinsic motivation derives from internal satisfaction and enjoyment; it generally comes from the internal being of oneself in doing certain things. Noels et.al (2000) classified intrinsic motivation into three parts; 1) knowledge which is a satisfying feeling of knowing something, 2) accomplishment covering the idea of being pleasure due to achieving goals, and 3) stimulation which is positive attributes in doing tasks. In short, intrinsic motivation is a force drive coming from the internal part of an individual in the form of a rewarding feeling of successfully attaining or accomplishing certain objects.

#### **- Extrinsic Motivation**

According to Deci & Ryan (1985:39), extrinsic motivation refers to some instrumental attention such as earning rewards from others for being able to do something or avoiding being punished. To further, this motivation type regulates external measures like an attempt to grasp the benefits of doing something or to satisfy an external demand. The performed measures here are due to some external pressure (e.g., a person who learns the language in order not to feel ashamed if he does not know it). Identified regulation refers to the regulation driven by personally relevant reasons, such as that the activity is important for achieving a valued goal (e.g., individuals who learn an L2 because they think it is important for their educational development). Identified regulated individuals take part in the process of learning because of the internal values and goodness which it entails.

### **3. Attribution Theory**

In the contemporary era of the theoretical enhancement of motivation especially in the SLA setting, another construct was introduced to shed the light of uncover reasons behind language learning failure; which is termed attribution theory. As mentioned, this theory serves to capture the broader



determining effect of different learning results. In so doing, this theory is practically connected to learners' motivation.

Notably, Brown (2007) explained that attribution theory includes two aspects yielding to internal (i.e., ability and efforts) and external factors (i.e., luck and task difficulty). These aspects according to this theory provides causal relations with learning result or achievement like trying hard result in good achievement or doing a difficult task or having no luck in doing something that may cause failure. Besides, the failure and success according to this theory might be rooted in past events. Dörnyei (2005) clarified this situation by an example saying that if we experienced failure in past due to ascribing particular task or activities, we will more likely not do the same thing on the second try, and we feel insufficient in doing something, we will be more triggered to give another try. Also, according to this theory, language learning is attributed to some situations such as class environment, exposure to the language, interest, learning strategies, and support from surroundings.

### 2.3. CONCEPTUAL FRAMEWORK

The concept of the present research is portrayed below frame:

