

**THE USE OF MENTORING IN UPLIFTING EFL STUDENTS'  
SELF-REGULATED LANGUAGE LEARNING IN SPEAKING**



**RESEARCH PAPER**

submitted in partial fulfillment of the requirements for the degree of  
Sarjana Pendidikan of English Education Department

by

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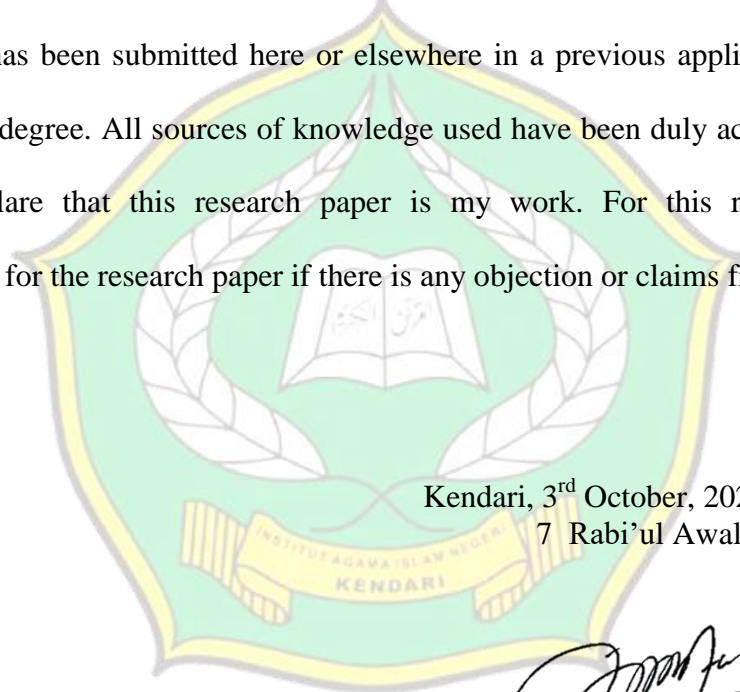
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Kendari, October 3, 2022

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## ABSTRACT

Tita Muchlisha. NIM. 19010106074. “The Use of Mentoring in Uplifting EFL Students’ Self-Regulated Language Learning In Speaking.” Supervised by: Abdul Halim, M.TESOL and Suhartini Syukri, S.Pd.I., S.Pd., M.Pd.

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This study examined the use of mentoring programs on EFL students’ speaking as a strategy utilized in their self-regulated language learning processes. Qualitative methodology was employed in this research. The study involved 15 EFL students from different semester levels in the academic year 2021/2022 at one of the higher education institutions in Southeast Sulawesi who participated in an extracurricular mentoring program with at least 3 meetings. Data were collected from students’ written reflections using Google Forms, which were then distributed through a WhatsApp Group. The researcher analyzed the data using thematic coding. The analysis revealed significant positive changes in students’ self-regulated learning through mentoring, including expanding ideas, enriching vocabularies, building critical thinking, developing self-confidence, enhancing motivation, increasing awareness of learning, and creating a positive mindset. This study suggests that both teachers and students should consider implementing mentoring as an effective strategy for fostering a more independent approach to developing self-regulated learning in a speaking context.

Keywords: learning speaking; mentoring; self-regulation



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