CHAPTER IV

FINDINGS AND DISCUSSION

This chapter particularly presents the findings of the research with the description of the result of data collected through reflection form. It described the study result of the changes on student's self-regulated learning in speaking by using mentoring method. While in discusses part, the research explains the findings in details.

4.1 Findings

The findings present the result of data collection. This study aimed to find out whether there are the significance differences of the participants' self regulated learning in their speaking by using mentoring method. The data was obtained through reflection in google form. This research involved 15 participants who joined the mentoring class for four meeting.

After interpreting and analyzing data of participants' reflection through thematic coding, the researcher identified patterns and found that there are significant and positive changes on participants' self regulated especially in their speaking after mentoring. The improvement that participants experienced included the capability of expanding new ideas, enriching vocabularies, the development of critical thinking, the growth of self-confidence, and the rise motivation of the students. In addition, the impact on participants occurs not only in their knowledge but also in their perspective, such as the increasing learning awareness and the encouragement to create a positive mindset.

4.1.1   Expanding New Ideas

Speaking is an activity that requires ideas to communicate, and as a student at a higher level, they are obliged to respond to the questions when interviewed properly. Therefore, some participants perceived it as a former problem they experienced in learning speaking. It can be seen from their statement as follows:

> *"I don't have much ideas to speak English"* (P1)

> *"I can speak but I don't have many ideas to say when interview or*
>   *when I have been asked about some problem"* (P9)

Those statements showed that the participants actually have the ability to communicate appropriately. However, because they have no mentor who can guide them on expanding their ideas to speak English, which they can apply in their self-regulation learning, such as reading books and watching movies, they gradually begin to feel inferior. However, the problem was solved after several meetings with some material given by the researcher, as they acknowledged in their following statement:

> *"After attending the class, I got a lot of new knowledge, vocabulary,*
>   *and ideas. Now I can elaborate my ideas more when I get interview"*
>   *(P1)*

> *"I learn many new vocabularies and knowledge"* (P9)

> *"It helps me to develop my ideas to speak"* (P10)

> *"I can elaborate my ideas more than before"* (P12)

> *"I practice speaking independently using ideas that I have obtained*
>   *from reading or information I found"* (P13)

Based on the statement above shows that joining a mentoring session is helpful for them in elaborating their ideas about speaking English. Thus, they feel

more confident in speaking English because of the variations in the vocabulary they use in the speaking process after applying self-regulated learning. It also can be seen that through mentoring class, participants are encouraged to regulate their learning in speaking, for example, P10 and P14, who have practiced their speaking independently aside from the meeting.

Additionally, the mentoring sessions foster an environment that encourages participants to take charge of their own learning. For instance, P10 and P14, who are mentioned as examples, have taken the initiative to practice speaking independently outside of the formal mentoring sessions. This self-directed practice complements the mentoring they receive, reinforcing their speaking abilities and further enhancing their confidence and proficiency in English. Overall, the combination of mentoring support and self-regulated learning contributes significantly to their progress in speaking English.

To be highlights, participating in a mentoring session is advantageous for individuals who are working to articulate and refine their ideas about speaking English. This benefit arises because the mentoring sessions provide structured support and feedback, which helps participants better understand and organize their thoughts related to English communication. By engaging in these sessions, individuals gain insights and strategies for expressing themselves more clearly and effectively in English. This process not only aids in the development of their speaking skills but also enhances their ability to convey their ideas with greater precision and confidence.

4.1.2   Enrich Vocabularies

Regarding speaking, participants tend to be insecure about the range of their vocabularies. They end up focusing only on memorizing vocabulary and paying attention to grammar, which leads them to become tedious in speaking. Some participants have been aware of this.

"...I do not have much vocabularies to speak" (P1)

"...I have ideas, but I hardly express them since my vocabularies are limited." (P9)

"I think to be fluent in speaking I just need to read, take notes and memorize vocabulary and practice grammar but I often forget the word." (P15)

"Sometimes in certain situations, I feel cornered by myself because I feel like my grammar and vocabulary always stuck." (P2)

"I found it hard to speak because I lack of vocabulary" (P14)

Mostly, participants admitted that they were bored with monotonous conversations and were fixated on one topic because they did not have the various range of vocabulary, which also showed that their self-regulation was not trained well. Therefore, correlating vocabulary aspects when speaking is essential to increase students' self-regulation, such as taking notes. Through several mentoring meetings, some students have learned to enrich their vocabularies by looking for the synonym and related to the context.

Based on their answers, participants showed that in the process of the mentoring session, they acknowledged some of the benefits they gained in their following statement:

"...I got a lot of new knowledge, vocabulary, and ideas." (P1)

"... so it helps me broaden my vocabularies and encourage me to learn and speak." (P8)

"I learn many new vocabularies and knowledge" (P9)

"... and enrich the vocabulary that I think is not familiar then looking for the similarity of the words." (P13)

"I can improve my reading, vocabulary, and new knowledge" (P14)

"... I associate new words that I got from reading and relate it to other fields and not just from my point of view." (P15)

These statements showed that, through a series of mentoring meetings, some students have developed the skill of expanding their vocabulary by actively seeking synonyms and contextually relevant terms. A richer vocabulary helps students understand and interpret complex texts and conversations, improving their overall comprehension skills. This increased vocabulary knowledge can contribute to better performance in academic settings and more effective communication in both professional and social contexts.

Mentoring sessions can significantly aid students in enriching their vocabulary for speaking, which, in turn, supports the development of their self-regulated learning skills. During these sessions, students receive targeted guidance and feedback on their vocabulary usage, learning to incorporate a wider range of words into their spoken English. This expanded vocabulary not only improves their ability to express themselves more precisely and effectively but also enhances their overall communication skills.

Moreover, the process of actively learning and applying new vocabulary during these sessions encourages students to adopt strategies for self-regulation. For instance, they might set personal goals for incorporating new words into their speech, track their progress, and reflect on their use of vocabulary. This self-

regulated approach helps them become more aware of their learning process, adjust their strategies as needed, and take ownership of their language development. As a result, mentoring sessions not only bolster students' vocabulary but also foster important self-regulation skills that contribute to their long-term success in language learning.

4.1.3 Building Critical Thinking

The participants of this study also admitted that the benefits of mentoring sessions are really helpful to their mindset. It helps them to slowly build their critical thinking, which makes them have more open and global thought. They mentioned this in:

> *"I thought English is just about grammar when speaking without considering the context"* *(P2)*

> *"Previously, my thinking was very uncritical, broad, and narrow so I would immediately believe it when I heard or read something."* *(P3)*

> *"I never learn about something thoroughly and frequently believe hoaxes"* *(P6)*

The confessions of the participants above indicate that their mindset is still outdated. Additionally, they still have the habit of believing certain news without thoroughly evaluating it, which often leads to the potential spread of hoaxes. They also thought learning English was about grammar and structure and ignored the fact of the importance of context in their speaking. However, this issue has been mitigated through mentoring sessions, which have significantly contributed to the development of their critical thinking skills, as evidenced by their subsequent confessions.:

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> *"I became more critical of looking for other sources, looking at it from several points of view, then concluding it."* (P3)

> *"I experienced a rapid change in my ability to think broadly and critically."(P5)*

> *"I tend to think before acting, find out the truth first and then conclude, I don't feel easily provoked in anything."* (P13)

Mostly, Participants have acknowledged that the advantages of mentoring sessions are profoundly beneficial to their mindset and overall approach to various situations. For instance, S13 shared that, thanks to the mentoring, they have developed a more thoughtful and composed demeanor. This participant reported a notable change in their reactions to new information: rather than reacting impulsively or becoming easily provoked, they now tend to seek clarification and critically assess the information they encounter.

This shift in behaviour is a direct result of integrating self-regulation strategies learned during the mentoring sessions. By applying these self-regulation techniques, participants have begun to approach challenges and uncertainties with a more measured and reflective mindset. This growth in self-awareness and critical thinking contributes to their personal development, helping them navigate life's complexities with greater wisdom and resilience. Essentially, the mentoring sessions are not only enhancing their communication skills but also fostering broader cognitive and emotional skills that positively impact their daily lives and decision-making processes.

4.1.4 Developing Self Confidence

Another positive change gained by the participants of this study is the development of participant's self-confidence in speaking through self-regulated

learning. This case has been some problems for one of the participants in their answers as follows:

"I always feel anxious when speaking in front of many people" (P4)

"I was inferior in class. So many seniors were great and already fluent in English, so I felt nervous even when speaking. My voice was still shaking because I was not confident." (P7)

The participants' confessions reveal that their feelings of insecurity are largely influenced by their environment, suggesting that external factors play a significant role in their self-perception and confidence. This environment might include social pressures, past experiences, or negative feedback from others, which can contribute to a lack of confidence when speaking.

In this context, mentoring sessions focused on applying self-regulated learning techniques can be particularly effective in addressing these insecurities. By engaging in such sessions, participants learn to manage and overcome the external influences that contribute to their feelings of intimidation. These sessions provide them with strategies to build their confidence, such as setting personal goals, practising speaking in a supportive environment, and receiving constructive feedback.

As participants become more proficient in self-regulated learning, they are better equipped to approach speaking opportunities with a sense of empowerment rather than fear. They can develop a more resilient mindset, allowing them to speak freely and assertively without being unduly affected by others' opinions or the surrounding environment. In essence, mentoring sessions help participants transform their approach to speaking by fostering a stronger sense of self-assurance and reducing the impact of external pressures. This supporting

environment begins to increase participants' self-confidence as follows:

"I become more confident to speak and answer a question or interview" *(P6)*

"I am not afraid to be laugh by my friends again" *(P6)*

"I feel more confident and prouder of my result" *(P7)*

"It boosts my confidence in speaking" *(P11)*

"I trained to be braver to speak English" *(P13)*

The statements reflect how mentoring sessions can significantly enhance a participant's confidence in speaking situations, such as answering questions or participating in interviews. Through targeted practice and feedback, mentoring helps participants become more comfortable and prepared for various speaking scenarios, thereby increasing their self-assurance. Mentoring also helped the participant overcome fears related to peer judgment and potential embarrassment. By providing a supportive and non-judgmental environment, mentoring allows participants to practice speaking without the fear of ridicule, fostering a more positive attitude towards making mistakes and learning from them.

As participants see tangible improvements in their speaking skills and receive positive reinforcement, they develop a greater sense of pride in their accomplishments, which further boosts their confidence. The consistent practice, feedback, and encouragement provided in mentoring sessions help participants build a stronger self-belief in their speaking abilities, making them more confident in various speaking situations. Through regular practice and supportive guidance, participants learn to face their fears and become more willing to engage in English conversations, overcoming hesitation and self-doubt.

Overall, these statements collectively illustrate how mentoring sessions can

effectively enhance speaking skills by boosting confidence, reducing fear of judgment, fostering a sense of accomplishment, and encouraging bravery in using English.

4.1.5   Enhancing Motivation

Students often struggle with motivation when applying self-regulated learning (SRL), particularly regarding tasks like speaking. This challenge is evident in the experiences of participants in the research study. Before joining the mentoring sessions, a significant issue was a lack of motivation, especially in relation to speaking. One participant even mentioned that they had no motivation to learn at all, not just in speaking but in learning more broadly.

This lack of motivation can be a major barrier to effective self-regulated learning. Without the drive to engage with the material, students may find it difficult to set goals, monitor their progress, or reflect on their learning—key components of SRL. The mentoring sessions, therefore, played a crucial role in addressing this issue. By providing support, encouragement, and personalized feedback, the sessions helped participants find the motivation they were lacking. This shift in motivation likely significantly impacted their overall learning experience, making them more engaged and proactive in their educational journey. This can be seen from the participants statements:

"... I rarely studied nor did I read" (P9)

"I feel unmotivated practice my speaking independently" (P10)

"I don't think I can regulate my learning well and consistently" (P14)

The statements from the participants highlight the challenges they faced with self-regulated learning, particularly in maintaining motivation. This indicates a lack of engagement with learning activities, suggesting that P9 struggled with motivation to even begin studying or reading on their own. P10's difficulty in staying motivated to practice speaking independently reflects a common issue in self-regulated learning, such as lack of confidence in managing one's own learning process, a core aspect of self-regulated learning. Through the implementation of mentoring sessions, the participants of this study revealed several advantages that affect their speaking English ability, such as in their confession:

> *"However, after attending several meetings where I was given various kinds of material and did a review, it made me even more excited to learn by getting used to reading and watching." (P9)*

> *"I feel motivated to practice my speaking" (P10)*

> *"I feel motivated to study independently by reading and watching" (P13)*

> *"I become more excited to study"(P14)*

The participants' confession above shows that joining the mentoring class is useful to enhance their motivation to learn. Some of their effort in proving their motivation are habituated to reading and watching English content.

This reflects how the structured support and diverse materials provided during the mentoring sessions reignited P9's interest in learning. The variety of content and the opportunity to review it likely helped P9 develop new study habits, making reading and watching educational materials a regular and enjoyable part of their routine. Mentoring likely provided P10 with the encouragement and practical strategies needed to practice speaking regularly,

which helped overcome initial reluctance and sparked a newfound enthusiasm for improving their speaking skills.

For P13, the mentoring sessions played a crucial role in fostering a sense of independence in learning. The motivation to study independently, particularly through reading and watching, suggests that the sessions equipped P13 with the tools and confidence needed to pursue learning outside of the mentoring environment. P14's statement reflects a general increase in enthusiasm for learning as a result of the mentoring sessions. This excitement likely stemmed from the personalized support, goal-setting, and feedback provided during the sessions, which made studying feel more rewarding and less of a chore.

In addition, the ability of participants to review certain topics is also proof that they have regulated their post-learning proficiently. By providing tailored guidance, diverse materials, and consistent support, mentoring sessions not only help students overcome initial challenges but also inspire a greater enthusiasm for independent learning. This enhanced motivation leads to more proactive and sustained engagement in their educational journey.

In essence, the participants' ability to review topics post-learning is a clear sign that they have internalized the self-regulation strategies introduced during the mentoring sessions. They are not only more engaged and motivated but are also applying effective learning strategies to manage and optimize their educational experience. This development is a significant outcome of the mentoring process, highlighting its success in fostering autonomous, self-directed learners.

In summary, the mentoring sessions played a pivotal role in enhancing motivation. These sessions facilitated the restoration of participants' motivation by

offering structured support, fostering encouragement, and delivering individualized feedback. This renewed motivational state likely profoundly influenced their overall learning experience, enhancing their engagement and promoting a more proactive approach to their academic endeavors.

4.1.6   Increasing Awareness of Learning

The participant of this study revealed that the mentoring method used in self-regulation has affected their former perspective on learning, especially for the development of speaking skills. This is expressed in:

"I used to think that I just needed to learn a language to be smart"
(P2)

"...I just need to read and write down the new vocabulary then save it in the notes"(P2)

"I realized that being smart is not only about mastering the language but how to master the knowledge. (P2)

According to the answers of the participant above, in the process of joining the mentoring session, the perspective of what it means to learn a language has begun to change. As they thought it was enough just to learn how to speak English properly, they started to understand the value of learning itself. For example, when learning about self-regulated learning, it will be advisable to correlate to another aspect, such as a healthy lifestyle and how it impacts one's learning method regulation.

The statements from the study participants also reveal a significant shift in their understanding of language learning as a result of the mentoring method used for self-regulation. Initially, their perspective was narrow, focusing primarily on the superficial aspects of language acquisition, such as memorizing vocabulary

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and practicing speaking. For instance, one participant reflected, "I used to think that I just needed to learn a language to be smart" (P2), indicating that they initially viewed language learning as a straightforward process that primarily defined intelligence.

The participant's earlier approach involved basic strategies like "...I just need to read and write down the new vocabulary then save it in the notes" (P2), which suggests a focus on rote memorization rather than a deeper understanding of language use. This approach highlights a limited view of learning, where success was measured by the quantity of vocabulary memorized rather than the application or integration of language skills.

