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State Islamic University of Sultan Syarif Kasim Riau
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FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1447 H / 2025 M



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**ENGLISH LANGUAGE MINDSET OF NON ENGLISH
EDUCATION DEPARTMENT STUDENTS : A
SURVEY STUDY AT ARABIC EDUCATION
DEPARTMENT OF UIN SUSKA RIAU**



BY:

**KHOIRIANSAH
12110411859**

Thesis

Submitted as partial fulfillment of the Requirements
For Bachelor's Degree of English Education
(S.Pd)

UIN SUSKA RIAU

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYAH AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU

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Certify that this skripsi entitled "**English Language Mindset of Non English Education Department Students : A Survey Study At Arabic Education Department of UIN SUSKA RIAU**" is certainly my own work and it does not consist of other people work. I am entirely responsible for the content of this *skripsi*. Others' opinion findings include in this skripsi are quoted in accordance with ethical standards.

Pekanbaru, July 10th, 2025

Khoiriansah
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SUPERVISOR APPROVAL

Thesis entitled "ENGLISH LANGUAGE MINDSET OF NON ENGLISH EDUCATION DEPARTMENT STUDENTS : A SURVEY STUDY AT ARABIC EDUCATION DEPARTMENT OF UIN SUSKA RIAU " by Khoiriansah , SIN. 12110411859. It has been accepted and approved to be examined in the meeting of the final examination committee of undergraduate degree of Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.

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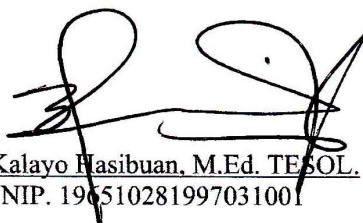
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EXAMINER APPROVAL

The thesis entitled *English Language Mindset of Non English Education Department Students : A Survey Study at Arabic Education Department of UIN Suska Riau* was written by Khoiriansah, SIN. 12110411859. It has been examined and approved by the final examination committee of Undergraduate Degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau 8th, 1447H / July 04th, 2025 M. It is submitted as one of requirements for Bachelor Degree (S.Pd) at Department of English Education.

Pekanbaru, Muhamarram 8th, 1447 H
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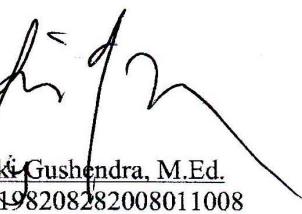
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Finally, the researcher realize that this thesis is still far from perfection.

Therefore, constructive comments, critiques, and suggestions are appreciated very much.

Pekanbaru, July 10th, 2025

The Researcher

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الملخص

خيريأنساه، (٢٠٢٥): **نمط التفكير باللغة الإنجليزية لدى طلاب قسم التربية غير المختصة في اللغة الإنجليزية دراسة مسحية في قسم تعليم اللغة العربية بجامعة السلطان الشريف قاسم الإسلامية الحكومية بريماو**

هذا البحث يهدف إلى وصف نمط التفكير لدى طلاب قسم تعليم اللغة العربية في جامعة السلطان الشريف قاسم الإسلامية الحكومية بريماو تجاه تعلم اللغة الإنجليزية، سواء كان لديهم ميل نحو نمط التفكير المتطور أو نمط التفكير الثابت. وقد استخدم هذا البحث التصميم الوصفي الكمي بنهج المسح، حيث جُمعت البيانات خلال الاستبيان كأداة لجمع البيانات. وبلغ عدد عينة البحث 112 طالباً تم اختيارهم باستخدام تقنية العينة العشوائية. وأظهرت نتائج البحث أن غالبية المستجيبين لديهم ميل إلى نمط التفكير المنطوري بمتوسط درجات 45,20. وتشير هذه النتيجة إلى أن معظم الطلاب يمتلكون قدرة قوية على تنمية مهاراتهم في اللغة الإنجليزية، لا سيما إذا توافرت لهم بيئة تعليمية إيجابية واستراتيجيات تعلم فعالة.

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Appendix IV	Output SPSS (mean,median,std)
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CHAPTER I

INTRODUCTION

A. Background of the Problem

In higher education, one of the most cherished skills is English proficiency. Students are expected to be able to read English-language academic literature, write papers, as well as to attend international conferences and to acquire skills for the job market that increasingly requires foreign language abilities. Because many texts on scientific production are published in English, it has become a necessary tool in academic learning and research (Richards & Schmidt, 2010). That is why all the students (language and non-language learners) ought to acquire language, i.e. possessing the linguistic knowledge and receptive attitude toward the language.

A key factor that affects success in learning English is the students' mindset or attitude toward the language. The English language mindset encompasses students' perspectives, attitudes, and beliefs regarding learning English, which includes how they perceive the challenges, advantages, and their self-assurance in achieving proficiency. This attitude significantly influences how motivated students are to learn and continue to confront challenges in learning English.

Mindset refers to an individual's underlying beliefs about the nature of intelligence and ability specifically, whether they are innate or can be developed. Dweck, (2006), a renowned psychologist from Stanford University, categorizes mindset into two major types: the growth mindset and the fixed mindset.

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A growth mindset is characterized by the belief that intelligence, talent, and other abilities can be improved through sustained effort, learning strategies, and constructive feedback. In contrast, a fixed mindset refers to the belief that intelligence and ability are static traits, predetermined at birth and not subject to meaningful change. Dweck, (2006), asserts that these mindsets fundamentally influence a person's motivation, behavior, and academic achievement.

Mindset is not merely a psychological concept, but a cognitive lens through which individuals interpret their experiences. According to Dweck, (2018), mindsets are internal belief systems that significantly influence how individuals respond to setbacks, criticism, and success. Importantly, mindsets are not strictly dichotomous people may possess characteristics of both growth and fixed mindsets in different domains of their lives. However, fostering a growth-oriented mindset has been associated with higher levels of self-confidence, persistence, and academic engagement.

Mindset in foreign language learning is not a singular or uniform construct. As noted by Burnette et al. (2013), and Lou (2019), students may adopt a combination of growth and fixed mindset beliefs, depending on the context. Lou, (2019), further explains that learners' mindset orientations in language learning can intersect with various cognitive, affective, and motivational domains, including power beliefs (positive vs. negative), attributions (controllable vs. uncontrollable), achievement goals (performance vs. mastery), perceptions of failure (as impairment vs. opportunity), self-regulation strategies (self-protection vs. self-enhancement), and emotional tendencies (anxiety vs. confidence).

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In the context of language learning, mindset has also been shown to predict academic achievement. Lou and Noels, (2016), found that mindset was a stronger predictor of students' language motivation and performance than other cognitive variables. Students with a growth mindset tend to perceive academic challenges as opportunities to learn and grow, while those with a fixed mindset often interpret failure or difficulty as a reflection of their unchangeable ability. Zeng et al. (2016), also noted that students with a growth mindset are more likely to attribute academic success to effort and personal development, whereas those with a fixed mindset tend to evaluate their performance, challenges, and difficulties as indicators of their innate intelligence. This fixed belief system can lead to avoidance of new or difficult tasks, limiting their academic progress.

Furthermore, Lou and Noels, (2019), emphasize that mindset in language learning is a multifaceted construct, influenced by various cognitive, affective, and motivational factors.

The mindset of students in Indonesia when learning English can have a significant impact on the learning process. The research results show that creative thinking skills in English subjects can help students solve various developing problems and meet their learning needs. However, many students in Indonesia find learning English very difficult and gives rise to feelings of fear and self-doubt. Several studies have explored the relationship between mindset and English language learning in Indonesia. For example, research conducted by Hasanuddin at University Makassar,(2023), found that there was a relationship between language mindset, motivation and achievement in learning English.

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This is reinforced by: According to Dweck et al. (1995, as quoted in Cimpian et al., 2007), the right mindset or mindset is important and influences the learning process.

Considering the importance of the role of mindset in successful language learning, and after reading approximately 50 articles/journals that examine mindset, none of them have examined the mindset of Arabic education department students' in learning English, and based on the interviews conducted by the researcher with several second-semester students in the Arabic Education Department at UIN Suska Riau, some of them think that English is a language that is difficult to master, because there are many differences in writing and pronunciation as well as complicated sentence structures, they also said that learning English is a challenge, which can make a person gives up on learning it especially when learning grammar and new vocabulary. So based on previous research, there has been no research that specifically examines the mindset of Arabic students in learning English, so the researcher decided to conduct research with the title: **ENGLISH LANGUAGE MINDSET OF NON ENGLISH EDUCATION DEARTMENT STUDENTS : A SURVEY STUDY AT ARABIC EDUCATION DEPARTMENT OF UIN SUSKA RIAU.**

B. Problem of the research**1. Identification of the Problems**

Based on phenomena that occur in the field, many students of Arabic education department complain when learning English, and some of them

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think that English is a language that is impossible for them to master, because there are many differences in writing and pronunciation as well as complicated sentence structures. To identify existing problems, the researcher conducted a survey study with Arabic Education Department students in semester II of UIN SUSKA RIAU, to find out Students types of mindset in learning English in the classroom.

1. Limitation of the Problems

After describing some of the identified problems above, the researcher needs to limit and focuses of the problem on the influence of mindset on the success of English language learning among Arabic Education Department students in semesters II at UIN Suska Riau. The reason the researcher chose Arabic students in this research is because Arabic is also a second language for them, and they were also taught English in the first until the third semesters.

3. Formulation of the Problems

Based on the problem limitations above, the researcher formulated one question as follows: What are the Mindsets of Arabic Education Department Students toward English Language Learning at UIN Suska Riau?

The Objective and Significance of the Research**1. Objective of the Research**

The objective of the study is formulated as follows : To describe the mindsets of Arabic Education Department students at UIN SUSKA RIAU toward English language learning, whether they have a growth mindset or a fixed mindset.

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2. Significance of the Research

This research is expected to provide meaningful contributions to various stakeholders, particularly in the field of language education and educational psychology:

For Researchers : This study offers a valuable opportunity for the researchers to deepen their knowledge and experience in conducting systematic and scientifically grounded research. Through this process, the researchers are expected to develop their academic competence and critical thinking skills, which are essential in becoming professional and ethical researchers in the future.

