



The Correlation Between Growth Mindset and Foreign Language Speaking Anxiety (FLSA) in Arabic Language Learning (A Study of Grade XII Religious Studies Student at Senior High School)

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Abstract

This study examined the relationship between growth mindset and foreign language speaking anxiety (FLSA) among Grade XII Religious Studies students at MAN 1 Banyuwangi. Using a quantitative correlational design, data were collected in 2025 from 37 students through Likert-scale questionnaires measuring growth mindset (based on Dweck's theory) and FLSA (adapted from the Foreign Language Classroom Anxiety Scale). Data were analyzed using descriptive statistics and Pearson Product Moment correlation after meeting statistical assumptions. The results indicated that students demonstrated a moderate to high level of growth mindset and a moderate level of FLSA. Correlation analysis revealed a significant positive relationship with strong effect size ($r = 0.720, p < 0.001$), indicating that higher growth mindset was associated with higher speaking anxiety. This finding contrasts with dominant studies reporting negative correlations between the two variables. In this context, the positive association may reflect facilitative anxiety, suggesting that students with stronger developmental beliefs experience heightened performance awareness rather than debilitating fear. These findings highlight the contextual complexity of the relationship between growth mindset and language anxiety and suggest the importance of integrating cognitive and emotional support in foreign language instruction.

1. Introduction

Arabic language learning in Indonesia continues to grow in response to increasing public awareness of its global and religious importance (Triandani et al. 2024). However, many students still experience difficulties in mastering the language (Sakdiah and Sihombing 2023). The main objective of Arabic instruction is to develop proficiency in the four language skills (Mahārat al-Lughah), with speaking (kalām) widely regarded as the primary indicator of mastery (Alhamdi and Afril 2025)

Students' difficulty in speaking does not stem solely from linguistic limitations such as vocabulary and grammar, but also from psychological factors (Amoah and Yeboah 2021; Wulandari et al, 2022; Toyibah and Ariani 2025). One of the most influential psychological barriers is Foreign Language Speaking Anxiety (FLSA) (Sepniwati et al, 2025). FLSA refers to feelings of tension and discomfort when learners are required to communicate using the target language (Malik et al. 2021; Fitriani et al, 2022; Postma 2025). In classroom contexts, this anxiety may manifest in avoidance of oral participation, low vocal expression, and withdrawal from interaction, ultimately affecting language acquisition and academic performance (Mu'in and Noortyani 2022; Dhureshavar 2025). Because of its impact, psychological approaches are needed to better understand how students respond to speaking challenges.

Theoretically, mindset theory developed by Dweck (2006) provides a framework for explaining how beliefs about ability influence emotional and motivational responses. A fixed mindset assumes that intelligence and competence are static traits, whereas a growth mindset views them as improvable through effort and strategy (Ulfah and Insaniyah 2023; Putri and Wilman 2023). In foreign language learning, a growth mindset may shape how students interpret speaking difficulties. Rather than perceiving mistakes as threats, learners with a growth mindset may see them as part of the learning process (Erta Mahyudin et al. 2025).

Previous studies generally report a negative correlation between growth mindset and language anxiety, suggesting that stronger growth beliefs are associated with lower anxiety levels (Ismaimuza 2025).. However, this dominant pattern does not fully explain contexts in which anxiety functions adaptively rather than debilitatively. In certain learning environments, anxiety may operate as facilitative anxiety an energizing form of tension that motivates preparation and performance (Susilowati 2022). Empirical research specifically examining this possibility in Arabic language learning, particularly in Madrasah Aliyah in Indonesia, remains limited. Thus, the existing literature leaves a gap regarding whether growth mindset consistently reduces anxiety or may, in specific contexts, coexist with adaptive forms of speaking anxiety.

Contextually, this study is situated within a madrasah environment where psycho-spiritual values influence students' interpretations of learning challenges. Qur'anic principles such as QS. Az-Zumar (39:53),

قُلْ يَا عِبَادِيَ الَّذِينَ أَسْرَفُوا عَلَىٰ أَنفُسِهِمْ لَا تَقْنَطُوا مِن رَّحْمَةِ اللَّهِ

the relevance of this verse emphasizes the prohibition of despair over mistakes, which is in line with the growth mindset view that mistakes are part of learning and improvement. Meanwhile, QS. Thaha (20:25–28)

رَبِّ اشْرَحْ لِي صَدْرِي وَيَسِّرْ لِي أَمْرِي وَاخْلُقْ عُنُقَةً مِن لِسَانِي يَفْقَهُوا قَوْلِي

My Lord open my chest and ease my task for me, and untie the knot in my tongue, that they may understand my speech.

the relevance of this verse which reflects a supplication for confidence in speech, align with perseverance and emotional regulation in learning (Nasrullah, Maya, and Jamroh 2025). These contextual elements provide a complementary background but do not replace established psychological frameworks of growth mindset and foreign language anxiety (Lou et al, 2022; Zhang et al, 2024).