Through the mentoring sessions, participants began to recognize that intelligence and language proficiency involve more than just memorizing words. As one participant noted, "I realized that being smart is not only about mastering the language but how to master the knowledge" (P2, P5). This shift in perspective indicates an evolving understanding that effective language learning encompasses broader cognitive and metacognitive skills, including the ability to apply knowledge in varied contexts.

Furthermore, this shift in perspective highlights the value of integrating self-regulated learning into their approach. Participants started to appreciate that learning a language effectively requires a comprehensive approach that goes beyond basic memorization. By connecting self-regulated learning strategies with other aspects of life, such as maintaining a healthy lifestyle, participants are recognizing that effective learning is intertwined with overall well-being and personal development.

In summary, the mentoring method has led participants to understand that learning a language is not just about acquiring vocabulary but about engaging in a deeper, more holistic learning process. They now see the importance of integrating various aspects of self-regulation and well-being into their learning strategies, which can lead to more effective and meaningful language acquisition.

4.1.7   Creating Positive Mindset

In another statement, the participants of this study have also developed a positive mindset related to the problems they faced. This is revealed in:

> *"... thank God, there was a slight change in me, an example of positive thinking about existing problems. When I am stressed about economic problems or family problems, I will immediately say Allah will always be there, and when I am sure of that, my mind is calmer, and I will live a normal life again." (P4)*

The statement from participant P4 highlights a significant development in their approach to challenges and stressors, demonstrating a shift towards a more positive mindset. Initially, participants faced various difficulties, such as economic and family problems, which could contribute to stress and negatively impact their learning and overall well-being. P4's reflection, "... thank God, there was a slight change in me, an example of positive thinking about existing problems," indicates that they have experienced a transformation in their mindset. This transformation is marked by an increased ability to maintain a positive outlook despite facing difficulties.
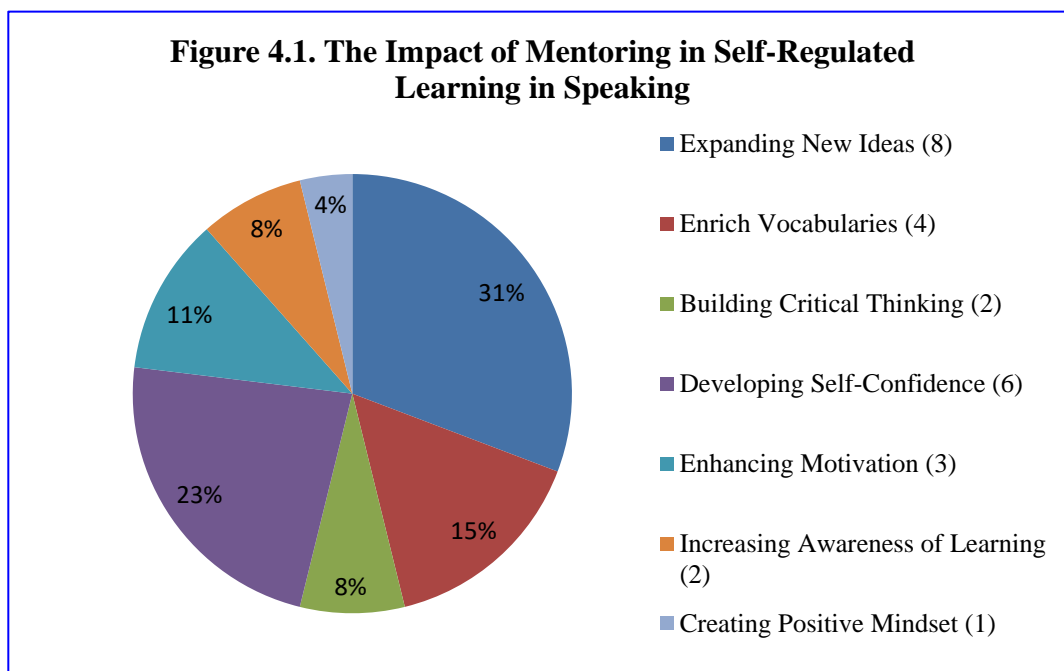
P4's approach to managing stress involves a spiritual or faith-based strategy, as evidenced by the statement, "When I am stressed about economic problems or family problems, I will immediately say Allah will always be there."

