CHAPTER V

CONCLUSION

This chapter aims to provide the main points of this research, including conclusions, limitations of this study, and recommendations for further research.

5.1   Conclusion

The following conclusions are drawn based on the data analysis results. The present study analyzed the significant changes in students' self-regulated speaking learning by using mentoring sessions. Through the results of data analysis conducted by the researcher and the data collected through reflection in Google form, this study found several positive changes in students' self-regulated learning on speaking skills involved in this study. The changes obtained from the participants were the capability to expand new ideas and enrich vocabularies, the ability to integrate ideas into real-life contexts when speaking, the development of critical thinking, the growth of self-confidence, and the rise in motivation of the participants. In addition, the impact on participants occurs not only in their knowledge but also in their perspective, such as the adjustment of the value of learning and the encouragement to have a positive mindset.

The diverse improvements experienced by the participants underscore the significant impact that mentoring can have on their English speaking skills. The mentoring sessions provided various benefits, including enhanced self-confidence, vocabulary expansion, and a more positive mindset, all of which contribute to more effective communication. These changes are not merely superficial but deeply influence the participants' overall approach to learning and their personal

development.

The mentoring process facilitated a transformative experience, equipping participants with not only the practical skills needed for proficient English speaking but also the academic and personal growth required to navigate complex language tasks with greater ease. As participants engaged in mentoring, they developed critical thinking abilities, a heightened awareness of their learning processes, and a resilient attitude toward challenges. These attributes are indicative of a more profound transformation, enabling them to become not just better speakers but also more insightful and resourceful individuals.

Overall, the mentoring sessions proved to be a powerful catalyst for academic and personal advancement, guiding participants toward becoming more knowledgeable and thoughtful individuals. The positive effects observed in their English speaking skills reflect the broader benefits of mentoring in shaping well-rounded, capable learners who are prepared to excel in both academic and real-world contexts.

5.2   Limitation

In conducting this research, several aspects are still not explored due to the limitations of the researcher related to the use of mentoring in uplifting self-regulation participants when learning to speak. These limitations do not hinder the research process but only limit the researcher's ability to see some aspects of the theme under study.

In connection with the above, this study only focuses on revealing the self-regulation benefits of participants' mentoring class experiences. This makes the

absence of data related to self-regulation benefits obtained by non-mentoring participants so that the comparison of the result cannot be seen through this study.

Further, there is a lack of data that represents the obstacles participants face in applying self-regulation during the speaking learning mentoring process. Thus, the results of this study are limited to the disclosure of the significant changes of participants in conducting self-regulation in learning speaking through the use of the mentoring section they joined.

Lastly, this research only collects participant data through reflection questions distributed online. Therefore, this research still has to be continued by using different data collection instruments and exploring different aspects according to the themes in this research.

5.3   Recommendation

This study provides valuable insights into how mentoring can influence self-regulation in the context of learning English, particularly in enhancing speaking skills. The findings highlight the positive impact of mentoring on participants' self-regulation strategies, demonstrating that tailored guidance can lead to significant improvements in how students' approach and manage their language learning process.

The results underscore the importance of identifying and implementing effective strategies for language acquisition. By focusing on how mentoring aids in developing self-regulation, the study offers practical implications for both students and educators. For students, the research suggests that adopting specific self-regulation techniques can enhance their learning experience, making it more effective and enjoyable. For teachers, the findings provide a framework for

designing mentoring programs that address individual learning needs and support students in developing better self-regulation skills.

Moreover, the study's insights contribute to a deeper understanding of how self-regulation strategies can be applied in language learning. This is crucial because effective self-regulation is a key factor in mastering complex skills like speaking a new language. The evidence provided by the study can guide the development of targeted interventions and teaching methods that align with the specific needs of language learners.

Given the importance of these findings, it is essential that this research be expanded and explored further by future studies. Continued research into self-regulation strategies in language learning can build on the current knowledge, offering more nuanced and comprehensive insights. Subsequent researchers can investigate additional variables, such as different mentoring approaches or the long-term impact of self-regulation techniques, to enhance the effectiveness of language learning strategies.

In summary, this study serves as a foundational piece in understanding the role of mentoring in self-regulation for English language learning. It provides valuable guidance for students and educators while also highlighting the need for ongoing research to refine and expand upon these initial findings. Continued exploration in this area will contribute to more effective language learning strategies and improved educational outcomes for students.

Finally, the next research related to this theme can try to use a different research design. This includes differences in research instruments and data collection techniques. The next researcher can try to take the data offline and use different techniques, such as observation, interviews, etc.

5.4　Pedagogical Implication

The results of this study contribute to the world of education both theoretically and practically. Based on the research results that try to explore the form of practice of self-regulation carried out by students in the process of learning to speak, there are several things that students, teachers, and educational institutions can pay attention to. This the researcher describes in the explanation below:

For students, the results of this study are expected to be able to help them to obtain learning outcomes by implementing mentoring sessions to upgrade their self-regulation. For this reason, students who are learning English can apply the mentoring class to find out whether the method is suitable for other conditions to develop a self-regulation process. Thus, they can further understand the essence of implementing self-regulation to have better learning control.

Furthermore, through the results of this study, teachers are also expected to be able to obtain references to self-regulation through mentoring classes. Thus, teachers have the opportunity to introduce a new learning method that can be used by their students later when facing problems in their learning process. Therefore, teachers need to understand the benefits of intensive mentoring sessions expressed in the results of this study well since they should ensure the success of their students' learning through a self-regulation strategy.