

LINKS BETWEEN LEARNERS MINDSET AND LANGUAGE LEARNING AUTONOMOUS LANGUAGE LEARNING HISTORY (LLH)

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Abstract

Learning autonomy is one of the important factors that can help the learners to meet the learning goal. However, some learners are not enthusiastic to learn autonomously, they always need a teacher to help them. They sometimes just learn when the teacher asked them to do during the learning process, when they find some difficulties; they just give up and feel less confidence to solve it. This negative aptitude is caused by the students' mindset in language learning. According to Carol Dweck, fixed mindset students believe their basic abilities, their intelligence, their talents, are just fixed trait while growth mindset students understand that their talents and abilities can be developed through effort, good teaching and persistence. It indicates that, the fixed mindset learners seemingly have a problem with their mindset which leads them to be less motivated in language learning.

Keywords: Autonomous, Fixed Mindset and Growth Mindset, Language learning History (LLH)

Abstrak

Hubungan antara Pola Pikir Pembelajar dan Pembelajaran Bahasa secara Autonomi (LLH). Belajar otonomi adalah salah satu faktor penting yang dapat membantu para peserta didik untuk memenuhi tujuan pembelajaran. Namun, beberapa peserta didik tidak bersemangat untuk belajar secara otonom, mereka selalu membutuhkan guru untuk membantu mereka. Mereka kadang-kadang hanya belajar ketika guru meminta mereka untuk melakukan selama proses pembelajaran, ketika mereka menemukan beberapa kesulitan; mereka hanya menyerah dan merasa kurang percaya diri untuk menyelesaikannya. Bakat negatif ini disebabkan oleh pola pikir siswa dalam belajar bahasa. Menurut Carol Dweck, tetap pola pikir siswa percaya kemampuan dasar, kecerdasan mereka, bakat mereka, hanya tetap sifat sementara pertumbuhan pola pikir siswa memahami bahwa bakat dan kemampuan dapat dikembangkan melalui usaha, pengajaran yang baik dan ketekunan. Ini menunjukkan bahwa, peserta didik pola pikir tetap tampaknya memiliki masalah dengan pola-pikir mereka yang membawa mereka menjadi kurang termotivasi dalam belajar bahasa.

Kata Kunci: Otonomi, pola pikir tetap dan pertumbuhan pola pikir, belajar sejarah (LLH) bahasa

INTRODUCTION

Many beliefs regarding to learn English as a foreign language which seemingly affects the learners' behavior, such as learners should have a talent, they should go abroad where the target language is spoken or the teachers should be foreigners. This belief extremely affects the students' behavior and decreases their motivation to learn English. In fact, majority of the students just learn English based-classroom because not all people afford to live overseas considering a high living cost

and other considerations. People who believe this view will really make such as negative behavior facing this situation such as, easy to give up, and considering that their effort will be useless because they don't have talent and their environment does not support them to speak English.

Students as a “drive” to make a positive belief and behavior are completely in need owing to positive output during the learning process. Considering this view, many researchers try to investigate about possible solution to make them autonomous learner in many ways. However, the students’ mindset about learning autonomous is not undeniable issue.

Many researchers have applied to know about learning autonomous, there is also an improved research about the students’ LLH (language learning history) to know their autonomy. In University of Satria, the students have extensively different backgrounds and social status between them, which may impact their way to learn second language that can be useful. Students generally share their ideas in classroom through discussion, and it shows that there are some students have a good way to deliver their thought and express their feeling in a good grammar and sentence. There is a huge different between them in speaking even they are in the same semester. The writer would like to dig and investigate deeply through sharing LLH of the students whether their mindset affect them to be autonomous learners.

Language Learning Mindset

The previous research about Mindset (Dweck:2008) found that mindset also affect how much people are interested and attentive. Dweck tested people with both mindsets and found that people with a fixed mindset only paid attention when they are told whether their answer were right or wrong. They had no interest in understanding the information that could help them learn the answer to the question they had gotten wrong. However, those with a growth mindset pay close attention to the knowledge that could help them stretch their learning. To them, the learning was the priority, not whether they had answered questions right or wrong.

The concept of mindset derives from the established psychological construct of implicit theories of intelligence Dweck in Stephen, R and Sarah, M.2011. which Dweck (2000) employs in her social cognitive model of motivation. According to Dweck.2008 mindset is a set of beliefs or a way of thinking and determines one, s behavior, outlook and mental attitude.

Fixed and Growth Mindset

A fixed mindset is when you believe that human qualities are carved in stone. If you believe you only have a certain amount of intelligence, a certain personality, and certain moral character, then all you can do is prove that your deficiency while a growth mindset is when you believe that through your own efforts you can cultivate your personal qualities. If you have this beliefs, then you are more likely to have a passion for learning because you

| Fixed Mindset | Growth Mindset |
|---|--|
| Intelligence is static. | Intelligence can be developed. |
| Leads to a desire to look smart and therefore a tendency to | Leads to a desire to learn and therefore a tendency to |
| • avoid challenges | • embrace challenges |
| • give up easily due to obstacles | • persist despite obstacles |
| • see effort as fruitless | • see effort as path to mastery |
| • ignore useful feedback | • learn from criticism |
| • be threatened by others' success | • be inspired by others' success |

believe you are developing your qualities. Also, rather than seeing a challenge as something to avoid because it will reveal your weaknesses, you welcome it because you see it as an opportunity to grow and learn.