For Teachers : The findings of this research are expected to assist teachers in identifying the types of mindsets their students possess, particularly in the context of English language learning. By understanding whether students tend to have a fixed or growth mindset, teachers can adapt their instructional strategies and learning approaches to better support students' language development and overall academic achievement.

For Students : This study aims to raise students' awareness regarding the crucial role of mindset in the learning process. By understanding the characteristics and implications of having a growth or fixed mindset, students are expected to become more motivated, persistent, and resilient in facing challenges in English language learning. Furthermore, the insights provided by this research may help students cultivate a more positive and proactive attitude toward their academic progress.

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For Future Researchers : The results of this study may serve as a valuable reference for future researchers who are interested in exploring topics related to language mindset, learner psychology, or language acquisition among students of non-English education departments. Specifically, this research can be used as a basis for further investigations into mindset-related issues within the Arabic Education Department at UIN Suska Riau or similar educational institutions.

D. Defenition of Terms**1. Mindset**

According to Dweck & Leggett, (1988), mindset is the frame of mind or perspective that we use to view and understand the world. Mindset is a person's belief (self belief) stretched on a scale, one side is a growth mindset and the other side is a fixed mindset.

In this research, mindset is a key factor that influences how students approach the process of learning a foreign language, including English. In this research, the focus is on identifying whether students in the Arabic Education Department at UIN Suska Riau tend to have a growth mindset or a fixed mindset toward English language learning. A growth mindset reflects the belief that English proficiency can be improved through effort and practice, while a fixed mindset views language ability as limited and unchangeable.

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CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. English Language Learning

The study of learning has captured the attention of numerous researchers. According to Moller, (2015), the process of language acquisition hinges on four key elements: printing, practice, encouragement, and habit formation. Additionally, he points out that language development is shaped by biological, cognitive, and social maturity, along with teaching strategies employed in the educational context.

Padwick, (2010), further elaborates on English language learning, describing it as a multifaceted process where individuals acquire knowledge across cognitive, affective, and psychomotor domains. He notes that learning can physically alter the brain's structure and reorganize its functions, making different areas ready for learning at various developmental stages.

In a complementary perspective, Uno, (2007), defines learning as the dynamic interaction between students and teachers, facilitated by learning resources within a designated environment, all aimed at achieving specific objectives. He emphasizes that this entire process should engage students' potential and resonate with their personal significance. Similarly, Brown, (2000), highlights that mastering the English language involves gaining knowledge and skills through study.

English serves as a global language and holds a significant position in today's world. According to Lie, (2007), it is recognized as the most important

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and influential language across the globe. Furthermore, Oxford, (2003), noted that children who learn a foreign language at an early age find it easier to master it (as cited in Mukminin et al. , 2018). Johnson (2008) introduced the term "competence" to describe the knowledge and skills essential for effective communication in language use, which encompasses what we often refer to as expertise and capability.

In our current era of globalization, there is an increasing demand for individuals to become proficient in English as an international language. The learning of English serves a crucial role in various aspects of human life. O'Brien, (2006), pointed out that more people are studying English than ever before in history, highlighting its vital role in enabling communication. Additionally, Richards, (2015), emphasized that for today's generation, mastering English is critical for engaging with global communication, literature, media, and the workforce, both now and in the future.

It is evident that the importance of learning English is recognized by many, driving a desire among individuals to acquire this language. Proficiency in English not only facilitates communication with others around the world but also opens up numerous opportunities in various fields. The process of learning English can be influenced by various factors including motivation, attitude, mindset, exposure to the language, and teaching methods. Learners may acquire the language either through formal instruction or informal exposure such as media, conversations, and self-study. According

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to Harmer, (2007), successful language learning requires meaningful input, interaction, and practice in real-life contexts.

Several theories have been proposed to explain how language is learned. One of the foundational theories is Behaviorism, which views learning as a response to external stimuli. In this view, language learning occurs through repetition and reinforcement. In contrast, Innatist Theory, introduced by Noam Chomsky, emphasizes that humans are biologically equipped with a Language Acquisition Device (LAD), which enables them to learn language naturally.

Another influential perspective is Stephen Krashen's Second Language Acquisition Theory, which introduces the concept of comprehensible input ($i+1$) and emphasizes the importance of low affective filters (e.g., low anxiety and high motivation) for successful language acquisition. According to Krashen, (2003), learners need to be exposed to language that is just slightly above their current proficiency level to acquire it effectively.

Furthermore, sociocultural theory by Vygotsky, (1978), highlights the importance of social interaction and cultural context in the learning process. Language is learned not only through individual effort but also through collaboration with more capable peers or instructors, within what he termed the Zone of Proximal Development (ZPD).

In the context of higher education in Indonesia, especially among students in non-English majors such as the Arabic Education Department, English is often viewed as a foreign language and can present unique

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challenges. These include limited exposure, low confidence, and anxiety, all of which can impact learners' motivation and mindset toward the language.

Understanding how students approach English learning, including their beliefs, attitudes, and mindsets, is essential for improving teaching strategies and learning outcomes. Therefore, this study explores the English language mindset among students who are not majoring in English, with a focus on how they perceive their ability and potential to learn the language

2. Mindset

a. Definition of Mindset

Mindset consists of two words: mind and set. "Mind" means the center of thinking and Storage; the center of consciousness that produces thoughts, feelings, ideas, and perception, and storing knowledge and memories. "Set" means a preference or enhancement of a particular ability Activity (prioritizes increasing ability in an activity). Therefore mindset is a belief that influences a person's attitude; a set of beliefs that constitute a person's way of being that thought determine a person's behavior and views, attitudes and future (Gunawan, 2007).

Mindset refers to a persons collection of attitudes, beliefs and ways of thinking that influence behavior and how to deal with situations in life. According to Darmawan, (2009), mindset is the core of self-learning or learning self. This is what determines how to view potential, intelligence, challenges and opportunity as a process that must be pursued with perseverance, hard work, and efforts to achieve goals.

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According to Gunawan and Irwan, (2013), mindset is a person's mental position or view that influences the person's approach in dealing with a phenomenon. Mindset consists of a set of assumptions, methods, or notes that person or group that is very firmly entrenched. Mindset according to Gunawan, (2007), is a belief that influences a person's attitudes, a set of beliefs or a way of thinking that determines behavior and views, attitudes and the future someone. Mindset is actually more similar to a belief or doctrines embedded in the brain and also mindsets are heavily influenced the environment (Satria,2015).

Than Sisk, Burgoyne, et al. (2018) stated, that mindset refers to individuals' beliefs about whether intelligence and abilities are fixed traits or can be developed over time. Their meta-analysis highlights the significant role of mindset in influencing students' motivation and academic achievement, particularly in the face of challenges. In the context of language learning, Mercer and Ryan, (2010), emphasize that mindset is closely linked to learners' beliefs about their own ability to acquire a foreign language. Learners who possess a growth mindset in language learning tend to have greater self-confidence and are more resilient when encountering difficulties. Furthermore, Yeager and Dweck, (2012), assert that mindset not only affects academic outcomes but also contributes to students' resilience, motivation, and response to criticism and setbacks. Students with a growth mindset are generally

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more open to learning from mistakes and demonstrate greater perseverance in the learning process.

Mindset is a psychological construct that refers to the set of beliefs individuals hold about their intelligence and abilities. Dweck, (2006), a leading figure in mindset theory, defines mindset as “beliefs that individuals hold about the nature of their intelligence and abilities.” She distinguishes between two major types of mindset: a fixed mindset, which is the belief that intelligence and abilities are static and cannot be changed, and a growth mindset, which is the belief that one’s abilities can be developed through effort, strategies, and learning from experiences. This perspective suggests that how individuals perceive their potential has a significant impact on their learning behaviors.

Supporting this view, Sisk, Burgoyne, et al. (2018), describe mindset as the belief individuals hold about whether intelligence and abilities are malleable or fixed. They emphasize that such beliefs play a critical role in shaping learning motivation, persistence in the face of challenges, and students’ responses to academic obstacles. Learners with a growth mindset are generally more persistent, more receptive to feedback, and less likely to give up when confronted with difficulties.

Furthermore, Burnette et al. (2013), define mindset as “core beliefs that influence how individuals approach goals, effort, and failure.” They argue that mindset affects not only learning outcomes but also the self-regulation strategies individuals apply during the learning process such

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as how they set goals, how high their expectations are, and how they recover from failure. Thus, mindset is not merely a cognitive belief, but one that has broad implications for the emotional and behavioral aspects of learning.

Based on the definition of mindset according to several experts above, Mindset is a pattern of thinking that influences the way a person handles situations and directs a person's perceptions, feelings and actions in everyday life. Mindset can influence the way one thinks, feels and behaves in any situation.

b. Types of Mindset

Mindset is a pattern of thinking that influences how a person faces challenges and makes decisions in life, There are two types of mindset that are commonly used: fixed mindset and growth mindset, (Dweck, 2016) :

Growth Mindset : This mindset is based on the belief that qualities a person's basics are things that can be cultivated through certain efforts. Although people may differ in all sorts of ways, in initial talents and abilities, interests, or each person's temperament can change and develop through treatment and experience. The characteristics of people with a growth mindset are:have the belief that intelligence, talent, and character are not functions heredity/heredity; accept challenges and seriously carry them out; still looking ahead to failure; have a positive

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view of business; learn from critics; discover lessons and gain inspiration from the success of others

According to Dweck (2006), a growth mindset is one of the keys for individuals to achieve success. By having a growth mindset, we can realize that the most important part of doing something is the process, leading us to success, and learning a lot from the many processes that will ultimately lead us to success. A growth mindset encourages individuals not to fear failure, as failure is seen as a natural part of the learning process. In the context of education, students with a growth mindset are more likely to persevere through challenges, accept feedback, and continuously strive to improve themselves. As stated by Dweck (2008), “When students believe they can develop their basic abilities, they focus more on learning and are more resilient in the face of setbacks.” In other words, the belief that abilities can be developed makes individuals more open to challenges and less likely to give up easily.

