

CHAPTER II

LITERATURE REVIEW

This chapter is divided into two parts. Part 1 presents and discusses the three theoretical frameworks that guide and inform this study. These frameworks are discussed at the beginning of Chapter 2 since many of the studies reviewed in Part 2 use these theoretical frameworks and models. Part 2 presents a critical review of the literature about self-regulated learning, the use of mentoring, and speaking skills.

2.1 Theoretical Framework

This chapter contains of the theories which is used as guidance of the analysis. It contains one main theory and one supporting theory of self-regulated learning, the use of mentoring, and English speaking skills.

2.1.1 Self-regulated in Language Learning

A numerous researchers state that students should be able to regulate their own learning for many reasons. For example, self-regulated learning provides a positive impact on learning outcomes (Pintrich, 2000) as it helps students to monitor their motivation and behavior in learning (Pradana, 2021). Therefore, the regulation of learning is considered as one of fundamental requirements for the successful achievement of academic skills and contexts, and moreover in life-long learning (Ferreir, Simão, Da Silva, 2015).

Since its emergence in the 1970s, the definition of self-regulated learning comes from variety theories. In this term, Tsai (2019) stated that self-regulated learning refers to a person's ability to direct their own learning, to understand the way to optimize their learning opportunities, and to manage their own learning processes. By referring to this understanding, it can be concluded that self-regulated in language learning is the ability of students to control and manage their learning process independently. Apart from this, Artelt, Demmrich, & Baumert, (2001) also revealed that self-regulation is also considered as a complex process that includes cognitive, metacognitive, and motivational aspects of learning.

According to Lee, et al (2014), self-regulation contains three socio-cognitive phases which include planning, monitoring, and evaluating. By taking this action, students can have a good plan by determining in advance their goals in learning, have the opportunity to realize the plan, and conduct an independent evaluation of their learning process (Zimmerman, 2000). Thus, the student learning process by applying self-regulation provides better opportunities for students to develop more effectively in their learning process.

Since it is considered an essential objective in the field of foreign language learning (Benson & Voller, 2014), the concepts of self-regulated learning have proposing excessive prospective in case to explore students' learning progress independently (Bokaerts & Cacallar 2006; Perry, Hutchinson, & Tauberger 2008; Schunk & Zimmerman 2008). Students do a self-direction with a complex and recurring process which they set a goal for their learning process (Pintrich 2000;

Zimmerman 2000; Zimmerman & Schunk 2001), and students also create several self-motivational beliefs at the same time (Zimmerman & Moylan 2009).

Although the concept of self-regulated learning emphasizes the individual role of students to regulate their learning process, this does not spontaneously make students lack support from the teacher. Little (1995) and Jones (2011) actually give the view that self-regulation is able to create an interdependence relationship between teachers and students. This happens because students are not fully able to apply self-regulated learning independently without being provided with strategies to control their learning independently (Zhao, 2016). In addition, the attachment of self-regulation with students' learning motivation also shows that teachers play a major role in the students' self-regulation process because they can have an influence on students' learning motivation (Ayan, 2015; Moskovky, 2013)

Moreover, students' learning, academic success, and persistence in students' studies are highly interrelated with self-regulation (Intrich & DeGroot, 1990). Therefore, in the language learning process, self-regulation is considered to have a significant influence so that it needs to be implemented as a learning method to support the development of students' learning processes. As Rafiee, Pazhakh, and Gorjian (2014) found that in the learning process, learners' proficiency level has a close relationship with self-directness which is the concept of self-regulation, especially in the field of speaking. In this term, the application of self-regulation involves several processes involving autonomy, learning strategies, metacognition,

and self-management (Benson, 2011; Cohen, 2011; Vandergrift & Goh, 2012; Dörnyei & Ushioda, 2011).

Considering speaking as a prominent area in foreign language learning, practicing self-regulated learning in class can help students to manage and monitor their speaking ability (El-Sakka, 2016). Mahjoob (2015) state that training self-regulation on students increase their understanding of their own capabilities and encourage them to speak English more enjoyable and fruitful. It can be said if the learners have self-regulated learning, he/she may use to manage his/her condition when he learn. For example she/he will use positive-talk strategies to overcome his/her anxiety when speak English (e.g., “I’m doing well”, “Don’t think about what people said”, etc.). In addition, students have the opportunities to maintain their language skills by applying the self-regulated learning through mentoring program.

2.1.2 The Effectiveness of Mentoring in Self-Regulated Learning

Mentoring plays a significant role in enhancing students' self-regulation, making this topic a fascinating area for deeper exploration. Various studies have examined the influence of mentoring on self-regulated learning (SRL). Notably, Tolan, Patrick (2014) and Perry, B. D. (2006) conducted research that focused on the impact of mentoring in SRL. Their findings revealed that mentoring has a positive effect on students' ability to self-regulate, especially in the context of improving speaking skills.

Tolan et al. (2014) explored how mentoring contributes to developing students' self-regulatory behaviours, such as goal-setting, monitoring progress, and reflecting on

their learning strategies. This study highlighted that students who received mentoring demonstrated better control over their learning processes and a clearer understanding of how to improve their speaking abilities through self-directed efforts.

Similarly, Perry (2006) emphasized the role of mentoring in fostering self-regulation in students. Their research found that mentoring helped students develop greater awareness of their learning needs in speaking and provided structured guidance in overcoming specific challenges. Mentoring not only offered practical speaking techniques but also cultivated the students' ability to independently manage their learning.

In both studies, mentoring significantly enhanced students' speaking skills by encouraging them to upgrade their ideas, enhance vocabularies, build critical thinking and confidence, develop awareness and motivation, and apply self-regulatory strategies effectively. These findings suggest that mentoring can be a crucial tool for developing self-regulation, particularly in areas like speaking, where confidence and continuous improvement are essential.

2.1.2.1 The Benefit of Mentoring in Upgrading Ideas

Mentoring programs provide learners with opportunities to develop and express their ideas more effectively. As learners are consistently encouraged to engage in regular reading and note-taking, they gradually enhance their ability to analyze, connect, and elaborate on the ideas they encounter. This continuous practice

not only sharpens their critical thinking skills but also strengthens their capacity to articulate their thoughts in a more structured and coherent manner.

Furthermore, as learners' ability to elaborate on their ideas improves, they become more confident and willing to speak. This process aligns with the findings of Li (2018), Irsyadella (2020), and Nurjannah (2021), who found that the development of students' idea elaboration positively influences their English-speaking skills. The more students engage in exploring and organizing their thoughts, the more prepared they are to express themselves clearly when speaking English.

Additionally, through the process of idea elaboration, students gain broader perspectives, allowing them to respond more thoughtfully during conversations in English. This increased understanding and insight enable learners to better engage in discussions, respond effectively, and contribute meaningfully in English-speaking situations. As a result, mentoring not only builds speaking confidence but also deepens the students' overall ability to communicate with greater fluency and relevance.

2.1.2.2 Vocabulary Acquisition

Chen (2019) emphasizes that acquiring English vocabulary forms the foundational basis for learning English as a foreign language (EFL). Vocabulary acquisition is essential for learners to build proficiency in the language, as it underpins both comprehension and communication skills. However, this process of learning new words is often long, repetitive, and can become monotonous. Without

strong motivation or effective learning strategies, many learners struggle to maintain consistent progress and may eventually lose interest or give up on expanding their English vocabulary.

To address this challenge, mentoring programs have emerged as a valuable approach. These programs provide personalized guidance and support, helping learners tap into their potential by teaching them how to acquire vocabulary more effectively and how to stay motivated throughout the process. Through mentoring, learners are not only introduced to more engaging and productive vocabulary learning methods, but they are also encouraged to develop self-regulation skills. Over time, these self-regulation skills enable learners to take ownership of their learning, making them more independent and motivated to continue improving their vocabulary without constant external support. Thus, mentoring plays a crucial role in guiding learners through the often difficult process of vocabulary acquisition, offering both the strategies and encouragement needed to sustain long-term learning.

Moreover, self-regulation in the learning process of English as Foreign language through mentoring offers significant benefits for student development. In this regard, several studies have shown that mentoring can enhance students' vocabulary acquisition (e.g. Hsieh, 2019; Teng, 2020; Wang, 2019). In line with Roger (2018) revealed) that what learners need during the process of vocabulary development is to be directed and guided by their tutor to manage study time in order to optimize the learning both inside and outside of the classroom. In other words,

through mentoring section, it helps participant develop their vocabulary mastery without having to go through the memorization process.