Based on this theoretical and contextual foundation, this study addresses the gap by examining whether growth mindset is negatively correlated with FLSA, as dominant studies suggest, or whether a different relational pattern emerges in the madrasah context. The novelty of this research lies in identifying a significant positive correlation between growth mindset and FLSA in Arabic learning. Rather than contradicting prior findings without explanation, this result is interpreted as indicating the presence of facilitative anxiety within a psycho-spiritual educational setting.

This study aims to quantitatively analyze the correlation between growth mindset (independent variable) and Foreign Language Speaking Anxiety (dependent variable) among twelfth-grade students at MAN 1 Banyuwangi. It specifically examines the direction, strength, and statistical significance of this relationship. The findings are expected to contribute to psycholinguistic discussions concerning the interaction between cognitive beliefs and affective responses in Arabic language learning within a madrasah environment.

2. Method

This study employed a quantitative approach with a correlational design to examine the statistical relationship between growth mindset and Foreign Language Speaking Anxiety (FLSA). A quantitative design was selected because the study aims to measure variables objectively and test their relationship using numerical data (Kusumastuti et al, 2021; Rana et al, 2023). A correlational design was considered appropriate since the study sought to identify the direction and

strength of association between variables without manipulating or providing treatment to participants (Habib 2021; Prabowo et al. 2024).

The population consisted of all 12th-grade Religious Studies students at Madrasah Aliyah Negeri (MAN) 1 Banyuwangi in the current academic year (N = 37). Given the relatively small and accessible population, total sampling was applied, meaning all 37 students were included as research participants. This selection was based on the consideration that 12th-grade students had sufficient experience in learning Arabic, enabling them to reflect more consistently on their growth mindset and speaking anxiety (Kusumastuti et al. 2021; Azhari et al. 2023).

Data were collected using structured closed-ended questionnaires administered in a classroom setting during regular school hours. The average completion time was approximately 20–25 minutes, and the response rate was 100%. The growth mindset instrument was developed based on Dweck’s theory (2006), covering three dimensions: belief in the ability to develop, response to challenges, and attitudes toward mistakes and effort. The instrument consisted of 15 items measured on a 5-point Likert scale (1 = strongly disagree to 5 = strongly agree).

The FLSA instrument was adapted from the Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz, Horwitz, and Cope (1986), specifically focusing on the speaking-anxiety component in Arabic language learning. The adapted instrument consisted of 18 items measured on a 5-point Likert scale (1 = strongly disagree to 5 = strongly agree).

Before data collection, the instruments were tested for validity and reliability. Content validity was evaluated through expert judgment by two Arabic education lecturers and one educational psychology expert. Construct validity was examined using Pearson item-total correlation, with all items exceeding the minimum threshold ($r > 0.30$). The reliability analysis showed that the growth mindset scale obtained a Cronbach’s alpha coefficient of 0.87, while the FLSA scale obtained 0.89, indicating high internal consistency (Sihotang 2023; Wajdi et al. 2024).

To clarify instrument characteristics, the following table summarizes the measurement details:

Table 1. Instrument Characteristics and Psychometric Properties

Variable	Number of Items	Scale Range	Validity (r-value range)	Cronbach’s Alpha
Growth Mindset	15	1–5 Likert	0.42–0.78	0.87
FLSA	18	1–5 Likert	0.39–0.81	0.89

This table is typically placed at the end of the Instruments subsection, before the Data Analysis section, to enhance methodological transparency.

The data were analyzed using descriptive and inferential statistics. Descriptive analysis was conducted to determine the mean, standard deviation, and categorical levels (low, moderate, high) of growth mindset and FLSA. Categorization was based on mean score intervals using standard deviation criteria. Before hypothesis testing, prerequisite tests of normality and linearity were performed. Normality was assessed using the Kolmogorov-Smirnov test, and linearity was examined through ANOVA linearity testing (Hasan et al. 2025).

Inferential analysis was conducted using the Pearson Product-Moment correlation test with a significance level of 0.05. All statistical analyses were performed using SPSS version 26. Given that previous literature predominantly reports negative correlations between growth mindset and language anxiety, a positive correlation in this study was interpreted carefully within the framework of facilitative anxiety rather than maladaptive anxiety.

Prior to data collection, permission was obtained from the school administration. Participants were informed about the purpose of the study and provided informed consent. Participation was voluntary, and anonymity was ensured by using coded responses without identifying personal information.