This indicates that their positive mindset is supported by a reliance on faith, which helps them to remain calm and composed in the face of adversity. By affirming their belief in a higher power's support, P4 finds solace and reassurance, which contributes to a sense of inner peace and stability.

The development of a positive mindset not only helps participants manage stress more effectively but also plays a crucial role in shaping their motivation for learning. With a more optimistic perspective, participants are better equipped to handle setbacks and challenges that may arise in their educational pursuits. The statement suggests that the positive mindset cultivated through the mentoring process has enhanced participants' ability to stay motivated and engaged in learning, regardless of external circumstances.

In essence, the ability to maintain a positive mindset enables participants to approach learning with greater enthusiasm and resilience. This shift in attitude helps them remain focused and driven, even when faced with difficulties. By fostering a positive outlook, participants are more likely to develop a strong, intrinsic motivation for learning, which supports their ongoing personal and academic growth.

Overall, the positive mindset developed by participants contributes significantly to their learning motivation. It helps them navigate challenges with a renewed sense of purpose and determination, allowing them to continue pursuing their educational goals with resilience and optimism. The impact of mentoring method in practicing self-regulation on student's speaking that found in this study can be seen in the following diagram:

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Figure 4.1. The Impact of Mentoring in Self-Regulated Learning in Speaking

- Expanding New Ideas (8) — 31%
- Enrich Vocabularies (4) — 15%
- Building Critical Thinking (2) — 8%
- Developing Self-Confidence (6) — 23%
- Enhancing Motivation (3) — 11%
- Increasing Awareness of Learning (2) — 8%
- Creating Positive Mindset (1) — 4%

The diagram above demonstrated some themes of the impacts in practicing mentoring on self-regulated learning based on the participants' responses. However, the diagram doesn't provide the complete information that support those findings. Based on that, the researcher put more information regarding to each themes on the diagram in the next segment.

4.2 Discussion

This section presents the discussion based on the findings of the study. It is concerned about the result of the current condition of self-regulated students on speaking before introducing the mentoring method. Results showed that the mentoring program had a positive impact on the aspect of self-regulation.

The notion that mentoring can significantly enhance the learning

experience is broadly accepted and considered advantageous. This positive perception is partly corroborated by research, such as the study conducted by Tolan et al. (2014). According to their findings, mentoring programs offer substantial benefits by fostering the expansion of students' ideas. Once students participate in a mentoring program, they experience notable improvements in their ability to develop and articulate their thoughts more clearly. Additionally, they gain access to high-quality information, which further enriches their understanding and learning process. This suggests that mentoring not only supports the generation of new ideas but also plays a crucial role in refining and deepening students' knowledge through effective guidance and resource access.

The results of Tolan et al.'s (2014) study align with findings from several other researchers, including Li (2018), Irsyadella (2020), and Nurjannah (2021), who have explored similar themes. These studies collectively indicate that as students become more adept at elaborating on their ideas through mentoring programs, they also exhibit greater confidence in speaking. This increased confidence is particularly evident in the context of English-speaking skills. As students refine their ability to develop and express their thoughts, they not only enhance their verbal communication skills but also expand their overall knowledge base. This broader insight equips them to respond more effectively during English conversations. Consequently, mentoring programs not only bolster students' capacity to articulate their ideas but also contribute positively to their ability to engage in meaningful and responsive English communication.

While some students showed the positive effect of mentoring in elaborating their ideas, some students showed not-so-significant changes that

helped him in speaking. Based on their confession, even though they have a lot of ideas, they cannot convey them well, so there is a tendency for the same thoughts when speaking. Several studies have also shown some evidence of adverse outcomes. As Grossman, Chan, Schwart, and Rodes (2012) highlighted a nuanced view of mentoring by revealing that, contrary to its general benefits, mentoring can sometimes have unintended negative effects on students' self-regulation. Their study found that, in certain cases, mentoring might lead to a decrease in students' self-worth and perceived academic competence. This suggests that while mentoring can offer valuable support, it may also inadvertently impact students' confidence and self-esteem if not implemented carefully.

