

CHAPTER I

INTRODUCTION

This paper is intended to examine the impact of mentoring programs on EFL students' speaking as a strategy utilized in their self-regulated language learning processes. This chapter introduces the study, including a discussion of its background, scope, research question, purpose, significance, and definitions of key terms.

1.1 Background of the Study

Research related to self-regulation has begun to develop since the emergence of the concept in the 1970s (Allwright, 1988, Littlewood, 1999; Kizil & Savran, 2018). This concept first appeared in the field of psychology related to student motivation in the learning process. Although this concept has been around for a long time, the term self-regulation is a new term that emerged when Albert Bandura initiated social cognitive theory in the 1980s (Bandura, 1997). The theory he initiated states that humans are the result of a causal structure that is interdependent on personal aspects, behavior, and environment. Thus, this theory has become the basis of many concepts used by people to develop independent learning.

In this case, the concept of self-regulation emphasizes the individual role of students in exercising self-control in the learning process independently without depending on others. This concept became increasingly popular in the

1989s when more and more people realized that self-regulation is an amusement to answer the question of how students undeviating their own learning processes independently (Zimmerman, 1989). Thus, the idea of this concept which initially appeared in the field of psychology (Schunk & Zimmerman, 1998; Zimmerman & Schunk, 2001), then began to expand in other different fields.

In this regard, linguistic education is one of the fields that are beginning to be interested in the application of the concept of self-regulation in the learning process. People's interest in implementing the concept of self-regulation in language learning and teaching began when Holec in 1979 wrote about Autonomy and foreign language learning (Chan, 2015; Holec, 1981). Basically, the development of the application of the concept of self-regulation in the field of linguistic education is a natural thing to happen along with its development, given the many benefits offered by this concept. This is like the many studies that gave birth to notions that later explained that self-regulation is becoming an essential strategy to study the language (Benson & Voller, 2014; Tsai, 2019; Uztosun, 2017).

In regards to the statement above, research related to self-regulation in English language learning has been widely developed around the world with various research focuses. One focus that has been explored in many studies that have been carried out related to self-regulation is the use of technology in the learning process (Chien, 2016; Ding & Shen, 2019). In this focus, the information extracted is in the form of the influence of the use of technology on the self-regulated implementation process in the learning process. In addition, other

research on self-regulation also tries to look at other aspects, namely the beliefs that students have regarding the implementation of this strategy (Ozan, 2015; Ewijk, 2013).

As though, most of the research conducted related to self-regulation in the context of education shows a positive impact. As Kistner (2015) found that self-regulation is considered as an effective strategy that gives a positive contribution to the students' academic achievement. In addition, self-regulation is also considered a useful strategy to build autonomous students and long life learning (Bell & Kozlowski, 2008; Ifenthaler, 2012). Thus, this self-regulation strategy can be considered to be applied in an effort to overcome the issues faced by students in their learning process.

In this regard, there are some educational issues which encourage the implementation of this self-regulation. As research from Chuang (2010) which revealed that students usually get anxiety when they would speak in a presentation. This happens because of certain factors that may come from the personal students themselves. The level of anxiety that students have when speaking English affects their language learning process and performance (Asif, 2017). Therefore, self-regulation is here to provide effective learning strategies so that students avoid such problems.

Moreover, research related to self-regulation in Indonesia itself as a technique used in learning and teaching has been carried out since the 1997s (Panen & Sekarwinahyu, 1997). During the time, research related to self-regulation continues to grow and expands to the wider world of education.

However, self-regulation research in the field of psychology is the most significant in its development (Alhadi & Supriyanto, 2017; Azmi, 2016; Rosito 2018; Armelia & Ismail, 2021; Ellianawati, 2012).

However, the development of research related to self-regulation in the field of linguistic education is also unavoidable. Related to this, there is a study from Putra & Latifah (2018) which initiated research related to the implementation of self-regulation for students at universities. In addition, Ariyanti, Fitriana, & Pane (2018) and Yulanda (2013) conducted research related to self-regulation in the field of language in Indonesia by focusing on the influence and importance of implementing self-regulation in the field of education.

On the other hand, recent studies on self-regulated learning in Indonesia incline to discuss about the implementation and the benefits of applying self-regulated in language learning. Here, self-regulated learning has not been expansively investigated in Indonesia, particularly focusing on the use of mentoring to improve self-regulated language learning in speaking. For this reason, this research focus on using mentoring to improve EFL students' self-regulated learning in speaking by utilizing reflection to collect data from participants in one of higher education institutions in Southeast Sulawesi.

1.2 Scope of the Study

This study only focuses on what the impact students gain after enrolling in the mentoring program on their self-regulated learning in speaking. Thus, this

study explored the use of mentoring in enhancing EFL students' self-regulated language learning in the English Education Department at one of the higher education institutions in Southeast Sulawesi.

1.3 Research Question

The research question of this study is: "What are the impact of mentoring in EFL student's self-regulated language learning on speaking?"

1.4 Purpose of the Study

Based on the research question, this study aims to discuss the use of mentoring programs in affecting EFL students' self-regulated language learning as a strategy used in their language learning processes.

1.5 Significance of the Study

This research presents the essential explanation. This study offers important theoretical and practical insights. In terms of theoretical insights, the result of this study could be a scientific contribution in the field of English Education. It also provides ideas about the benefits of using mentoring on self-regulated learning gain by the students in speaking context. Thus, this study could be a reference for those who want to investigate the use of mentoring on students' self-regulated learning in speaking.

Moreover, this study could be beneficial for many parties in educational fields, particularly in language learning. For students, this study could help them

to find an effective strategy that could be used in the case to improve their academic achievements. As a result, students could have knowledge about the positive impact of using mentoring in boosting their self-regulated learning. Therefore, this study also has a role in helping teachers integrate mentoring program as one of the strategies in teaching. This means that the teachers could regard introducing mentoring on self-regulated language learning to students as an effective way to help them gain better motivation and achievement in learning.

1.6 Definition of Key Terms

Based on the purpose of the study, the researcher defines several key terms used in this study, such as:

Self-Regulated Language Learning: In this research, it is regarded as a concept of a learning method that emphasizes the role of individuals in exercising control over their own learning process. In terms of self-regulated learning, students take responsibility for their own learning, maintain their motivation in learning, manage their time well, and find an effective way to encounter difficulties in their learning process. Moreover, self-regulated learning is basically a complex learning concept where the involvement of teachers or mentors in this learning model cannot be eliminated, assessing the teacher's own role in guiding appropriate strategies in implementing self-regulation.

Mentoring Program: This research is convinced that learning styles and strategies collaborated by students and researcher help students develop their

potential in the process of learning to speak. Through mentoring, students can learn effectively to improve their self-regulated learning in speaking skills.