Motivation

There is a strong correlation between motivation and autonomous learning as Benson in Gao, X and Lamb T (2007) stated that Motivation is a crucial in learners' autonomous learning, while identity is seen as a goal or a product of their autonomous learning. In addition, Ushido also expands this view, she emphasises that motivation theories and practice must address the individuality of the autonomous learner as a self-reflective agent who brings unique identities, personalities, history motives and intentions to the social learning context. Ushido (2009).

Autonomous

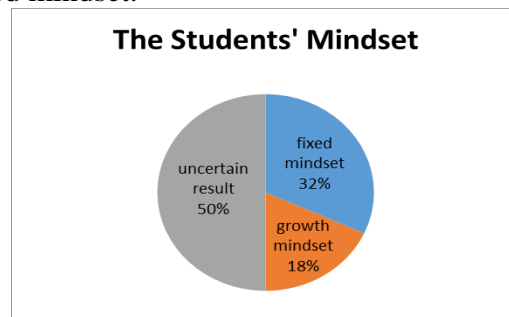
There are some positive views regarding autonomous in language learning. Autonomous is a capacity for detachment, critical reflection, decision making and independent action (Little,1991:4). In addition, Benson and Voller (1997:1) classify into five categories regarding on how is used for; (1). Situations in which learners study entirely on their own, (2). A set of skills which can be learned and applied in self directed learner, (3). An inborn capacity which is suppressed, (4). The exercise of learners' responsibility for their own learning, (5). For the right of learners to determine the direction of their own learning.

Necessity of Autonomy

The capacity to think, learn and behave autonomously is often claimed as an outcome for students in higher education. (Stephenson and Laycock in Dweck.2008). furthermore, gremo and Riley in Dweck stated that in the field of second language education, there has been a shift in focus from the teacher to the learner from exclusive focus on how to improve teaching to an exclusive concern for how individual learners go through their learning. it has been widely accepted that autonomous learners are generally good language learners.

DISCUSSION

Based on the result of interactive online quiz, the 17 students who were given a test, and 6 students got uncertain result so the researcher eliminated, it was only about 11 students being interviewed. 4 students in growth mindset category and 7 students were fixed mindset.



The Data shows that there were about 50 percent (11 students) of the total participants are eliminated owing to uncertain preference after doing the quiz, and the researcher gave an interview to the fixed mindset, the researcher asked them about their Language Learning history.

Yathie's Story

When did you start studying English?

You know mem, when i was senior high school, i dont really like English, but when i move here in makassar, I take English Major and i start loving it, even though i am not good enough but saya percaya mem, really believe mem, if i study hard i can make it.

I usually go to BPEC with Nungki and Ryan to study English. because it's free there mem.. hahaaa... I also follow Toefl course with my classmate mem..

Why do you take Toefl Preparation?

Because i want to go overseas someday mem. Oh my God mem... i keep studying to pursue my dream. I want to have my master degree Hehehe... wish me luck mem.

The result of Yatie's test is growth mindset, which is clearly seen that she has a great motivation to learn English based on her story, she is completely enthusiastic to learn English, she studies hard not only based-classroom, she also finds other ways to learn English such as following course, and an English community (BPEC) to improve her skill. She is autonomous learner.

Nungki's Story

When I was senior high school, I just learn grammar at school. I dont like it mem, so i usually listen to the music... yang english song mem. I also love chatting ... i have many friends from abroad, we speak English. my boy friend also hehehe he is from New Zeland; he usually calls me on "skype" so I practice my English with him.

I join English meeting to improve my skill, mmm... i also follow TOEFL Preparation course, now i study Ielts at home, because i prepare myself with Yatie to go overseas.

Biasa mem... LPDP, i want to apply scholarship. I see many people succeed, so if they can... why i can't. As long as i do my best mem... semangat... heheh

The result of Nungky is also growth minded, she loves challenge and highly motivated student, she is autonomous learner who is able to study not only in the class but she finds her other path to learn English.

In contrast, there is a different view of fixed minded students.

Jeany's Story

I start learning English sejak (since) SD (elementary school) mem, until now i take English department because my parents. I think English is not my talent, so I just flow aja mem... i hate grammar a lot so, baru liat sudah malas bacanya apalagi mau pelajari (im lazy to learn it, even see it), if it is not

compulsary subject, i will not learn it. Meskipun Cuma di kelas mem (even only in classroom) ... hehehe...sorry mem, just saying mem.

Do you want to study with your friends or follow a course?