3. Result

Correlation between Growth Mindset and Foreign Language Speaking Anxiety (FLSA)

Descriptive statistical tests were conducted as a preliminary step to understand the general characteristics of the research data. The results of the descriptive tests are presented using SPSS 26 as follows.

Descriptive Test Results					
	N	Minimum	Maximum	Mean	Std. Deviation
GM	37	28.00	47.00	37.5676	4.16027
FLSA	37	21.00	41.00	31.0000	5.16398
Valid N (listwise)	37				

Based on Table 2, all 37 respondents were included in the analysis. The Growth Mindset instrument consisted of 15 items with a possible score range of 15-75 (theoretical midpoint = 45). The obtained mean score (M = 37.57) falls below the theoretical midpoint, indicating that students demonstrated a moderate level of growth mindset rather than a high level.

The FLSA instrument consisted of 18 items with a possible score range of 18-90 (theoretical midpoint = 54). The mean score (M = 31.00) is considerably

below the midpoint, indicating that students experienced low to moderate levels of speaking anxiety. The standard deviation values (GM = 4.16; FLSA = 5.16) suggest moderate variability, indicating that responses were relatively homogeneous across participants.

Shapiro Wilk Normality Test Result

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
GM	.144	37	.050	.961	37	.224
FLSA	.106	37	.200*	.967	37	.344
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

Because the sample size was fewer than 50 participants, interpretation was based on the Shapiro–Wilk results. The significance values for Growth Mindset ($p = 0.224$) and FLSA ($p = 0.344$) are greater than 0.05. Therefore, both variables are normally distributed, satisfying the assumption required for Pearson correlation analysis.

Additionally, the linearity test (Sig. Deviation from Linearity = 0.335 > 0.05) confirmed that the relationship between the two variables is linear. No extreme outliers were identified based on standardized residual screening (± 3.00 criterion).

Hasil Uji Korelasi Pearson Product Moment

Correlations			
		GM	FLSA
GM	Pearson Correlation	1	.720**
	Sig. (2-tailed)		.000
	N	37	37
FLSA	Pearson Correlation	.720**	1
	Sig. (2-tailed)	.000	
	N	37	37

After all assumptions were met, Pearson Product–Moment correlation analysis was conducted. The results indicate a statistically significant positive correlation between Growth Mindset and FLSA ($r = 0.720, p < 0.001$). Based on commonly accepted interpretation criteria, a coefficient between 0.60–0.79 indicates a **strong correlation**. To further examine the magnitude of association, the coefficient of determination was calculated:

$$r^2 = 0.720^2 = 0.518$$

This indicates that approximately **51.8% of the variance in FLSA scores is statistically associated with variance in Growth Mindset scores**, representing a large effect size. **95% Confidence Interval**

Using Fisher's z-transformation, the 95% confidence interval for the correlation coefficient was calculated as:

$$95\% \text{ CI } [0.52, 0.85]$$

Because the entire confidence interval is above zero, this further confirms that the positive relationship is statistically robust.

Scatter Plot Visualization

To visually examine the relationship, a scatter plot was generated.

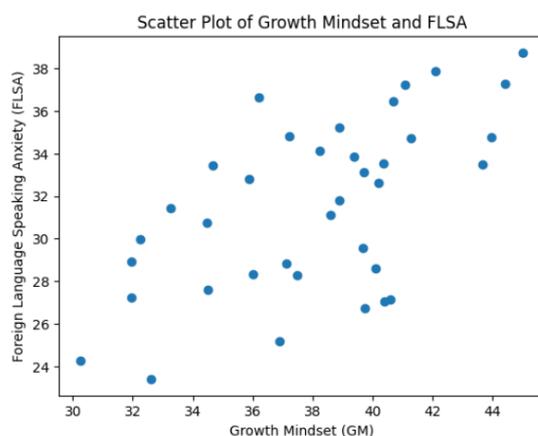


Figure 1. Scatter Plot of Growth Mindset and FLSA

The scatter plot shows an upward linear trend, supporting the statistical finding of a strong positive correlation between the two variables.

4. Discussion

This study found a strong positive correlation between Growth Mindset and Foreign Language Speaking Anxiety (FLSA), indicating that students with higher growth mindset scores also tended to report higher levels of speaking anxiety. While the descriptive findings showed moderate growth mindset and moderate anxiety levels, the key contribution of this study lies in the direction and strength of the relationship between the two variables.

Most previous studies have reported a negative correlation between growth mindset and language anxiety (Barber 2021). Hejazi et al, (2023) found that students with stronger growth mindset beliefs tended to experience lower levels of FLSA. Similarly, Amini (2025) and Liang (2022) concluded that growth mindset contributes to reduced academic anxiety.