As reported by Yeager (2019), a growth mindset is a cognitive framework that encourages individuals to strive, remain motivated, and persist in developing their abilities over time. His research demonstrates that fostering a growth mindset can lead to significant improvements in academic achievement, particularly among students facing adversity. This finding underscores the role of mindset as a key factor in educational success and resilience.

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Furthermore, as explained by Burgoyne et al. (2018), the growth mindset is not a static trait; rather, it is dynamic and can change depending on situational and contextual factors. Their study emphasizes that targeted interventions designed to cultivate a growth mindset have been shown to be effective in increasing students' willingness and readiness to face challenges. This suggests that mindset is malleable and can be influenced through intentional teaching strategies.

In line with this, Lim et al. (2020), found that individuals with a growth mindset tend to perceive input, feedback, and challenges in a positive light. Instead of avoiding obstacles, they are more likely to engage in problem-solving and persist through difficulties. This adaptive response enhances not only academic performance but also critical thinking and resilience.

According to Farrington et al. (2012), a strong correlation exists between growth mindset and grit, both of which contribute to what is known as academic buoyancy the capacity to withstand and adapt to academic pressure. Their research highlights that students who possess both a growth mindset and perseverance are better equipped to manage stress, recover from setbacks, and continue striving toward their academic goals.

fixed Mindset : Fixed mindset it is based on the belief that a person's qualities are already fixed. if a person has a certain amount of intelligence, a certain personality, and moral character certain. The

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characteristics of people with a fixed mindset are as follows: have the belief that intelligence, talent, traits are as a function heredity/heredity; avoid challenges; quitter; consider effort is useless; ignoring criticism; feel threatened by people's success other.(Dweck, 2016).

According Dweck (2006), In her book "Mindset: The New Psychology of Success", Carol S. Dweck defines a fixed mindset as a mindset in which a person believes that intelligence, talent, and ability are innate traits that are fixed and cannot be changed. People with a fixed mindset tend to avoid challenges, give up easily when faced with obstacles, consider effort useless, and feel threatened by the success of others.

A fixed mindset refers to the belief that one's abilities, intelligence, and talents are static traits that cannot be significantly changed or developed through effort. This concept was initially introduced by Dweck and Leggett (1988), who explained that individuals with a fixed mindset view their basic qualities such as intelligence and talent as inherent and unchangeable. This belief influences how individuals perceive their own potential and determines how they respond to failure, feedback, and success. Dweck and Leggett argue that a fixed mindset shapes not only one's perception of their own abilities but also their motivation, resilience, and willingness to engage in learning opportunities.

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Supporting this idea, Darmawan (2015), describes a fixed mindset as a belief system rooted in the assumption that intelligence, talent, and individual characteristics are determined by heredity and are therefore fixed from birth. People who possess this type of mindset often avoid challenges, are quick to give up when faced with obstacles, disregard constructive criticism, and may feel threatened by the success of others. This response pattern creates a psychological barrier that hinders personal growth and learning, as the individual tends to prioritize validation over improvement.

Similarly, Kosim (2025), states that a fixed mindset is characterized by the belief that intelligence and creative abilities are innate gifts that cannot be altered. Individuals with this mindset typically focus more on outcomes rather than the learning process itself. As a result, they are more likely to avoid tasks that might expose their weaknesses and are prone to giving up when they encounter failure or difficulty. This fear of failure often leads to a lack of persistence and an unwillingness to take academic or personal risks.

Taken together, these definitions underscore the limiting nature of a fixed mindset. The shared view among scholars is that this mindset restricts an individual's ability to grow and reach their full potential. By believing that personal qualities are unchangeable, individuals with a fixed mindset may fail to take the necessary steps to improve

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themselves, ultimately hindering both academic and personal development.

Based on the characteristics of the growth mindset and fixed mindset that have been explained previously the two could be distinguished through: belief in intelligence, talent and nature; taking risks against challenges; attitude towards obstacles and obstacle; efforts made; acceptance of criticism and suggestions; as well as desire find lessons and inspiration from other people's experiences.

c. Measurement of Mindset

The measurement of students' mindsets, particularly in the context of language learning, can be conducted using various standardized instruments.

One of the most widely used and theoretically grounded instruments is the Implicit Theories of Intelligence Scale (ITIS) developed by Carol Dweck (2000). This scale measures two key dimensions: the growth mindset and the fixed mindset. It is designed to assess individuals' beliefs about the malleability of intelligence, distinguishing those who believe intelligence can be developed through effort from those who view it as a fixed trait. The ITIS has been validated in various educational studies involving students aged 14–22, highlighting its reliability and relevance in psychological and educational research.

In addition to the ITIS, researchers have developed shorter versions of growth mindset instruments. One example is the three-item Growth

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Mindset Scale, which has demonstrated acceptable reliability and has been used to examine correlations between mindset and academic achievement across diverse groups of learners.

Language Mindset Inventory (LMI) is an instrument developed by Jeffrey Dawala Wilang to assess students' mindset toward learning the English language. This inventory consists of 18 items that reflect two key types of mindsets: the growth mindset and the fixed mindset within the context of language learning. Each statement is rated on a 5-point Likert scale, ranging from "strongly disagree" to "strongly agree." Through the LMI, respondents indicate their beliefs about whether English language ability can improve through effort and learning strategies (growth mindset), or whether it is a fixed trait that cannot easily change (fixed mindset). The LMI has been applied in several studies, particularly among students in non-English majors such as engineering and education, and has demonstrated good reliability and validity in measuring language learning mindset (Wilang, 2022).

Another available tool is the Insight Assessment test, which assesses attributes associated with a critical thinking mindset, such as open-mindedness, analytical reasoning, and professional responsibility. Although this instrument is broader in scope, it reflects how mindset can influence learners' attitudes and approaches to problem-solving and learning.

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Furthermore, alternative qualitative approaches such as Cultural Imaging have been introduced to create psychologically safe environments for respondents while capturing deeper, culturally embedded beliefs. While this method is more often applied in organizational research, it illustrates the diversity of tools available for mindset assessment.

In the present study, the researcher adopts a mindset measurement instrument adopted from Wilang (2022), which is aligned with Dweck's theoretical framework. This instrument has been validated and is specifically designed to evaluate students' beliefs about language learning ability. It will be used to determine whether students in the Arabic Education Department at UIN Suska Riau exhibit characteristics of a growth mindset or a fixed mindset in learning English.

3. Mindset in English Learning

Mindset plays a crucial role in the process of learning a second or foreign language, including English. It shapes how learners perceive challenges, process feedback, and develop their skills over time. According to carol Dweck (2007), mindsets have the power to direct individuals to act or respond to an event. Students' mindsets can influence their academic achievement, Lou and Noels (2016) stated that mindset is a better predictor of language and language motivation results. Students with a growth mindset will get different results from a fixed mindset

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In the context of English learning, the concept of mindset particularly the distinction between growth mindset and fixed mindset has gained increasing attention among educators and researchers.

According to Carol Dweck, (2006), there are two mindsets that people have regarding learning and intelligence: a fixed mindset and a growth mindset. A fixed mindset is the belief that intelligence and abilities are fixed traits that cannot be changed, while a growth mindset is the belief that intelligence and abilities can be developed through effort and hard work. Having a growth mindset is associated with persevering when learning gets difficult, accepting challenges, and putting in extra time and effort, which leads to higher achievement.

Dweck, (2006), stated that people's mindset can influence their motivation to continue learning. In teaching English, the influence of mindset on language learning is very significant. Some people believe that the ability to learn a language is something that can be nurtured and grown through effort, learning strategies, and support, while others believe that the ability to learn a language is a permanent entity. Teachers can help students develop a growth mindset by praising children's processes, such as effort, use of learning strategies, persistence, and improvement.

Learners with a growth mindset in English learning tend to be more persistent, motivated, and open to correction. They are more likely to seek feedback, engage in challenging tasks, and try various approaches

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to improve their language skills. As noted by Mercer and Ryan (2010), mindset is one of the affective factors that influences language learner autonomy, motivation, and success. A positive and dynamic mindset encourages students to embrace the complexity of language learning, recognizing that fluency and accuracy are achieved through gradual progress and continuous improvement.

In contrast, students with a fixed mindset may believe that their English proficiency is limited by innate ability, such as intelligence or “natural talent” for languages. As a result, they often avoid speaking out of fear of making mistakes, feel anxious during language activities, and may easily give up when they encounter difficulties. Dweck and Leggett (1988), emphasize that a fixed mindset can create emotional barriers to learning by fostering feelings of inadequacy and discouragement. This mindset not only reduces learners’ confidence but also restricts their engagement and willingness to take risks in using the language.

Furthermore, Yeager et al. (2019), argue that promoting a growth mindset in the classroom can significantly improve student performance and motivation, particularly in challenging subjects like language learning. Language educators who foster a growth-oriented environment by praising effort, encouraging persistence, and normalizing mistakes can help students develop the belief that English skills are not fixed, but can grow with time and dedication.

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In summary, the learner's mindset is a powerful factor in determining their progress and success in English learning. Encouraging a growth mindset can lead to increased motivation, greater resilience, and more effective learning strategies, while a fixed mindset may hinder progress and decrease engagement. Therefore, understanding and shaping students' mindsets should be a key focus in English language education.

B. Relevant Research

To identify the similarities and differences between this research and previous research the researchers will describe the relevant research for each study, the researcher selected five relevant studies related to students' mindsets when learning English, as follows :

First, reaserch conducted by Jeffrey Dawala Wilang, (2022), entitles English Language Mindsets of Engineering Students. The purpose of this research was to find out how engineering students think about learning English, whether there was a significant relationship between year level and mindset, and whether there was a significant relationship between perceived language proficiency English and Mindset. The participants of this research involving 82 students enrolled in the first and the third classes at a university in Thailand. Data collection was carried out for 2 weeks using an online survey. The results of this study showed that there was no significant relationship between year level with a fixed mindset, year level with a growth mindset and The correlation results showed a significant relationship between perceived English proficiency

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and growth mindset, $r(82)=0.27$, $p < 0.05$). Meanwhile, there was no significant relationship between perceived English proficiency and a fixed mindset.