No mem, just spend my time. Im lazy also... heheheh

Jeany is fixed minded student, she feels difficult to learn grammar and she doesn't want to try it because she feels that it's hard which makes her grammar never improves.

Rita's story

When i was kid, my brother usually listens western music, ahhh. i like it mem, makanya ambil jurusan bahasa inggris, ternyata susah. Hahahahah.

I guess i should move to another department mem, because it's hard and im lazy to follow english course, maluka mem... people is smart in the class and i not.

Based on the interactive online test, she is a fixed mindset student, which is strongly convinced by her attitude towards other successful learning, she is afraid of other success, her mindset completely leads her to be lazy and less motivated in language learning, she does not study autonomously owing to her fixed mindset, she even wants to move to other department owing to avoid challenge.

Prillia's story

Well, I start studying English when I was junior high school, because English is compulsory subject. I dont like it actually, but people said is international language dan dibutuhkan for future job mem.. hahhahah... how to say... I mean, i think English is hard for us, because at home we speak bahasa, ga di dukung sama lingkungan maksud saya mem (not supported by environment), so it is the main factor kenapa saya can't speak english well. Even though i follow english course, it is not effective because, after that i will not use it. Useless mem... heheheh.

It is clearly seen that Prilia is fixed mindset, based on Ryan and Mercer classification about mindset on their research that people who are fixed mindset tend to think that a place where the target language is spoken is the best way to learn target language. and it links to her behaviour regarding to autonomous learning, she becomes less confidence to learn autonomously since she believes that it is going to be useless.

Adrian's story

mmm... i dont know.... when i start learning it, you know... at school we have this subject, but for me, im not call this learning. i dont have a choise, ehheh... you know... the only way to finish my study..... But when i start loving western music, i love English, so i take English major. Unfortunately, not easy... like i think. oh my God, grammar is so hard, many rules. So... hypocrite language... hahaha.... i aware now mem... i think i just love the music not the language. I try to follow course but i stop.... I feel...mmm just useless, because i dont know how to practice my language, we just study at

college. Kayanya.... Salah jurusan mem...hehhehe... we are not english speaking country, so hard to improve our English.

It is clearly seen that andrian's tendency to be fixed mindset makes him think that environment is the most influence factor to improve his English. It is connected that the way he thinks about learning environment makes him give up easily.

Daniel's Story

Well, i start study English since i junior high school until now ga bisa –bisa. Hahaha...but you know mem, it because i live in indonesia, makassar pula...coba tinggalnya di Bali yang kebanyakan bule. I will speak English like BULE mem... hehhehe you know mem. If i rich, i will go to England to learn English, but you know... i am not mem. hehe... . ya sudahlah mem. maybe, i am not good at English memang.

Sutrisno's story

My name is sutrisno, i would like to tell you about my language learning history. Hehehe it's intro mem.. i study English at school since i was a junior high school like them, but my English is not good. I have friend, a boy. he has good English, because he live in Australia. If i live there... i will have good English too. Hehehe. Many friends study follow private class, but i dont join with them, because they already good. Im beginner... when i follow course before, my classmate really good mem... so i stop. Malu-maluin mem... hahahah, jurusan bahasa inggris lagi.

Gilang's story

I learn English since elementary school. You know mem... mmm my mother memanggil guru private, mmm i study twice in a week. For.... a year mem. but i stop, because at junior high school i study english there. Now i take English department because my mother wants ... i hate it so much, because i feel... hard to study English. you know mem.....we live in makassar; everyday we speak bahasa...even bahasa makassar. Hahahaha... we dont have a time to practice our English. just when at school... itupun grammar terus.. i hate grammar... i can't memorize the form. Tapi maumi di apa mem, sudah terlanjurmi pilih bahasa Inggris.... mungkin nanti pindah jurusan saja.

Daniel, sutrisno and Gilang have the same mindset (fixed mindset). environment makes them give up easily and less motivation. They feel really unconfidence to learn more. They choose to move other departments or just stop studying about English instead learning autonomous like others do.

Does the students' mindset link to the learning autonomy?

Yes, the sample of the students' answers indicates that fixed mindset's students tend to be autonomous learners, they have a good view and they follow their positive view to pursue their goal. They keep learning what they do not know instead of giving up. They study not only in the class, but also find other ways to learn such as following an English club meeting (BPEC) and course, in contract, the fixed mindset avoid skill that they do not know, they give up easily and do not want to try

to study alone or following other trainings or course to understand what they do not know.

CONCLUSION

There is a significant difference between the fixed and growth mindset toward learning autonomy. The students who are fixed mindset only learn in the class, they are easily to give up and lack of motivation, i think, they should be motivated to learn more. Based on the Ushido (2009) statement, that motivation theories and practice must address the individuality of the learners as self-reflective agents, who bring unique identities, personalities, histories, motives and intentions to the social learning context.

To conclude, i personally believe that if the students have a growth mindset, they will be easier to face difficult situation in learning, they will try many ways to find a good solution. They will be an active learner to pursue their learning goal which leads to a good learning outcome.

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