In contrast, the present study identified a strong positive association ($r = 0.720$). This discrepancy suggests that the relationship between growth mindset and language anxiety may not be universal but context-dependent.

One possible explanation relates to performance orientation. Students with a high growth mindset may set higher personal standards for improvement. In such cases, anxiety may emerge not as fear of failure but as heightened performance awareness (Ally 2023; Elliot and Sommet 2023). This interpretation aligns with Twitchell et al. (2025) concept of facilitative anxiety, which posits that anxiety can function as motivational arousal rather than debilitating fear.

The research was conducted in a religious-based secondary school (madrasah), where Arabic is not only an academic subject but also closely associated with religious identity and sacred texts. This dual function may intensify students' sense of responsibility when speaking Arabic.

In this context, students with stronger growth-oriented beliefs may feel a greater obligation to perform accurately and respectfully. Therefore, anxiety may reflect emotional investment rather than incompetence. This contextual factor may partly explain why the findings differ from studies conducted in secular or general educational settings.

The descriptive results indicated moderate levels of FLSA. This level should not automatically be interpreted as problematic. Moderate anxiety may represent an optimal level of alertness that encourages preparation and engagement. However, without longitudinal data, it cannot be concluded whether this anxiety consistently supports or hinders performance.

It is also possible that the instruments function differently within this specific cultural and institutional context. Although the scales demonstrated high internal consistency, self-report measures may capture perceived responsibility or performance concern alongside anxiety. Therefore, the positive correlation may reflect overlapping motivational and affective dimensions.

The findings suggest that strengthening growth mindset alone may not automatically reduce speaking anxiety. Therefore, teachers in Arabic language classrooms should design structured speaking activities with gradually increasing levels of difficulty to help students build confidence progressively. Providing process-oriented feedback rather than emphasizing performance comparison may also reduce excessive evaluative pressure. In addition, normalizing speaking mistakes as a natural part of language development can foster a psychologically safe learning environment. Reflective activities may further support students in regulating performance-related tension and interpreting anxiety as a manageable emotional response. In madrasah contexts, integrating supportive religious values that frame mistakes as part of personal growth rather than moral failure may reinforce adaptive emotional responses toward speaking challenges.

Several limitations must be acknowledged. First, the sample size was relatively small ($N = 37$), limiting generalizability. Second, data were collected from

a single institution, which restricts contextual diversity. Third, the correlational design does not allow causal inference. Fourth, reliance on self-report questionnaires may introduce response bias. These limitations indicate that the findings should be interpreted cautiously.

Future research should involve larger and more diverse samples across multiple schools to enhance generalizability. It would also be valuable to examine potential gender differences in the relationship between growth mindset and speaking anxiety, as affective responses to language learning may vary across demographic groups. In addition, employing mixed-method designs could provide deeper qualitative insights into students' emotional experiences and clarify how growth mindset interacts with anxiety in classroom settings. Finally, longitudinal studies are recommended to determine whether facilitative anxiety contributes to long-term improvement in speaking performance over time.

5. Conclusion

This study concludes that there is a significant positive relationship between Growth Mindset and Foreign Language Speaking Anxiety (FLSA) in Arabic language learning among Grade XII Religious Studies students at MAN 1 Banyuwangi. The Pearson Product Moment analysis demonstrated a strong positive correlation, indicating that students with higher growth mindset scores tended to report higher levels of speaking anxiety. While students showed a high level of Growth Mindset, their anxiety levels were in the moderate category, suggesting that strong developmental beliefs may coexist with performance-related tension.

These findings provide a unique contribution to the literature by highlighting that positive cognitive beliefs do not automatically reduce anxiety. In this context, a strong growth orientation may be accompanied by heightened emotional responsibility toward performance. This suggests that facilitative forms of anxiety may emerge when students perceive speaking tasks as meaningful and academically important.

However, the findings should be interpreted with caution. The study involved a relatively small sample ($N = 37$) from a single madrasah and focused only on one grade level and academic track, which limits generalizability. In addition, the correlational design does not allow causal conclusions, and the use of self-report measures may introduce response bias.

Practically, strengthening growth mindset remains relevant, but it should be accompanied by structured emotional management strategies. Teachers may implement gradual speaking exposure, process-oriented feedback, reflective emotional regulation activities, and classroom norms that frame mistakes as part of learning rather than failure. Curriculum adjustments that balance performance expectations with psychological safety may help ensure that anxiety remains facilitative rather than debilitating.

Future research involving larger and more diverse samples, as well as longitudinal and mixed-method approaches, is recommended to further examine the complex relationship between growth mindset and language anxiety across different educational contexts.

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