Second, the relevant research is the research conducted by Ernawati, (2022), with the research title Mindset Relationship to Learning Motivation of Elementary School Students in Depok. This study aims to determine the relationship of mindset to the learning motivation of elementary school students and find out the obstacles to learning motivation and find solutions. The type of research used in this study was quantitative research. The population in this study was grade V and grade VI elementary schools in Depok with a sample of 112 students for the 2022/2023 school year. The data collection techniques used were questionnaires and observations. Based on the data obtained from the analysis, it is concluded that the relationship of mindset to the learning motivation of elementary school students in Depok has a significant relationship. This was shown by the value of the correlation coefficient of $r = 0.570$ which was in the medium category of subjects. The constraints on students were internal factors coming from the individual himself and external factors coming from parents, an unsupportive environment.

The next relevant research is the research from Wilang, (2021), with the research title: Mindsets of High School Students in English Language Learning. The schools studied were public secondary schools in Bangkok that only offered regular programs. This research aims to find out how high school students think about learning English, whether there were differences in high school students' thinking patterns based on gender, and what difficulties high school students

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face in learning English. This study used participants as many as 467 middle school students enrolled in public schools in Bangkok it used convenience sampling. Based on the results of this research, it showed that the mindset of secondary school were students in general likes challenges, facing obstacles, seeking constructive criticism, being inspired by the success of others, and learning and improving their abilities. However, when students had to work hard during language class English lessons, they thought they were not smart. secondly, the results showed there was no statistically significant difference in the thinking patterns of girls and boys, with $t(465)=0.758$, $p=0.449$. and the third general code was obtained from student responses. These were Cognitive challenges, affective challenges, and other challenges.

The fourth relevant research from T. Viña,(2022), With his research entitled: Growth Mindset in English Language Learning of College Students. This research investigated students' growth mindset in English language learning and the challenges they face in the online environment. This research used 60 respondents in the study who came from various universities or departments at Notre Dame Middle School, analyzed quantitatively. The results of this research revealed that there was a significant relationship between respondents' growth mindset and the challenges they experience. Reject H02 or null hypothesis. This simply showed that the challenges the respondents experienced influenced their growth mindset and vice versa.

The fifth relevant research from Novita Herawati, Rahmah Fithriani (2023), entitled: Indonesian Students' Mindset About the Roles of Talent and Effort in

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EFL Learning. this study aims at examining the mindset of Indonesian learners with respect to their English language learning ability, specifically exploring whether such proficiency is due solely to innate aptitude or whether it requires individual effort. This study was conducted at a public university located in North Sumatra, Indonesia. This investigation consisted of a sample of 150 participants who were in their seventh semester and belonged to ten departments that did not offer English as a foreign language as a major. The majors include Sharia accounting, Islamic Banking, Social Studies Education, Islamic Religious Education, Early Childhood Education, Biology Education, Elementary School Teacher Education, Communication Science, Public Health, and Mathematics Education. Each department is represented by 15 students. While this study did not specifically focus on gender and age, it should be noted that the sample population consisted of 43 male students and 107 female students. This study uses quantitative methods as a means of testing the objective theory through the analysis of variable relationships. These findings suggest that students have a growth mindset towards English language acquisition, where they feel success in this domain is mainly due to effort rather than talent. Data shows that a significant majority of students are of the opinion that aptitude is a major factor in the acquisition of English proficiency.

The sixth relevant research from Putri, M., and Sari, S. Y. (2023), conducted a study entitled “The correlation between Growth Mindset and Score of English Language Proficiency Test in the English Department of UNP” published in the Journal of English Language Teaching (Vol. 12, No. 4, 2023). The researchers

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employed a quantitative correlational method to examine the relationship between students' growth mindset and their English language proficiency. The data were collected using a questionnaire consisting of 15 Likert-scale statements (6-point scale) designed to assess the level of growth mindset among students. In addition, participants were asked to report their English proficiency scores, such as TOEFL or IELTS. The study involved 50 students from the English Department of Universitas Negeri Padang, selected through purposive sampling. The findings indicated that the majority of students possessed a high level of growth mindset, and their English proficiency ranged between A2 and B1 levels based on CEFR standards. However, statistical analysis revealed a weak positive correlation ($r = 0.030$) between growth mindset and English proficiency, which was not statistically significant ($p > 0.05$). These results suggest that while students may hold strong beliefs in their capacity to improve, this mindset does not necessarily translate into higher English proficiency scores in measurable standardized tests. Nonetheless, the study supports the relevance of exploring students' beliefs and perceptions about learning as an internal factor that could potentially influence language learning outcomes.

The seventh relevant research from Mayshita, Anggarani, & Agustina (2023), A study by Mayshita, A. A., Anggarani, F. K., and Agustina, L. S. S., entitled "Relationship between Growth Mindset and Academic Grit in Working Students" was published in the Scientific Journal of Candrajiwa Psychology in 2023. This research aimed to investigate the association between students' growth mindset and their academic grit, particularly among students who are

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also working while studying. The study applied a quantitative correlational design, utilizing simple linear regression as the analysis technique. Data were gathered through two validated scales: a growth mindset scale with high reliability (Cronbach's $\alpha = 0.913$) and an academic grit scale ($\alpha = 0.869$). The participants consisted of 86 working students from Universitas Sebelas Maret (UNS), selected using an incidental sampling method. The results revealed a positive and significant relationship between growth mindset and academic grit, as indicated by the regression analysis ($F = 89.626$; $R = 0.718$; $p < 0.01$). Furthermore, the coefficient of determination ($R^2 = 0.516$) suggested that growth mindset accounted for 51.6% of the variance in students' academic grit. These findings underscore the substantial impact of mindset on students' perseverance and passion for long-term goals, especially under the pressures of balancing academic and work responsibilities.

The eight relevant research A study conducted by Hu, Sidhu, and Lu (2022), entitled "Relationship Between Growth Mindset and English Language Performance Among Chinese EFL University Students: The Mediating Roles of Grit and Foreign Language Enjoyment," provides significant insights into the role of psychological factors in second language acquisition. The research revealed that a growth mindset has both a direct and an indirect impact on students' English language performance. The indirect influence operates through two mediating variables: grit and foreign language enjoyment. In other words, students who adopt a growth mindset are more likely to exhibit perseverance in the face of academic challenges (grit) and derive greater

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Operational Concept

This research is a descriptive research. and English language mindset are the focus of this research. Furthermore, in this research, The researcher only used one variable, namely mindset. Descriptive analysis is used to analyze the mindset of arabic education department students by describing or illustrating the data that has been collected. (Ghozali, 2015).

Table II.1
The Indicators of Students' mindset

No	Aspects	Indicators of growt mindset	Indicators of fixed mindset
1.	General viewpoint on own ability	- Students believe they can always change basic things about the kind of person they are when learning English.	- Students believe they can do things differently in English class, but the important parts of who they are can't really be changed.
2.	Success of others	- Students feel inspired when others succeed in the English language class.	- Students feel inferior when others do better in the English language class.
3.	Challenges	- Students see challenges in learning English as motivation to try harder	- Students tend to avoid trying difficult things in the English language class.
4.	Obstacles	- Students believe that making mistakes in the English language class is a learning opportunity.	- Students often quit when something becomes difficult in the English language class.
5.	Effort	- Students become more motivated to put in effort when English language tasks are difficult.	- Students believe that needing to work hard in English class means they are not smart.
6.	Criticism/feedback	- Students rarely take criticism as a personal attack when studying English.	- Students dislike receiving negative feedback in English class, even if it helps them improve.

Adopted from Wilang, (2022).

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CHAPTER III

METHOD OF THE RESEARCH

A. Research Design

The researcher used a descriptive design with a quantitative approach to investigate the English language mindset of Arabic Education Department students at UIN Suska Riau. A descriptive research design was used to describe, interpret, and present conditions as they naturally occur, without manipulation of variables. According to Cohen (2007), descriptive research is used to describe and interpret about the real situations or the present existing condition. In addition, Tavakoli (2012), defines descriptive research as an investigation of phenomena as they occur naturally, without any interference or manipulation from the researcher. It focuses on describing the characteristics, frequencies, trends, or categories related to the subject of inquiry. This means that descriptive research did not attempt to establish causal relationships, but instead aims to collect factual information that can be used to analyze current conditions. Therefore, in the context of this study, the descriptive design enabled the researcher to gather data about students' language mindsets as they naturally exist within their academic setting, without introducing any interventions.

Furthermore, Gay, Mills, and Airasian (2012, p. 183), described descriptive research as survey research, emphasizing that it involves the systematic collection of data to answer specific questions about people's opinions, behaviors, or characteristics regarding a particular topic or issue. This method was especially useful when the goal is to obtain data from a large group of

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respondents and to summarize their views statistically. In this study, a survey technique was used to collect data through questionnaires, which were distributed to students in order to measure their beliefs and attitudes toward English language learning.

By adopting a descriptive quantitative approach, the researcher was able to quantify patterns in the students' responses and identify general trends related to their language mindsets. This approach is advantageous for studies that aim to provide a broad overview of a particular issue and inform future interventions or educational strategies based on empirical data. Thus, the use of this design is both methodologically appropriate and aligned with the objectives of the research.

This research has one variable, namely English language mindset. The descriptive explanation above was very similar to the aim of this research is to describe the mindset of Arabic Education Department Students, in English Language Learning at semester 2 in academic year 2025/2026 of UIN SUSKA RIAU. Therefore, the researcher choosed descriptive research as the research design.

B. Location and Time of the Research

The location of this research was conducted at the Arabic education department of Sultan Syarif Kasim State Islamic University. It is located at Panam, Jl. HR. Soebrantas, No. 155, KM 15, Simpang Baru Panam, Pekanbaru City, Riau 28293. This research was carried out in May - July 2025.

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A. Subject and Object of the Research
1. Subject

The subjects of this research were students at semesters 2 in academic year 2025/2026 of the Arabic Education Department of UIN Suska Riau.