Despite these potential drawbacks, the majority of students continue to hold a positive perception of the effectiveness of mentoring, particularly regarding its role in helping them elaborate on their ideas. This indicates that, overall, students still view mentoring as a beneficial tool for idea development and intellectual growth, even if there are concerns about its impact on self-regulation and self-esteem.

In addition, mentoring programs significantly contribute to the expansion and enhancement of students' vocabulary. As students engage with their mentors, they encounter a broader range of vocabulary and are exposed to more advanced language usage. This observation is supported by Rogers (2018), who emphasizes that effective vocabulary development requires learners to be guided and supported by their mentors. According to Rogers, students benefit from structured guidance that helps them manage their study time efficiently, thus optimizing their learning experience both inside and outside the classroom. Essentially, mentoring

provides a supportive framework that aids participants in advancing their vocabulary skills without relying solely on rote memorization. By engaging in meaningful conversations and receiving targeted feedback from their mentors, students are able to integrate new vocabulary more naturally into their language use, thereby enhancing their overall vocabulary mastery.

However, for participants to retain newly acquired vocabulary, it is crucial that these words are actively used and spoken on a daily basis. Regular practice through habituation and repetition is essential to ensure that new vocabulary becomes ingrained in the learners' language repertoire. This continual engagement helps to solidify their understanding and usage of new words, gradually enhancing their speaking skills over time. Research by Alharthi (2020) supports this approach, highlighting that mastery of vocabulary is fundamental for effective English speaking. Alharthi's findings emphasize that a strong vocabulary foundation enables students to construct sentences with varied and engaging vocabulary, which not only enriches their language use but also boosts their motivation to speak English more frequently. Consequently, the active and consistent use of new vocabulary plays a critical role in improving students' language skills, fostering a deeper interest and confidence in speaking English.

Moreover, the study revealed a notable increase in participants' self-confidence in speaking English following their involvement in the mentoring activities. Prior to the mentoring, many participants harbored fears of being ridiculed or judged negatively when speaking English in class. However, as a result of the mentoring support, these fears diminished, and participants began to view speaking English as a more positive and less intimidating experience. This

shift in perception aligns with the findings of Ozdemir, Papi, and Suliyati (2021), who demonstrate that enhanced self-confidence plays a crucial role in overcoming fears and anxieties associated with speaking English. When students feel more confident, they are more likely to take risks in their language use, effectively communicate their ideas, and recognize their own potential in speaking English.

Furthermore, this increased self-confidence encourages students to engage in English-speaking activities more frequently, leading to continual improvement in their language skills. As they become more comfortable with expressing themselves, they are more willing to participate actively in class and are less deterred by the possibility of making mistakes. This proactive attitude not only enhances their overall performance in the classroom but also fosters a more positive and resilient approach to learning. By consistently practicing and applying their language skills, students are able to achieve greater success in their language learning journey, reinforcing their confidence and reducing their apprehension about making errors.

This positive shift in self-confidence also has broader implications for students' overall learning experience. As students become more comfortable with speaking English and less fearful of making mistakes, they are more likely to seek out and embrace opportunities for active participation in class discussions and group activities. This increased engagement not only enhances their practical language skills but also contributes to a more dynamic and interactive learning environment.

The supportive atmosphere created by the mentoring process encourages a growth mindset, where students view challenges and errors as valuable learning

opportunities rather than setbacks. This mindset shift is essential for long-term language development, as it promotes persistence and a willingness to continually improve. As a result, students are better equipped to navigate various language contexts with greater ease and confidence, ultimately leading to more effective and enjoyable language learning experiences.