As the primary basis for learning English as a foreign language (Min, 2008), vocabulary acquisition has a great influence on students' speaking skills. This is also expressed by Brown (1994) which states that learning performance can be improved through communicative language teaching which also focuses on vocabulary acquisition. In this case, Plonsky (2011) in his research revealed that students who consciously want to learn vocabulary tend to be able to pay more attention to conversations and can learn more easily through context.

2.1.2.3 Critical Thinking Development

Self-regulation, as a learning concept, plays a pivotal role in fostering the development of student's critical thinking skills. It enables students to take control of their learning process by setting goals, monitoring their progress, and adjusting their strategies. According to Boekaerts, Pintrich, and Zeidner (2000), critical thinking is essential for students to develop effective speaking skills, and self-regulation helps facilitate this growth. To enhance their critical thinking and improve their speaking abilities, students must actively engage in regular speaking exercises, both independently (such as self-talk or practicing in front of a mirror) and with others (such as in conversations or group discussions). This consistent practice helps students become more reflective and analytical in their speech, contributing to clearer, more structured communication.

However, despite the recognized importance of self-regulation and critical thinking in improving speaking skills, Burston (2015) highlights a concerning gap. His research reveals that many students still exhibit a low level of critical thinking during speaking activities. This suggests that while students may be practicing speaking, they are not necessarily engaging in the deeper, reflective thinking that leads to significant improvements in their communication. This indicates a need for more targeted approaches, such as mentoring or specific critical thinking training, to ensure that students not only practice speaking but also develop the ability to think critically and articulate their ideas more effectively.

Meanwhile, various studies have proven that critical thinking is one of the fundamental things for the development of students' speaking abilities (e.g. Suzuki, et al, 2019; Kasprowicz et al., 2019; Nakata & Elgort, 2020). The benefits of mentoring itself can be seen in its self-regulated learning that helps students to improve one's critical thinking when speaking English. So, this action help them have good ideas even though the speaking is not fluent. In this case, students have the opportunity to review their reading every time they practice speaking so that they can increase critical thinking and support their speaking skills to be even better.

2.1.2.4 Increasing Self-Confidence in Speaking

Self-confidence is widely recognized as one of the most significant challenges students face when it comes to speaking, particularly in a foreign language context. According to Fulton (2018) and Galbraith (2016), many students struggle with

speaking due to a lack of confidence, which is often tied to feelings of fear and anxiety. These emotional barriers can severely limit a student's ability to express themselves, despite having the necessary language skills.

A mentoring program offers a practical solution to this issue by providing students with a supportive and engaging environment where they can gradually overcome their fear of speaking. Through fun and interactive activities, mentors can create a safe space for students to practice speaking without the pressure of judgment or failure. This helps students build confidence in their abilities over time, making the process of speaking less daunting.

As noted by Ozdemir, Papi, and Suliyati (2021), self-confidence plays a crucial role in helping students rise above their fear and anxiety, enabling them to speak English more comfortably. Self-confidence is not just a psychological trait but an essential skill closely tied to successful communication. It allows students to express their ideas clearly and engage more freely in conversations. Light (2001) further emphasizes that self-confidence is particularly important in speaking because of its close connection to social interaction, which is fundamental to human relationships.

In essence, developing self-confidence through mentoring profoundly impacts students' overall speaking abilities. As students grow more confident, they become more willing to engage in conversations, take risks, and articulate their thoughts without the fear of making mistakes. This newfound confidence allows them to

communicate more effectively, as they can express themselves with clarity and assurance.

According to Pitura (2021), in terms of speaking, mentoring can lead students to become braver in conveying their ideas and understanding their potential to speak English. Then, they can continue to do something like that regularly. Therefore, they are generally successful in the classroom and are not afraid to make mistakes in learning. Through this, students can evaluate the knowledge that they will discuss when speaking at the time of self-regulation so that the content they convey can be more focused later.

Furthermore, mentoring encourages students to engage in self-regulation—a key component of independent learning—by allowing them to evaluate their own understanding of the material before participating in discussions. Through this process, students can critically assess the knowledge they intend to share, enabling them to focus their thoughts more effectively and convey their ideas more clearly and precisely. As a result, they are better prepared to participate in meaningful conversations, enhancing both their language proficiency and their overall academic performance.