2. Object

The object of this research was students' English language mindset in learning English.

B. Population and Sample of the Research
1. Population of the Research

According to Creswell, (2012), a population is a group individuals who have the same characteristics. For this research, the population is the second semester students of Arabic education department at UIN Suska Riau. The total population in this research were all of the second semester students of Arabic Education Department of UIN SUSKA RIAU with the population 154 of 5 classes.

Table III.1
Population of the Research

No	Class	The number of Students
1.	2A	33
2.	2B	30
3.	2C	32
4.	2D	28
5.	2E	31
	Total	154

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2. Sample of the Research

The number of the population is too large to take as the sample of this research. So the researcher took some of the students who are representative of their group to be the sample. According to Creswell, (2012), the sample is the group of participants in a study selected from the target population from which the researcher generalizes to the target population.

To choose the sample, the researcher used simple random sampling. Gay et al. (2012, p. 131) stated that simple random sampling is the process of selecting a sample in such a way that all individuals in the defined population have an equal and independent chance of selection for the sample.

To collect the number of samples from this study, the researcher used the Slovin formula. The researcher used slovin formula because the Solvin formula is a commonly used in quantitative research to take a sample size that must be representative so that research results can be generalized.

The formula is :

$$n = \frac{N}{1+Ne^2}$$

Information:

n = sample size / number of respondents

N = Number of population

e = The percentage of looseness in the accuracy of sampling errors that can still be tolerated.

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$$n = \frac{154}{1+154(0,5)^2}$$

$$= \frac{154}{1+0.385} = \frac{154}{1.385} = 111,23$$

Based on the slovin formula the researcher took 112 to be the sample of this research.

The researcher used random sampling technique to select the sample of this research, the researcher used a lottery in the form of small rolled up paper with the letters S and P written on it, the person who got the paper with the letter S written on it was the sample in this study, and for those who got the letter P they were not a sample but were the population, approximately each class had 22 or 23 people as samples in this study.

Table III.2
Sample of the Research

Class	The number of students
3A	23
3B	22
3C	23
3D	22
3E	22
TOTAL	112

Tecniqe of Data Collection

To collect the data in this study, the researcher employed a questionnaire as the primary data collection instrument. The questionnaire method was chosen due to its practicality, efficiency, and ability to gather information from a relatively large number of respondents within a limited period of time.

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Arikunto (2010) said, A questionnaire is “a set of written questions used to obtain information from the respondent about his personality or something he knows.” This definition emphasizes the role of questionnaires in eliciting personal insights and knowledge directly from participants. Supporting this view, Creswell (2012) defines, a questionnaire as “a form used in a survey design that participants in a study complete and return to the researcher. It can be used to collect data about attitudes, opinions, behaviors, or characteristics of a group of individuals.” This indicates that questionnaires are particularly suitable for quantitative research, where data needs to be measured, compared, and analyzed statistically.

Moreover, Sugiyono (2017) describes, A questionnaire as “a data collection technique carried out by giving a set of written questions to respondents to be answered.” This method enables researchers to collect structured and consistent responses that are aligned with the objectives of the study. In addition, Brown (2001) points out that questionnaires are widely used in language education research because they allow researchers to capture learners’ beliefs, preferences, and attitudes in a systematic and replicable way. This further supports the relevance of using a questionnaire in the context of this research, which investigates students’ language mindsets.

The questionnaire assessed student mindset and factors related to English language mindset in learning English. Questionnaire was adopted from wilang,(2022), which consisted of 12 items which were divided into two categories, namely growth mindset and fixed mindset, each consisting of six items.

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Table III.3

The Blue Print of Students Mindset Questionnaire

Dimension	Question Indicator	Question number
1. General viewpoint on own ability	Students believe they can always change basic things about the kind of person they are when learning English Students believe they can do things differently in English class, but the important parts of who they are can't really be changed	3,6
2. Success of others	Students feel inspired when others succeed in the English language class Students feel inferior when others do better in the English language class	1,4
3. Challenges	Students see challenges in learning English as motivation to try harder Students tend to avoid trying difficult things in the English language class	7,12
4. Obstacles	Students believe that making mistakes in the English language class is a learning opportunity Students often quit when something becomes difficult in the English language class	8,11
5. Effort	Students become more motivated to put in effort when English language tasks are difficult. Students believe that needing to work hard in English class means they are not smart	2,9
6. Criticism/feedback	Students rarely take criticism as a personal attack when studying English Students dislike receiving negative feedback in English class, even if it helps them improve	5.10

Adopted from Wilang, (2022).

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To make it easier to determine the score interval, all questionnaire answers were converted into a Likert scale. According to Sugiyono, (2015), the Likert scale is a scale used to measure the opinions, attitudes and perceptions of a person or group of people about a social phenomenon. The Likert scale assesses attitudes toward a topic and asks respondents to indicate whether they strongly agree, agree, neutral, disagree, or strongly disagree.

Table III.4
Likert Five Point Scale Questionnaire

Option	Represent
1	Strongly agree
2	Agree
3	Neutral
4	Disagree
5	Strongly disagree

Tecniqe of Analyzing Data

In analyzing data to determine students' mindsets in learning English, the researcher used descriptive analysis with percentages. The descriptive statistical formulas used can be found state the formula, as explained by Prapphal and Gardner (1981).

To give respondents a choice ranging from "strongly disagree" to "strongly disagree". Regarding their mindset in learning English, the researcher used

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Likert scale, which has a range of 1 to 5 points. Based on student responses, a numerical score was assigned to each item in the questionnaire.

Table III.5**Likert Point Scale for the Questionnaire fixed and growt mindset**

Option	Represent	Score fixed	Score growt
1.	Strongly agree	1	5
2.	Agree	2	4
3.	Neutral	3	3
4.	Disagree	4	2
5.	Strongly disagree	5	1

When using SPSS for descriptive analysis, researcher can calculate various statistical measures such as mean, median, deviation, standart deviation and percentage to understand data patterns and students' mindsets in learning English. This provided useful insights in data interpretation.

CHAPTER V

CONCLUSION AND SUGESTION

A. Conclusion

Based on the findings of this study, the majority of respondents tend to have a growth mindset, with an average score of 45.20. 78.57% of respondents have a growth mindset. Conversely, 21.43% of respondents tend to exhibit a fixed mindset. Overall, these results indicate that the majority of students have great potential to develop their English language skills, especially if they receive support from a positive learning environment, appropriate teaching methods, and learning approaches that strengthen their confidence and belief in the learning process.

B. Suggestion

Based on the findings of this study, several recommendations are proposed for various stakeholders:

For English lecturers and educators: Integrate mindset supportive strategies into classroom practices, such as emphasizing effort over innate ability, using formative feedback, and praising persistence. Encourage reflective learning by helping students identify areas where effort led to progress, thereby reinforcing growth-oriented attitudes.

For the Arabic Education Department and Curriculum Developers: Provide early interventions and training that foster a growth mindset, especially during foundational English courses in the first and second semesters. Include modules or workshops that explicitly address language learning beliefs and strategies to help students develop positive perceptions of their abilities.

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For Students: Reflect regularly on learning progress and challenges, and avoid comparing oneself negatively with peers. View mistakes and feedback not as failures, but as opportunities to grow and improve.

For Future Researchers: Explore mindset development longitudinally to see how students' beliefs evolve over time with continued language exposure and instruction. Consider expanding the scope to include qualitative data (e.g., interviews) for deeper insights into students' mindset formation.

By fostering and reinforcing growth mindsets, particularly in non-English major students, English language education can become more engaging, equitable, and effective.

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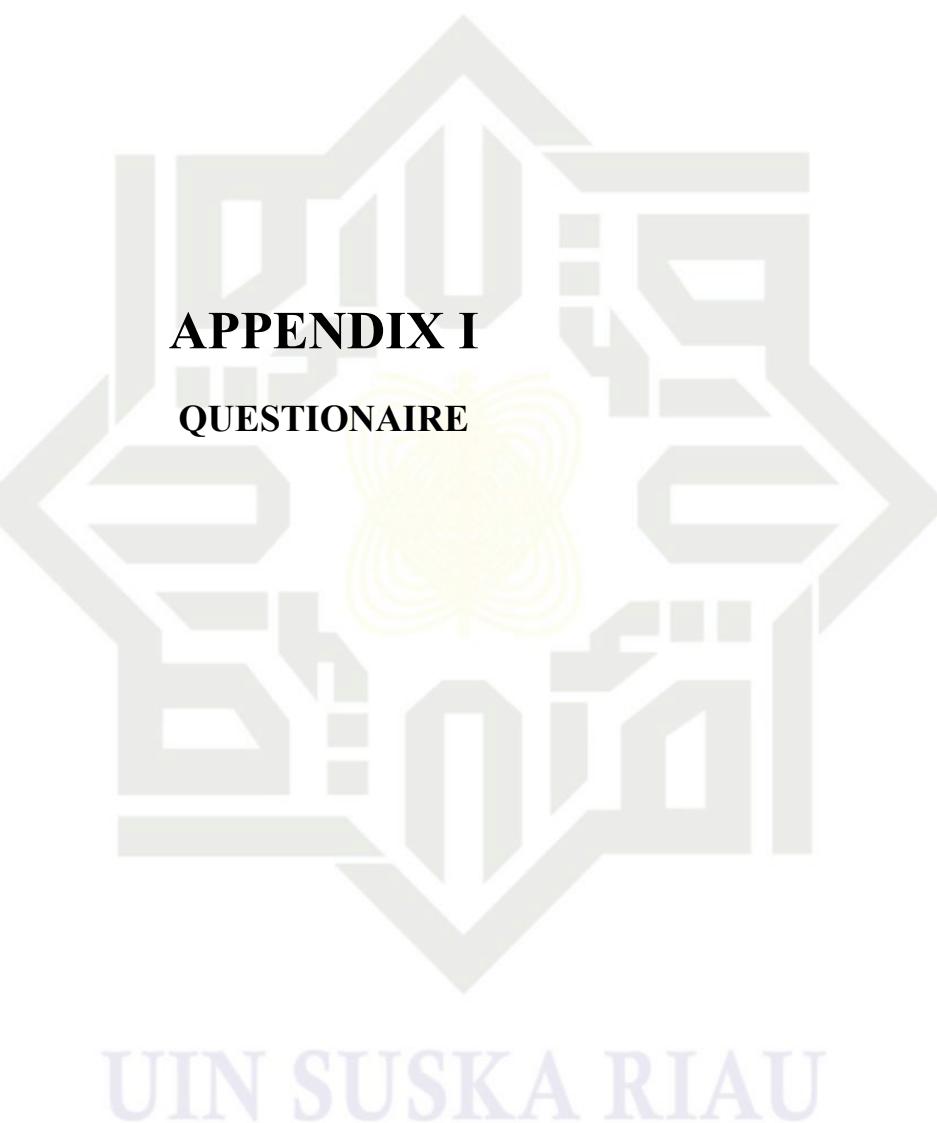
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KUESIONER PENELITIAN