In essence, increasing awareness of learning is a crucial component of applying self-regulation, mainly through intensive mentoring. This heightened awareness can significantly broaden students' perspectives on their own learning processes. For instance, when students engage in discussions about self-regulated learning, it is beneficial to connect these concepts to other areas of their lives, such as maintaining a healthy lifestyle. Understanding how factors like diet, exercise, and overall well-being can influence their learning methods and effectiveness can lead to a more holistic approach to education. By integrating these insights into their learning strategies, students can better manage their study habits and optimize their academic performance.

This connection between self-regulation and other life aspects has been explored in various studies. Research by O'Dowd et al. (2020) and Sudargini & Purwanto (2020) provides evidence that mentoring programs have a positive impact on students' awareness of their learning processes. These studies highlight that mentoring not only supports the development of self-regulation skills but also enhances students' ability to view their learning from multiple perspectives. As students become more aware of how different aspects of their lives interact with their learning strategies, they are better equipped to implement effective self-regulation techniques. This, in turn, leads to more comprehensive and adaptive

learning approaches, fostering greater academic success and personal growth.

For this reason, participants in this study have a tendency to continue learning after their awareness of learning increases. Surely, this has an impact on the students' speaking ability, as research from O'Dowd R. et al. (2020) shows that having a good awareness of students in the learning process tends to lead them to have high motivation to learn. Furthermore, motivation in the context of speaking, according to Halim and Mustar (2016), is one aspect that plays an important role in a student's ability to continue practising speaking.

Moreover, having a great motivation in learning is also the result of intensive mentoring, which helps participants to have a good focus on their education (Hromalik, 2018; Wong, Chai, Aw, & King, 2015). Therefore, they tend to be able to self-regulated in their speaking learning. As motivation is a core of the learning process, it is essential to maintain the motivation of the participants, and one of the best ways is through intensive mentoring since, at every meeting, they were given various interesting topics and materials that took their interest to learn more and more. Thus, it is also in line with the results of research from Shunck (2014) that students with high learning motivation can have better-trained self-regulation.

According to the participants of this study, mentoring activities play a pivotal role in fostering a positive mindset and critical thinking when addressing challenges. This positive mindset, cultivated through mentoring, helps students approach problems with greater resilience and optimism. Participants reported that such an attitude allows them to manage stress more effectively by focusing on the aspects of their learning experience for which they are grateful. This sense of

gratitude and positive thinking not only alleviates stress but also contributes to a more supportive and encouraging learning environment.

The beneficial impact of a positive mindset on students' learning processes, particularly in speaking, has been extensively documented in previous research. For example, Chien and Jong (2020) have highlighted how a positive attitude can enhance students' engagement and performance in language learning. Their studies indicate that when students adopt a positive outlook, they are more likely to persevere through difficulties, embrace challenges as opportunities for growth, and engage more actively in their learning process. This positive approach ultimately facilitates a more effective and enjoyable language learning experience, reinforcing the importance of maintaining a constructive and optimistic mindset as part of the educational journey.

This study primarily highlights the positive impact that mentoring has on the development of students' speaking skills and their overall mindset. The findings underscore how mentoring fosters a constructive attitude and effective language use, contributing to significant improvements in both areas. According to Tambunan et al. (2016), students who cultivate a positive mindset are more inclined to invest effort into practicing their speaking skills. This positive mindset is associated with reduced language anxiety, increased self-confidence, and a greater willingness to engage in communication. These factors collectively enhance students' motivation and persistence in language practice, leading to more effective speaking development.

Moreover, a positive mindset enables students to better manage and regulate their responses to educational challenges. With reduced anxiety and

heightened confidence, students are better equipped to approach problems with a proactive and resilient attitude. This self-regulation extends beyond language learning and impacts their overall approach to educational challenges. As students become more adept at managing their learning experiences, they gradually develop greater control over how they tackle various issues in their academic journey.

For students who struggle with overcoming educational challenges, participating in mentoring activities can be a valuable solution. Mentoring provides the support and guidance necessary to address difficulties and develop effective strategies for problem-solving. By engaging in mentoring, students gain access to resources, feedback, and encouragement that can help them navigate their educational challenges more successfully. Ultimately, mentoring offers a constructive avenue for students to enhance their speaking skills, build confidence, and improve their overall academic experience.