2.1.2.5 Enhancing Motivation in Learning

Previous studies, such as those by Hwang, Hsu, Lai, & Hsueh (2017), Juklová (2013), and Noels, Pelletier, Clement, & Vallerand (2000), have consistently demonstrated that self-regulation in learning is closely linked to students' learning motivation. In other words, students who are more self-regulated tend to exhibit

higher levels of motivation, which drives them to engage more actively in their learning. This is because self-regulation involves the ability to set goals, plan, monitor progress, and reflect on learning, all of which are key factors that help students stay motivated and committed to their academic goals.

A key factor in this relationship is the presence of metacognitive processes in self-regulated learning. These processes include students' awareness of their own learning strategies, their ability to monitor their performance, and their capacity to make adjustments when necessary. As students develop these metacognitive skills, they become more capable of controlling their own learning, which naturally fosters a stronger sense of motivation.

Thus, the metacognitive aspects of self-regulation—such as self-awareness, goal-setting, and reflective thinking—create a dynamic connection between motivation and self-regulated learning. Students who can effectively manage their learning are more likely to stay motivated, and in turn, their motivation further enhances their ability to regulate their learning processes. This cyclical relationship highlights the importance of integrating both motivation and self-regulation in the learning process.

Moreover, research from Schunk (2014) revealed that students' learning motivation can affect their self-regulation journey, where students could be better trained in self-regulation when they have a high learning motivation. With this, building motivation to learn should be an obligation that students need to do before implementing self-regulated learning.

Thus, the results of research from Harari (2020) regarding the relationship between students' motivation and self-regulation show that, in general, students' learning strategies are strongly influenced by their learning motivation. This is then supported by another study conducted by Cleary & Platten (2013), which showed that high learning motivation helps students obtain good academic achievement. Therefore, high motivation in learning also helps students to be able to increase good self-awareness for their learning process. Through this, they can have good control over their learning process, leading to positive academic outcomes (Kayacan & Sonmez Ektem, 2019).

2.1.2.6 Learning Awareness of Self-Regulated Learning

Increasing awareness of learning is a critical factor in effectively applying self-regulation, and this can be significantly enhanced through intensive mentoring. Mentoring not only guides students in mastering self-regulated learning but also broadens their perspective on how different aspects of life influence their learning. For instance, when teaching students about self-regulation, it can be beneficial to link it to broader concepts such as maintaining a healthy lifestyle. Understanding how physical and mental well-being directly impacts one's ability to regulate their learning habits allows students to develop a more holistic approach to their academic growth. This correlation helps them see how various life choices, such as proper nutrition, sleep, and exercise, affect their ability to stay motivated, focused, and engaged in the learning process.

In line with this, numerous studies have explored the effects of mentoring programs on students' awareness in learning. Research by O'Dowd et al. (2020) and Sudargini & Purwanto (2020), for example, highlights the positive impact of mentoring on students' ability to develop greater awareness of how they learn. These studies found that mentoring classes not only introduced students to self-regulation but also fostered their ability to connect learning strategies with other areas of life, thus deepening their perspective skills. As a result, students gained a more comprehensive understanding of the factors influencing their learning, leading to improved self-regulation practices.

Thus, the results of research from O'Dowd R., et. al., (2020) showed that having good awareness by students in the learning process tends to lead them to have high motivation to learn. This is then supported by another study conducted by Halim and Mustar (2016) with the study's results showing that high learning motivation helps students obtain good academic achievement. Therefore, high motivation in learning also helps students to be able to increase good self-awareness for their learning process. Through this, they can then have good control over their learning process that leads to positive academic outcomes (Kayacan & Sonmez Ektem, 2019)

2.1.2.7 Creating Positive Mindset

Mentoring activities play a crucial role in helping students cultivate a positive mindset toward the challenges they encounter in their learning journey. By fostering an optimistic outlook, students are better equipped to approach problems with

resilience and a constructive attitude. A positive mindset allows students to view setbacks not as failures, but as opportunities for growth and learning. This shift in perspective helps reduce stress, as students can focus on progress rather than perfection, and are able to maintain a sense of gratitude for their learning experiences and improvements.