Assalamualaikum

Wr. Wb. Salam
sejahtera,

Perkenalkan saya khoiriansah, mahasiswa Jurusan Pendidikan Bahasa Inggris Semester 8 Universitas Islam Negeri Sultan Syarif Kasim Riau. Saat ini saya sedang melakukan penelitian sebagai bagian dari pemenuhan tugas akhir. Oleh karena itu, saya membutuhkan kesediaan Anda selama 10-15 menit untuk membantu menjadi responden dalam penelitian ini dengan cara mengisi pernyataan-pernyataan di bawah ini.

Tidak ada jawaban benar atau salah, dengan demikian pilihlah satu jawaban yang dianggap paling menggambarkan diri anda. Adapun informasi atau data yang anda berikan akan dijaga kerahasiaanya dan hanya digunakan untuk kepentingan penelitian.

Atas perhatian dan kesediaan Anda mengisi kuesioner ini, saya ucapkan terima kasih.

Wassalamualaikum Wr.Wb.

Hormat saya,

Khoiriansah

12110411859@students.uin-suska.ac.id

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DATA DIRI

Nama/Inisial :
Usia : tahun
Jenis Kelamin : Pria /Wanita
Semester & kelas :
Jurusan :
Fakultas :
Universitas :

Menyatakan bahwa Saya bersedia menjadi responden dalam penelitian ini:

- a. Setuju
- b. Tidak Setuju

Petunjuk Pengisian

Untuk menjawab pernyataan pada instrumen di bagian A, B, C, D, dan E Anda dimohon untuk memilih salah satu jawaban dari kelima alternatif jawaban yang paling sesuai dengan cara memberikan tanda ceklis (✓) pada salah satu kolom pilihan jawaban yang tersedia dibagian kanan pada setiap pernyataan.

Keterangan jawaban sebagai berikut:

SS	= Sangat Setuju
S	= Setuju
N	= Netral / Ragu-Ragu
TS	= Tidak Setuju
ST	= Sangat Tidak Setuju

Contoh:

No.	Pernyataan	SS	S	N	T	ST
1.	Saya sangat semangat ketika belajar bahasa Inggris	✓				

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----- Selamat Mengerjakan -----

Baca dan pahami baik-baik setiap pernyataan. Anda diminta untuk mengemukakan apakah pernyataan tersebut menggambarkan diri Anda, dengan cara memberi tanda **checklist (✓)** pada salah satu kolom pilihan jawaban.

No.	Pernyataan	SS	S	N	T	ST
1.	When other students do better than me in the English language class, it makes me feel inferior. (Ketika siswa lain berprestasi lebih baik daripada saya di kelas bahasa Inggris, itu membuat saya merasa rendah diri.)					
2.	The more difficult the English task is, the more motivated I become to put in effort. (Semakin sulit tugas Bahasa Inggrisnya, semakin termotivasi saya untuk berusaha.)					
3.	I can do things differently in English language class, but the important of parts of who I am can't be changed. (Saya bisa melakukan hal-hal dengan cara yang berbeda dalam kelas bahasa Inggris, tetapi bagian penting dari diri saya tidak bisa diubah)					
4.	When other students succeed in English language class, I feel inspired. (Ketika siswa lain berhasil di kelas bahasa Inggris, saya merasa terinspirasi.)					
5.	In the English language classroom, I dislike negative feedback on my performance, even if it helps me improve. (Di kelas bahasa Inggris, saya tidak suka umpan balik negatif terhadap hasil belajar saya, meskipun itu bisa membantu saya untuk menjadi lebih baik.)					

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6.	I can always change the basic things about the kind of person I am when I learn English. (Saya selalu bisa mengubah hal-hal mendasar tentang diri saya saat saya belajar bahasa Inggris.)					
7.	I usually quit when something gets difficult in the English class. (Saya biasanya menyerah ketika menghadapi sesuatu yang sulit di kelas Bahasa Inggris.)					
8.	I don't mind making mistakes in the English language class because I can learn. (Saya tidak keberatan membuat kesalahan di kelas bahasa Inggris karena saya bisa belajar.)					
9.	I have to work hard during the English class, it means I am not smart. (Saya harus bekerja keras selama kelas Bahasa Inggris, itu berarti saya tidak pintar.)					
10.	In studying English, I really take criticisms as personal attack. (Dalam belajar bahasa Inggris, saya jarang menganggap kritik sebagai serangan pribadi.)					
11.	In the English class, I avoid to try things that are harder. (Di kelas bahasa Inggris, saya menghindari mencoba hal-hal yang lebih sulit.)					
12.	Feeling challenged in learning English make me want to try harder. (Merasa tertantang dalam belajar bahasa Inggris membuat saya ingin berusaha lebih keras)					



UIN SUSKA RIAU

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b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

No.	Pernyataan	SS	S	N	T	ST
1.	When other students do better than me in the English language class, it makes me feel inferior. (Ketika siswa lain berprestasi lebih baik daripada saya di kelas bahasa Inggris, itu membuat saya merasa rendah diri.)	0	13	24	50	25
2.	The more difficult the English task is, the more motivated I become to put in effort. (Semakin sulit tugas Bahasa Inggrisnya, semakin termotivasi saya untuk berusaha.)	15	51	27	12	7
3.	I can do things differently in English language class, but the important of parts of who I am can't be changed. (Saya bisa melakukan hal-hal dengan cara yang berbeda dalam kelas bahasa Inggris, tetapi bagian penting dari diri saya tidak bisa diubah)	6	10	25	49	22
4.	When other students succeed in English language class, I feel inspired. (Ketika siswa lain berhasil di kelas bahasa Inggris, saya merasa terinspirasi.)	43	51	7	5	6
5.	In the English language classroom, I dislike negative feedback on my performance, even if it helps me improve. (Di kelas bahasa Inggris, saya tidak suka umpan balik negatif terhadap hasil belajar saya, meskipun itu bisa membantu saya untuk menjadi lebih baik.)	0	9	17	60	26
6.	I can always change the basic things about the kind of person I am when I learn English. (Saya selalu bisa mengubah hal-hal mendasar tentang diri saya saat saya belajar bahasa Inggris.)	16	59	24	12	1

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7.	I usually quit when something gets difficult in the English class. (Saya biasanya menyerah ketika menghadapi sesuatu yang sulit di kelas Bahasa Inggris.)	4	14	17	61	16
8.	I don't mind making mistakes in the English language class because I can learn. (Saya tidak keberatan membuat kesalahan di kelas bahasa Inggris karena saya bisa belajar.)	31	67	11	3	0
9.	I have to work hard during the English class, it means I am not smart. (Saya harus bekerja keras selama kelas Bahasa Inggris, itu berarti saya tidak pintar.)	3	15	18	59	17
10.	In studying English, I really take criticisms as personal attack. (Dalam belajar bahasa Inggris, saya jarang menganggap kritik sebagai serangan pribadi.)	21	69	19	3	0
11.	In the English class, I avoid to try things that are harder. (Di kelas bahasa Inggris, saya menghindari mencoba hal-hal yang lebih sulit.)	4	11	23	64	10
12.	Feeling challenged in learning English make me want to try harder. (Merasa tertantang dalam belajar bahasa Inggris membuat saya ingin berusaha lebih keras)	20	57	15	18	2
Total		163	426	227	396	132
1344						

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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APPENDIX III

Data Tabulation



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To
Me
Sim Kian

Item_1	Item_2	Item_3	Item_4	Item_5	Item_6	Item_7	Item_8	Item_9	Item_10	Item_11	Item_12
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4	5	3	4	5	5	4	3	4	4	2	2
4	4	3	5	4	5	5	5	4	4	4	4
5	4	3	5	5	4	4	4	4	4	4	4
3	5	2	5	5	4	3	4	4	4	3	4
4	4										



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APPENDIX IV

OUTPUT SPSS (Mean,Median,STD)

Statistics

When other students do better than me in the English language class, it makes me feel inferior.	The more difficult the English task is, the more motivated I become to put in effort.	I can do things differently in English language class, but the important of parts of who I am can't be changed		When other students succeed in English language class, I feel inspired		In the English language classroom, I dislike negative feedback on my performance, even if it helps me improve.		I can always change the basic things about the kind of person I am when I learn English.		I usually quit when something gets difficult in the English class.		I don't mind making mistakes in the English language class because I can learn.		I have to work hard during the English class, it means I am not smart.		In studying English, I really take criticisms as personal attack.		In the English class, I avoid to try things that are harder.		Feeling challenged in learning English make me want to try harder.
NValid	112	112	112	112	112	112	112	112	112	112	112	112	112	112	112	112	112	112	112	112
Missing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Mean	3.7768	3.4911	3.6339	4.0714	3.9196	3.6875	3.6339	4.1250	3.6429	3.9643	3.5804	3.6696								
Median	4.0000	4.0000	4.0000	4.0000	4.0000	4.0000	4.0000	4.0000	4.0000	4.0000	4.0000	4.0000								
Mode	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00								
Std. Deviation	.92717	1.05690	1.06539	1.05450	.83976	.88053	.99544	.68609	.98509	.68351	.91670	.100797								



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APPENDIX V

Research Letters

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LAMPIRAN BERITA ACARA
UJIAN PROPOSAL

Nama : KHIRIANSAH
 Nomor Induk Mahasiswa : 12 1104 11 059
 Hari/ Tanggal : Rabu, 14 Mei, 2025
 Judul Proposal Penelitian : ENGLISH LANGUAGE MINDSET OF NON-ENGLISH EDUCATION DEPARTMENT STUDENTS: A SURVEY STUDY AT ARABIC EDUCATION DEPARTMENT.