Additionally, students who develop this positive mindset through mentoring are more likely to stay motivated and persistent in their learning efforts, particularly in areas like speaking, where anxiety and self-doubt are common obstacles. When students approach speaking challenges with a mindset of growth and possibility, they are less likely to feel overwhelmed and more inclined to practice and improve.

Several studies, such as Chien & Jong (2020), have examined the impact of a positive mindset on the development of students' speaking skills. These studies have found that a positive outlook significantly enhances the learning process, as students with a growth-oriented mindset are more confident, willing to take risks, and open to feedback. In turn, this fosters greater improvement in their speaking abilities.

Most studies showed a positive influence on the development of students' speaking skills and positive mindset. According to Tambunan, et. al. (2016) students who held positive mindset did much effort in practicing speaking because they had low language anxiety, high self-confidence, and high willingness to communicate. Thus, students can slowly learn to regulate and self-control the way they deal with problems in the world of education, especially in the context of learning speaking.

Finally, students who have difficulty overcoming problems related to their education can consider joining mentoring activities.

2.2 Previous Studies

In this research, experts have introduced copious learning methods for learning foreign languages. This method is expected to be more effective in helping students develop their learning process. For this reason, many studies have tried to show the advantages and disadvantages of a learning method. To that end, this section provides a general overview of the relevant studies related to the effectiveness of mentoring on self-regulated learning in speaking.

On top of that, self-regulated learning has been introduced as a learning method whose success in the learning process depends on the role of the individual who applies it (Tsai, 2019). In relation to learning English speaking, a research from Uztosun (2017) indicates that paying attention to the application of self-regulation inside and outside the classroom creates more opportunities for individual students to practice English speaking. Thus, it is very important for both teachers and students to create a self-regulation environment to make students comfortable in applying this method.

Parallely, Mohammadi (2020) also revealed in his research that self-regulation affects students' confidence levels with the involvement of cognitive and metacognitive aspects in the implementation process. Thus, students who implement self-regulated learning have the opportunity to gain good self-confidence when using

English. This is also based on Li (2017), who states that the use of learning models that involve cognitive and metacognitive, such as self-regulation, helps to optimize learning.

Another primary study is by Philips and Hutchinson (2006), which focuses on Mentoring student teachers to support self-regulated learning, presented that the current implementation of self-regulation can be done through mentoring. This is because the application of self-regulation through mentoring offers easy accessibility for students to ask what they do not understand (Sharples, 2013), so that they can learn well and efficiently. Therefore, both a teacher and a student can consider mentoring like this in regulating themselves to learn English.

Therefore, Rafiee, Pazhakh, and Gorjian (2014), in their research related to the role of self-directed in the development of speaking EFL students in Iran, showed that for students who are learning English speaking skills, there is a significant relationship between learners' proficiency level and learners' self-control. directed which is one aspect of self-regulation. In line with that, Hariri (2020) also found that proficiency in learning speaking through self-regulation is obtained because this concept has a positive influence on learning motivation related to students' affective and learning strategies. Thus, with the positive outcomes obtained by students with the implementation of self-regulation, this becomes an important strategy for developing students' English speaking skills (Oflaz, 2019).

In summary, this study, along with the related research, shares a common focus on examining the impact of mentoring within the context of self-regulated

learning. These studies collectively highlight how the integration of mentoring into self-regulated learning strategies can lead to notable improvements in students' learning experiences and outcomes. By providing a supportive framework through mentoring, students are able to take more control of their learning processes, which enhances their ability to manage challenges, seek clarification when needed, and ultimately improve their proficiency, particularly in language acquisition. Furthermore, the studies consistently underscore the importance of cognitive and metacognitive elements, which, when combined with mentoring, lead to more confident, motivated, and self-directed learners. This synergy between self-regulation and mentoring fosters deeper engagement with learning, better mastery of speaking skills, and increased self-confidence, making it an essential approach for educators aiming to optimize their students' academic development.

However, previous research on mentoring within self-regulated learning has not extensively addressed its specific impact on the development of English as a Foreign Language (EFL) students' speaking skills. Consequently, this study aims to fill this gap by providing a more focused investigation into the role of self-regulated learning in enhancing EFL students' speaking proficiency through a mentoring-based approach. By doing so, the study examines in greater depth how integrating mentoring in self-regulated learning can significantly improve EFL students' speaking abilities, contributing to a more comprehensive understanding of this pedagogical strategy.