NO	URAIAN PERBAIKAN
1.	Revise the title
2.	Revise the design (survey)
3.	Revise the formulation of the problem
4.	Revise the citation / References (cara mengutip)
5.	Revise the background. (argument & Gab)
6.	Revise the limitation of the problem
7.	Revise Research problem
8.	Revise the definition of term.

Pengaji I



 Pekanbaru, 5.6.2025
 Pengaji II


Robi Furniawan, M.S.

Note:

Dengan harapan Dosen Pembimbing dapat memperhatikan keputusan seminar ini dalam memperbaiki proposal mahasiswa yang dibimbing

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**PENGESAHAN PERBAIKAN
UJIAN PROPOSAL**

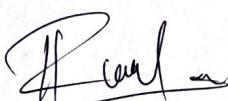
Nama Mahasiswa : KHORIAN SAH.....
 Nomor Induk Mahasiswa : 12110411859.....
 Hari/Tanggal Ujian :
 Judul Proposal Ujian : English language mind set of non English education department Student's : A Survey study at Arabic Education department at UIN SUSKA RIAU

Isi Proposal : Proposal ini sudah sesuai dengan masukan dan saran yang dalam Ujian proposal

No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	Dr. Riza Amelia M.Pd	PENGUJI I		
2.	Rabi Kurniawan, MA	PENGUJI II		

Mengetahui
 a.n. Dekan
 Wakil Dekan I

Pekanbaru, 05-06-2024
 Peserta Ujian Proposal


 KHORIAN SAH
 NIM. 12110411859



Dr. Zarkasih, M.Ag.
 NIP. 19721017 199703 1 004

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KEGIATAN BIMBINGAN MAHASISWA
SKRIPSI MAHASISWA

a. Jenis yang dibimbing : Skripsi
 b. Seminar usul Penelitian :
 c. Penulisan Laporan Penelitian :
 a. Nama Pembimbing : Mainar Fitri, M.Pd
 b. Nomor Induk Pegawai (NIP) : 198105192014112001
 1. Nama Mahasiswa : Khoiriansah
 2. Nomor Induk Mahasiswa : 12110411859
 3. Kegiatan : Bimbingan Skripsi

No.	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.	21 - Mei - 2025	Konsultasi After Sempro	Muf	revised
2.	11 - Juni - 2025	Bimbingan Instrumen	Muf	revised
3	26 - Juni - 2025	Bimbingan Bab IV-V	Muf	revised
4	01 - Juli - 2025	Bimbingan Bab IV-V	Muf	revised
5				
6				

Pekanbaru, 1 Juli 2025
 Pembimbing,

Mainar Fitri, M.Pd
 NIP: 12110411859

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Fax. (0761) 561647 Web. www.ftk.uinsuska.ac.id, E-mail: etfak_uinsuska@yahoo.co.id

Nomor : B-11095/Un.04/F.II.3/PP.00.9/2025
Sifat : Biasa
Lamp. : -
Hal : **Mohon Izin Melakukan PraRiset**

Pekanbaru, 05 Juni 2025

Yth : Ketua
Prodi Pendidikan Bahasa Arab
Fakultas Tarbiyah dan Keguruan UIN Suska Riau
di
Tempat

Assalamu 'alaikum Warhamatullahi Wabarakatuh

Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama	:	Khoiriansah
NIM	:	12110411859
Semester/Tahun	:	VIII (Delapan) 2025
Program Studi	:	Pendidikan Bahasa Inggris
Fakultas	:	Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan Praiset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

Wassalam,
an. Dekan
Wakil Dekan III

Prof. Dr. Amirah Diniaty, M.Pd. Kons.
NIP. 19751115 200312 2 001

Tembusan:
Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau

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SURAT KETERANGAN

Pekanbaru, 16 Juni 2025

Assalamu'alaikum Warahmatullahi Wabarakatuh

Yang bertanda tangan dibawah ini Ketua Jurusan Pendidikan Bahasa Arab Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini menerangkan bahwa :

Nama	:	Khoiriansah
NIM	:	12110411859
Pendidikan	:	S1 Pendidikan Bahasa Arab
Fakultas	:	Tarbiyah dan Keguruan UIN SUSKA Riau

Nama yang bersangkutan di atas diizinkan melakukan Pra Riset di Jurusan Pendidikan Bahasa Arab sesuai dengan penelitiannya.

Demikianlah surat keterangan ini kami buat untuk dapat di pergunakan sebagaimana mestinya.

Ketua Program Studi
Pendidikan Bahasa Arab

Dr. H. Jon Pamil, S.Ag., MA
NIP. 19710627 199903 1 002

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Nomor : B-11769/Un.04/F.II/PP.00.9/06/2025
Sifat : Biasa

Lamp. : 1 (Satu) Proposal
Hal : **Mohon Izin Melakukan Riset**

Yth : Ketua
Program Studi Pendidikan Bahasa Arab
Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Di Pekanbaru

Pekanbaru, 19 Juni 2025

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Dekan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : Khoiriansah
NIM : 12110411859
Semester/Tahun : VIII (Delapan)/ 2025
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : ENGLISH LANGUAGE MINDSET OF NON ENGLISH EDUCATION DEPARTMENT : A SURVEY STUDY AT ARABIC EDUCATION DEPARTMENT 470931

Lokasi Penelitian : Program Studi Pendidikan Bahasa Arab Fakultas Tarbiyah dan Keguruan UIN Suska Riau

Waktu Penelitian : 3 Bulan (19 Juni 2025 s.d 19 September 2025)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

Wassalam,
Dekan

Dr. H. Kadar, M.Ag.
NIP 19650521 199402 1 001

Tembusan :
Rektor UIN Sultan Syarif Kasim Riau

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Nomor : B-12238/Un.04/F.II/PP.00.9/06/2025

Yang bertanda tangan di bawah ini :

Nama : **Dr. H. Kadar, M.Ag**
NIP : 19650521 199402 1 001
Pangkat/Gol. Ruang : Pembina Utama Muda (IV/c) Lektor Kepala
Jabatan : Dekan Fakultas Tarbiyah dan Keguruan
Universitas Islam Negeri Sultan Syarif Kasim Riau

dengan ini menerangkan :

Nama : **Khoiriansah**
NIM : 12110411859
Program Studi : Pendidikan Bahasa Inggris
Semester : VIII (Delapan)

Barang telah melaksanakan penelitian di Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau untuk penyusunan skripsi/tugas akhir dengan judul: "English Language Mindset of Non English Education Department Students: A Survey Study At Arabic Education Department".

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.



Kadar, M.Ag
NIP. 19650521 199402 1 001

D : Form/Working/2025/Riset Mahasiswa/Surat Keterangan Riset (af)

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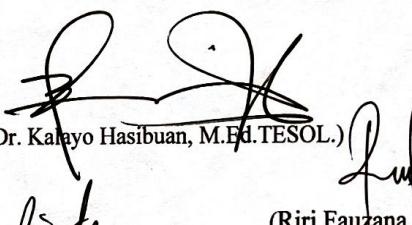
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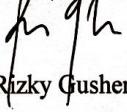
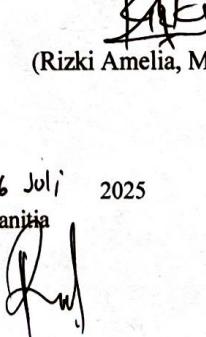
NOTA PERBAIKAN SKRIPSI

Hari/ Tanggal : Jumat / 4 Juli 2025
Pukul : 13.30 sd Selesai
Dewan Pengaji :
 Pengaji I : Dr. Kalayo Hasibuan, M.Ed.TESOL.
 Pengaji II : Riri Fauzana, M.Sc.
 Pengaji III : Rizky Gushendra, M.Ed.
 Pengaji IV : Rizki Amelia, M.Pd.
Nama Kandidat : Khoiriansah
Nim : 12110411859
Perbaikan :

1. *Revise The Problem (elaborate)*
2. *Revise Chapter II (explain more mindset)*
3. *Revise The Notes From The Examiners*
4. *Revise The Notes From The Examiners*
5. *Revise The Notes From The Examiners*
6. *Revise The Notes From The Examiners*
7. *Revise The Notes From The Examiners*

Lama perbaikan : 1 (satu) bulan sejak tanggal ujian
Catatan untuk pemeriksaan setelah diperbaiki :

Telah diperiksa dan disetujui Pengaji I : (Dr. Kalayo Hasibuan, M.Ed.TESOL.)

Riri Fauzana, M.Sc.
Telah diperiksa dan disetujui Pengaji II :

Talah diperiksa dan disetujui Pengaji III : (Rizky Gushendra, M.Ed.)

Talah diperiksa dan disetujui Pengaji IV : (Rizki Amelia, M.Pd.)


Ketika perbaikan skripsi yang dicoret-coret waktu ujian harus dibawa.

Pekanbaru, 16 Juli 2025
Pengaji II/ Panitia

Riri Fauzana, M.Sc.



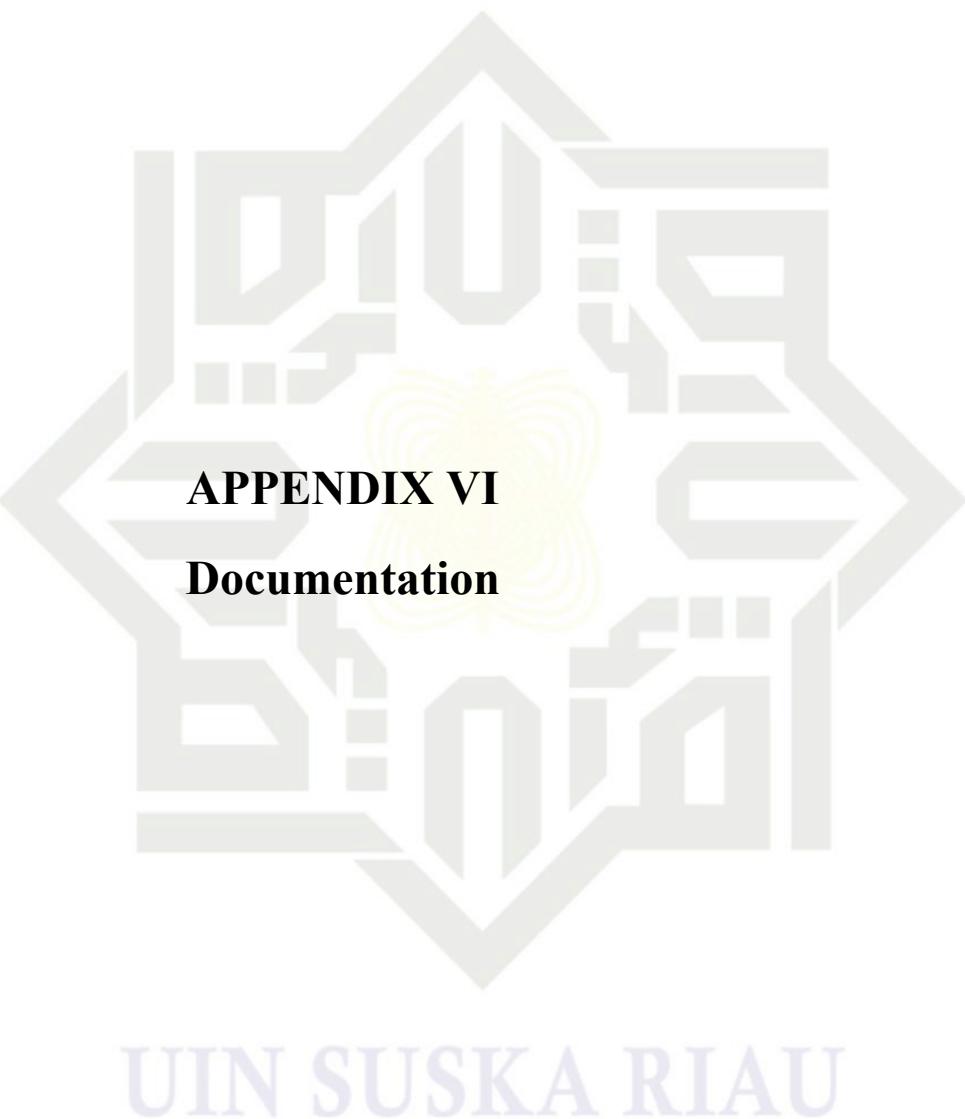
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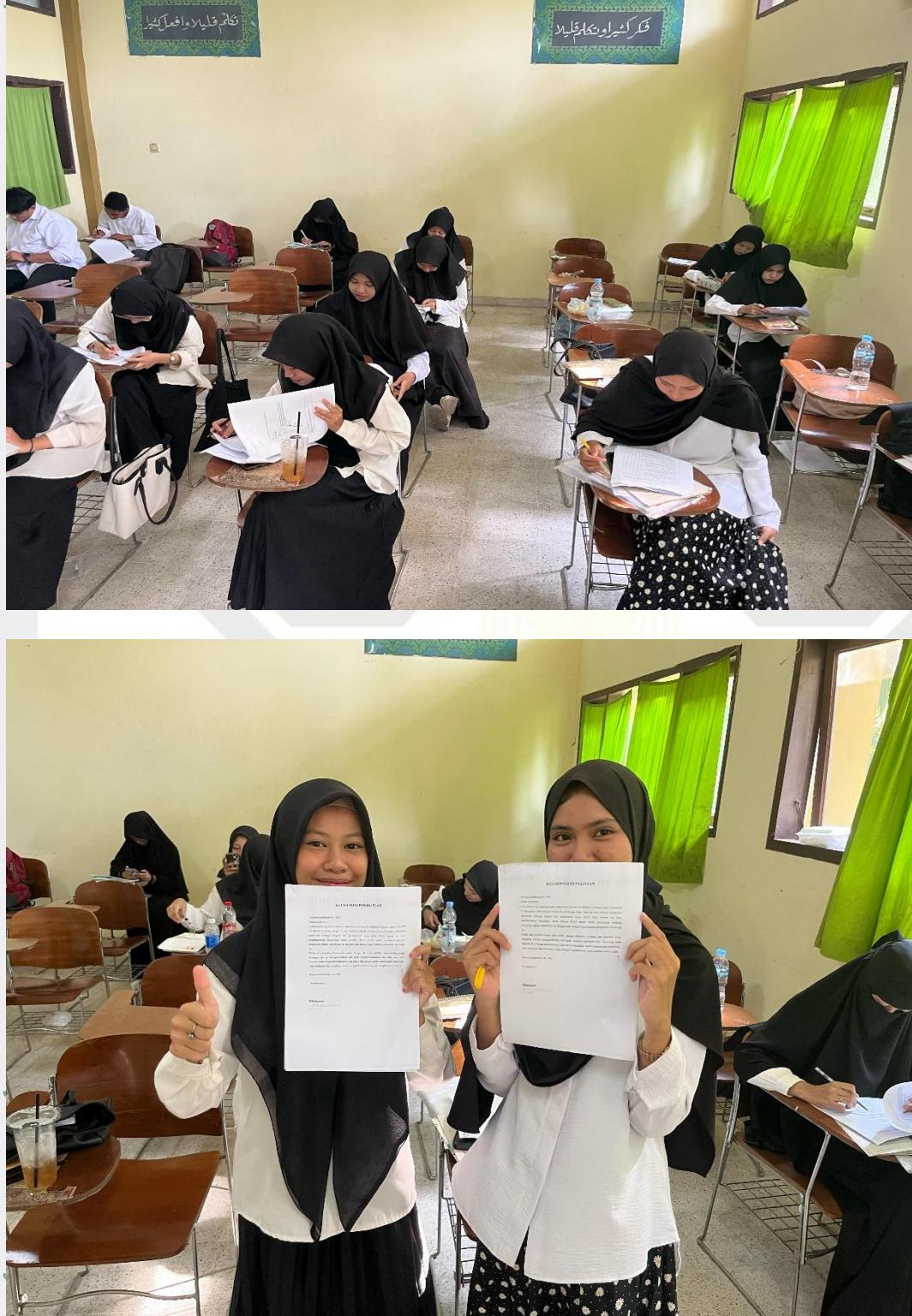
APPENDIX VI

Documentation

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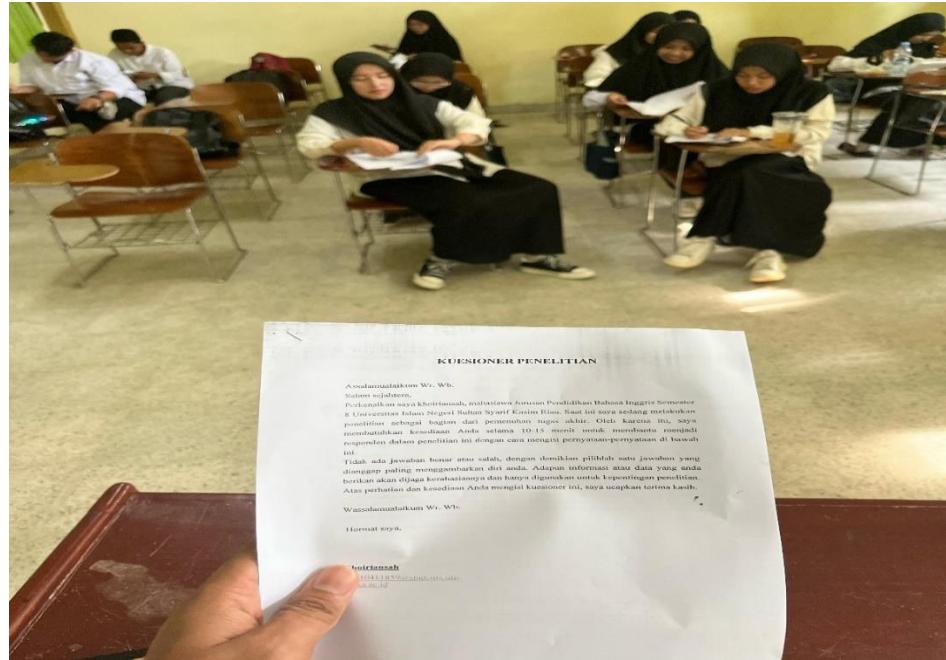
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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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CURRICULUM VITAE

Khoiriansah, was born on May 21, 2001, in a village in North Sumatra. He is the sixth child of Mr. Usman and Mrs. Lena Sari. He completed his elementary education at SDN 084 Salambue Village in 2013. From 2014 to 2020, he studied at Musthafawiyyah Islamic Boarding School in Purba Baru. After graduating during the COVID-19 pandemic, he moved to Jakarta and later to Yogyakarta, where he worked as a hotel receptionist near Malioboro. In 2021, he was officially enrolled as a student in the English Education Study Program, Faculty of Education and Teacher Training, at UIN Suska Riau. During his studies, he actively participated in various campus and non-campus organizations. From July to August 2024, he joined the Community Service Program (KKN) in Bandar Laksamana District, Bengkalis Regency. From September to November 2024, he completed the Pre-Service Teacher Practice Program (PPL) at Riau Sports Senior High School in Rumbai Pesisir District, Pekanbaru.

To fulfill the requirements for a bachelor's degree in English Education, he conducted research in June 2025 with the thesis titled 'ENGLISH LANGUAGE MINDSET OF NON ENGLISH EDUCATION DEPARTMENT STUDENTS: A SURVEY STUDY AT ARABIC EDUCATION DEPARTMENT.'